



University of Findlay®

Meaningful Lives. Productive Careers.

Social Work Program

Field Instruction Manual

2018-2019



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Field Instruction Manual

Field Instruction Courses:

SOWK 310: Field Instruction I

SOWK 410: Field Instruction II

This manual is a description of the policies and practices employed in the field instruction sequence of the Social Work program at the University of Findlay. Its development originates from the principles espoused by the Council on Social Work Education and articulated in its Educational Policy and Accreditation Standards.

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Chapter 1

An Introduction and Statement of Purpose

The field placement experience is an intrinsic part of the curriculum in keeping with the mission of preparing students for entry-level generalist practice and the concomitant goal of having them effectively serve individuals, families, groups, organizations, and communities with diverse populations. One of the ways in which students accomplish this preparation is via the completion of two field placements in human services agencies which offer services to individuals, families, groups, organizations and communities with diverse populations. Successful provision of these opportunities for students requires a clear understanding of the policies and procedures of the field placement sequence by all parties involved, including, social work faculty, agency personnel and designated Field Instructors, and students. Collaboration among all these parties is also an essential component in this endeavor. This document articulates the guidelines assembled by the Social Work Program for students and the helping professionals engaged in the noble task of assisting this program in the preparation of future professional social workers.

Each student brings to the university and to the field opportunity a different background, experience, and interest. Despite these differences, it is essential that all of them have the chance to learn and develop in their journey from student learner to professional social worker. Field Instructors in agencies, together with the social work faculty, particularly the Director of Field Instruction, have the responsibility to plan experiences which engage students in actual practice which draws upon all the knowledge, values and ethics, and skills they have acquired both through life experiences and through the social work curriculum. These learning opportunities allow for the development and implementation of new knowledge and skills, a heightened awareness of the professional self, and a strengthened commitment to the principles, values and ethics of the social work profession.

Openness, flexibility, and a willingness to perform the tasks necessary for adequate learning are important traits for students entering the field experiences. Field Instructors can expect from social work students an eagerness to learn, a tolerance for others, a genuine concern for

the well-being of humans, and a respect for the diversity in our species. Moreover, they can anticipate that students will not only have knowledge of the NASW Code of Ethics and the Ohio Counselor, Social Worker, and Marriage and Family Therapist Board Code of Ethical Practices and Professional Conduct and their detailed descriptions of appropriate conduct for social workers but that they will adhere to these Codes in their respective field placements. However, student learners that they are, they will need direction in all of these areas. In their enthusiasm and idealism, students may seek a rationale for current practices and some may even challenge the status quo. They may err, unintentionally, in their passion for their profession. Limits, compassion, and tolerance from Field Instructors and agency staff will permit them to see these moments as growth opportunities. In that process, however, Field Instructors will discover the reciprocal nature of their teaching role. They, too, will learn from their students' comments and questions, rethinking old practices and giving permission for innovation where appropriate.

Field instruction, as an educational process, must have structure and the Field Instructor plays a critical part in the establishment of that framework. Structure establishes expectations and defines responsibilities without squelching the uniqueness of each student. To that end, Field Instructors must possess a solid understanding of the knowledge foundation of social work, including: policy and services; human behavior in the social environment at the micro and macro level; practice with individuals, families, groups, organizations, and communities; human diversity; populations at-risk; social and economic justice; social work research and evaluation. They will also have a working comprehension of the values and ethics of the social work profession and the skills required of professional social workers. Upon this basis, then, they will be capable of assessing student performance on all of these dimensions. The learning contracts, completed by students in their first month of field practicum, will detail student assignments and responsibilities and will serve as a roadmap for the series of evaluative conferences with the student, Field Instructor, and Director of Field Instruction. At the conclusion of the field placement sequence, then, students will emerge prepared to function at the beginning level of generalist social work practice.

Field instruction at The University of Findlay entails two courses, SOWK 310 (Field junior year, the latter in the final semester of the senior year. In the case of a traditional four-year

student who expresses an interest in majoring in social work in the first year, completion of SOWK 101 (Introduction to Social Work) precedes enrollment in SOWK 310 in the first semester of the junior year. Traditional students who decide to major in social work in the sophomore or junior year will also enroll in SOWK 310, having - completed SOWK 101 or concurrently taking SOWK 101 and SOWK 310. Transfer students entering the program, not having completed an introductory field placement course and having completed SOWK 101 in another institution will also enroll in SOWK 310. Over the course of one semester, these students will spend 3 hours weekly in class while completing 60 hours of supervised experience in a human service agency.

In the final semester of the senior year, students will enroll in SOWK 410, Field Instruction II. Prior to enrollment in this course, they will have completed the following requirements: admission to the Social Work Program and completion of the Human Behavior Sequence (SOWK 360 and SOWK 361), the Practice Sequence (SOWK 305, SOWK 307, SOWK 306, SOWK 405, and research methods (SOWK 347). Referred to as a block placement, the seniors will spend 4 days a week in a human service agency, accruing a total of 480 hours under the supervision of a practicing social worker or approved human services professional. Attending class on campus for one day a week during their final semester at the university, seniors will participate in a one hour seminar attached to SOWK 410 with the Director of Field Instruction, a three hour integrative seminar, SOWK 495, and a one hour research project, SOWK 447.

By the time that the students graduates from the Social Work Program at The University of Findlay, they will have completed 500 hours in human service agencies, under the tutelage of professional Social workers and other human services providers. Implementing the knowledge base of the social work and the attendant skills along with the values and ethics of the profession, these graduates will be ready for an entry level position in social work practice with individuals, families, groups, organizations and communities.

Framing the completion of the social work curriculum is a broad curricular array of courses, drawn from competencies expected of all university graduates at this institution and a liberal arts distribution of coursework in the fine arts, humanities, social sciences, and natural sciences. Electives permit students to amplify areas of interest in their major or in other disciplines. Ideally, then, students will leave the university prepared for initial social work

practice with a diversity of population sizes and groups or graduate School in social work. And they will be well aware that their education in the profession will continue, having been exposed to the Continuing Education Units mandated for all professional social workers who hold a License in Social Work. Their field placement experiences will remain with them forever, altering the course of both their professional and personal lives.

Chapter 2

Requisites for Affiliation

Collaboration between the Social Work Program at The University of Findlay and human service agencies requires a firm commitment to the knowledge base, values and ethics, and skill development intrinsic to the profession of social work. Since the learning that occurs with students exacts no small allocation of resources from the agency, they must exhibit a willingness and a pay to engage in that endeavor. At the same time, there are responsibilities incumbent upon the Social Work Program to insure that students can learn in an optimal manner.

Affiliation between the Social Work Program and a human services agency can occur in a variety of ways: 1) the Director of Field Instruction may initiate contact with agencies based upon knowledge of the community; 2) an agency may approach the Social Work Program about the feasibility of student field placements; 3) Students may recommend a potential agency to the Director of Field Instruction; 4) members of the community such as the Social Work Advisory Council may identify an agency for possible affiliation.

Subsequent to these inquiries, the Director of Field Instruction contacts the appropriate person at the prospective agency, to inquire and confirm the interest in affiliation with the Social Work Program. If the agency indicates both an openness to consideration of student field placements and acknowledges properly credentialed potential field instructors, the Director of Field Instruction meets with agency personnel and completes the following:

- 1.) Basic agency information and education of potential Field Instructors (**Field Placement Agency and Instructor Data Form**);
- 2.) Descriptions of agency mission, organizational flow chart, agency brochures and descriptions of services;
- 3.) Review of the **Affiliation Agreement** which spells out the responsibilities of the Social Work Program and the agency.

A copy of the Social Work Program Handbook and the Field Placement Manual are given to the agency at this meeting. The former document provides a cursory overview of the program

including the curriculum sequence, field instruction, and ethical responsibilities of students. The Field Placement Manual depicts in detail the parameters of the field placement process for prospective agencies.

In order for the agency to affiliate with the Social Work Program, it must meet certain criteria congruent with the principles and values of the social work profession. These criteria include the following:

- 1.) The agency's philosophy of service is compatible with the knowledge base, values and ethics, and skills of the social work profession;
- 2.) The agency agrees to abide by the values and principles outlined in the NASW Code of Ethics and the Ohio Counselor, Social Worker and Marriage and Family Therapist Board Code of Ethical Practice and Professional Conduct;
- 3.) Programs and methods of practice within the agency are clear;
- 4.) There is ample opportunity for the student to observed and engage in generalist social work practice;
- 5.) The agency has a clearly defined and active role in the community and participates in local and regional planning in its field;
- 6.) The administrator and staff demonstrate a commitment to professional social work education and accept the objectives and educational focus of the program of field instruction;
- 7.) The staff is large enough and so deployed that the basic program of the agency is maintained and developed without reliance on students. This does not preclude enhancement of the basic program through student activity. However, continuity and continuation of the program shall never be solely based on student participation;
- 8.) The social service department of an institution such as a hospital, course, or school, is an integral part of the program of the institution both in the philosophy and structural organization;

- 9.) The volume and flow of the program offers students a fairly wide range of learning opportunities commensurate with the university objectives for field instruction. where a setting is deficient, arrangements can be made with the university for linkages with other agencies, either directly, or through a joint Supervisory experience;
- 10.) The agency attempts to make available suitable desk space, where possible, telephones, documentation rubrics, Supplies, transportation costs, clerical services, and program Space for the Student. Computer training and usage, when appropriate, is also helpful;
- 11.) The agency provides the qualified field instructors essential to learning. The relationship between these persons and the Director of Field Instruction is established with the purpose of maximizing student learning;
- 12.) The agency is willing to risk the involvement of students in appropriate responsibilities for practice through clearly defined tasks;
- 13.) The agency possesses and implements sound personnel policies and practices, including, non-discrimination manifested in an Equal Opportunity Employer statement.

Following the meeting with the appropriate personnel involved in the decision-making process to affiliate, the Director of Field Instruction compiles the Data Sheets on the agency, possible field instructors, organizational information (mission, organizational flow chart, annual reports, brochures, etc.), service descriptions and proposed tasks and responsibilities for social work students. There is a file kept on each agency, retained by the Social Work Program.

Upon the agency submission of these documents to the Director of Field Instruction, there is a careful review with the Program Director and other faculty of the Social Work Program. If the potential agency meets the criteria, then the field instructor and agency director sign the Affiliation Agreement as well The Social Work Program Director and the Director of Field Instruction with the agency retaining a copy along with the Social Work Program.

The Director of Field Instruction is responsible for the regular review of the Affiliation Agreement and the capacity of agencies to have a student in a field placement. Given the shifting demands that occur regularly with human service agencies, there will be times when having a social work student in the field agency is not feasible. Consequently, the Director of Field Instruction annually contacts each affiliated agency to determine its ability to manage a field placement. Armed with this information, the Director of Field Instruction can more efficiently begin the placement process at the beginning of each semester.

In the rare event that an agency would fail to meet the required criteria for affiliation, it is the responsibility of the Director of Field Instruction, in collaboration with the Social Work Program Director, to identify those issues with the agency and to see if any remediation can occur. For instance, if an agency field instructor does not allow sufficient supervisory time with a social work student, then the Director of Field Instruction would address this matter with the Field Instructor. If remediation is not possible, for whatever reason, then revocation of the Affiliation Agreement can occur. While the termination of an Affiliation Agreement is highly unlikely, it is the responsibility of the Social Work Program to insure that agencies and their staff understand the importance of their teaching responsibilities and comply with expectations identified in the Affiliation Agreement and this Field Placement Manual.

Chapter 3

The Role of Field Instruction and the Social Work Program

The Education Policy and Accreditation Standards articulated by the Council on Social Work Education (2015) highlight field instruction as a critical component of the curriculum with clear guidelines regarding its implementation. Those specifications include:

1. The program explains how its field education program connects the theoretical and conceptual contributions of the classroom and field settings
2. The program explains how its field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, communities, and illustrates how this is accomplished in field settings
3. The program explains how students across all program options in its field education program in its field education program demonstrate social work competencies through in-person contact with clients and constituencies.
4. The program describes how its field education program provides a minimum of 400 hours of field education for baccalaureate programs.
5. The program provides its criteria for admission into field education and explains how its field education program admits only those students who have met the program's specified criteria.
6. The program describes how its field education program specifies policies, criteria, and procedures for selecting field settings, placing and monitoring students; supporting student safety; and evaluating student learning and field setting effectiveness congruent with the social work competencies.
7. The program describes how its field education program maintains contact with field settings across all program options. The program explains how on-site contact or other methods are used to monitor student learning and field setting effectiveness.

8. The program describes how its field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate the program social work competencies. Field instructors for baccalaureate students hold a baccalaureate or master's degree in social work from a CSWE-accredited program and have 2 years post-social work degree practice experience in social work. For cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing social work perspective and describes how this is accomplished.
9. The program describes how its field education program provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.
10. The program describes how its field education program develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student's employment.

Administration of field education is consistent, also, with the goals and objectives of the Social Work Program. A restatement of the mission, goals, and objectives of the Social Work Program at this point will offer a frame of reference for understanding the importance of field instruction.

Mission:

The mission of the Social Work Program at The University of Findlay is to prepare baccalaureate-level social workers with the professional knowledge, values and ethics, and skills for entry-level generalist practice in a variety of settings and with systems of all sizes.

Goals:

- 1.) To prepare generalist social workers who are able to integrate the necessary knowledge, values and ethics, and skills of the Social work profession for

competent practice in settings with individuals, families, groups, organizations, and communities.

- 2.) To prepare students who demonstrate a commitment to continue their own professional growth and development, including but not limited to graduate education in social work and other disciplines;
- 3.) To familiarize students to the profession of social work through the study of its history, philosophy, and purposes, with particular regards to social and economic justice and populations-at-risk;
- 4.) To provide students with content about the social, political, and global contexts of social work practice, the ever-changing nature of those contexts, the behaviors found in individuals and systems, and the dynamics of change.

Program Objectives: (drawn from Educational Policy and Accreditation Standards)

A social work graduate from The University of Findlay will demonstrate the ability to:

1. Apply critical thinking skills within the context of professional social work practice;
2. Understand the value base of the profession and its ethical standards and principles and practice accordingly;
3. Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation;
4. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and Social change that advance Social and economic justice;
5. Understand and interpret the history of the social work profession and its contemporary structures and issues;
6. Apply the knowledge and skills of generalist social work practice with systems of all sizes;
7. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities;

8. Analyze, formulate, and influence social policies;
9. Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions;
10. Use communication skills differentially across client populations, colleagues and communities;
11. Use Supervision and consultation appropriate to social work practice;
12. Functioning within the structure of organizations and service delivery Systems and seek necessary organizational change.

It is within the field instruction experience that the mission, goals and objectives of the Social Work Program converge. Field Instruction I is the student's first glimpse into the integration of knowledge, values and ethics, and skills of the Social work profession in the 'real world' of social work practice. Field Instruction II is the implementation of the knowledge, values and ethics, and skills derived from coursework which will contribute to the realization of the mission, goals and objectives of the program. In a human service organization, the student operationalizes and expands knowledge of the profession, performs ethically and responsibly, and practices the skills required of a generalist social work practitioner. As a student learner, the Student has the opportunity to become immersed in the tasks and responsibilities of an entry-level baccalaureate social worker. Having spent 540 hours in human Service agencies over the course of the academic career, the graduate will be ready for practicing social work in a variety of agency settings and with a variety of system sizes, including, individuals, families, groups, organizations and communities. Field Instruction, then, is an essential component in the realization of the mission of the Social work program, the preparation of students for entry-level generalist practice.

Chapter 4

The Field Instructor

Either the affiliated agency or the Director of Field Instruction may initiate the selection of a potential field instructor. For instance, an agency director may designate one or more individuals with the appropriate credentials and experience for the role of field instructor. On the other hand, a social work faculty member who is aware of potential candidates for this position may make a recommendation to the appropriate administrative personnel within the affiliating agency. Or a social worker in the community can request affiliation along with field instruction responsibilities with approval from superiors. Hence, the initial process could take any one of the following forms:

- 1.) The agency representative submits to the Director of Field Instruction the names of those social workers who appear to meet the criteria for the role of field instructor;
- 2.) The social work faculty suggests to agency administrator(s) the names of individuals who seem appropriate for the role;
- 3.) An agency social worker contacts the Social Work Program requesting students for field instruction, having received authorization from the administrative hierarchy.

Field Instructor Qualifications:

Agency staff members who express an interest in supervising baccalaureate students must hold a B.S.W. or an M.S.W. degree, per the Educational Policy and Accreditation Standard B2.2.9. In the state of Ohio, these individuals will also possess a license in social work at either of two levels: the L.S.W. (Licensed Social Worker) or L.I.S.W. (Licensed Independent Social Worker). Given the grandfathering clause for the L.S.W., it is possible that an individual may possess the L.S.W. without having a baccalaureate or master's degree in social work. Additionally, there are persons who possess the L.P.C. (Licensed Professional Counselor) or L.P.C.C. (Licensed Professional Clinical Counselor) and who wish to supervise social work students. In the latter two instances, it is incumbent upon the Social Work Program to insure that students receive a social work perspective. The Director of Field Instruction conducts seminars for both field placement courses, insuring that students receive the requisite social

work framework. Additionally, the seniors take an integrative seminar, SOWK 495, while they are in block field placement. In the event, then, that a field instructor does not have a degree in social work which can occur in a rural setting like Findlay, OH, there is an ongoing emphasis via the social work faculty to provide the essential social work perspective.

In addition to these educational and licensing requirements, it is preferable if the potential field instructor meets the following criteria:

1. At least six months experience in the agency in which the field instruction will occur. 2.) An interest and ability to teach, communicate knowledge, and stimulate student self-development;
2. Flexibility in allowing for the development of each student, recognizing the inherent uniqueness in each person;
3. Ability to develop learning experiences consistent with the educational mission, goals, and objectives of the Social work program;
4. A positive orientation toward learning;
5. Sound knowledge of generalist social work practice;
6. A working understanding of community social welfare structure and the utilization of community resources;
7. An understanding, acceptance and willingness to implement the mission, goals and objectives of the Social Work Program;
8. The capacity to assume responsibility for contributing ideas and thinking with the goals of strengthening the education experience in the classroom and the field;
9. Sufficient time allocation by the agency for carrying out the instructional responsibilities, including:
 - a. availability and accessibility to students;
 - b. regularly scheduled supervisory conferences with students, maintaining at least 1 to 2 hours per week in direct, face-to-face supervision;

- c. planned conferences with the Director of Field Instruction, at least twice a semester;
 - d. written evaluations of student performance;
 - e. attendance at orientations for students and field instructors and other continuing education programs provided by the Social Work Program, as deemed appropriate;
10. Professional identification through organizational affiliation, for example, the National Association of Social Workers;
11. Knowledge of current trends in social work and social welfare.

At the initial stage of affiliation between the agency and the Social Work Program, the appropriate administrative staff has identified the candidates for field instruction. The Social Work Program Director will review the information submitted by the agency, including the Field Placement Agency and Instructor Data Form. In the event that there is an ongoing affiliation and a staff member wishes to be a field instructor with the program, the individual will complete the Field Placement Agency and Instructor Data Form for review and approval by the Social Work Program faculty.

Expectations of the Field Instructor:

The Field Instructor plays a critical role in the education of future social workers. For this reason, the expectations for them are many. Generally, individuals come to the field instructor role grateful for past mentors who spent time and energy that led to their own degree in social work and thereby played a critical role in their own educational and professional development. Field Instructors are individuals who now want to give back to the profession through the tutelage of the social workers of tomorrow. Again, it is not an easy task and the demands on these generous souls are many, including:

1. Comprehension of the educational mission, goals, and objectives of the Social Work Program;
2. Adherence to the NASW Code of Ethics and the Ohio Counselor, Social Worker, and

- Marriage and Family Therapist Board Code of Ethical Practice and Professional Conduct;
3. Assistance to students in designing, negotiating and implementing a wide range of field learning experiences that are congruent with the expectations of the social work program, student individual needs and objectives, and the expectations of the agency;
 4. Knowledge of resources within the agency and the larger social welfare system to disseminate to students;
 5. Weekly planned supervisory conferences with students, minimally, 1 to 2 hours in face-to-face contact;
 6. Allotted time for meetings with the Director of Field Instruction, at least twice a semester, along with a willingness to communicate on an ongoing basis as the situation necessitates;
 7. Development of a positive working relationship with students that permits a climate of reciprocal learning;
 8. Encouragement of maximum student activity and creativity within the parameters of educationally and agency appropriate responsibilities;
 9. Orientation of students to the agency, including, policy and procedures and other professional and administrative staff;
 10. Accessibility between Field Instructor and students along with other professional and administrative personnel;
 11. Commitment to serving as a primary role model of the social work and/or helping professions to the student learners;
 12. Maintenance of the appropriate boundaries between Field Instructor and student, remaining conscious of the differences between supervision and treatment;
 13. Awareness of the Social work curriculum and the role of the field experience in the preparation of future social workers;

14. Employment of various strategies assisting in the knowledge and skill development of students, e.g., participating in initial student interviews, reviewing documentation, group supervision, guidance on the use of computers in the agency;
15. Participation in orientation and other continuing education conferences sponsored by the Social Work Program;
16. Provision of ongoing feedback to the Social Work Program relative to the field placement process, curricular issues, or other relevant policies and procedures;
17. Availability for meeting with the Director of Field Instruction at least twice during the course of an academic semester for evaluation conferences;
18. Completion of mid-term and final evaluation forms;
19. Retention of the prerogative to recommend termination of a student from the field placement whose performance violated the principles of the NASW Code of Ethics or the Ohio Counselor, Social Worker, and Marriage and Family Therapist Board Code of Ethical Practice and Professional Conduct;
20. Openness to providing letters of reference to graduating seniors upon request when appropriate.

Expectations of the Agency vis-à-vis the Field Instructor:

In order for the Field Instructor to accomplish the tasks expected by the Social Work Program, it is crucial that the agency provide the necessary opportunities to do so. While the Field Instructor has the primary responsibility for the social work student, the entire agency makes a commitment to the process of field instruction. During the initial affiliation process, the Director of Field Instruction clarifies the agency role. At the outset of any initial field placement, the student, Field Instructor and Director of Field Instruction sign the **Field Placement Contract** which delineates the responsibility of all parties during the term. Thus, the agency agrees to the following:

1. To provide the student opportunities to function in a social work capacity that will enhance the student's learning objectives;

2. To abide by the values and ethics articulated in the NASW Code of Ethics and the Ohio Counselor, Social Worker and the Marriage and Family Therapist Board Code of Ethical Practice and Professional Conduct;
3. To respect the student's position as a beginning professional social worker by making assignments congruent with the student's skill range designed to enhance learning, providing suitable work space, and by promoting an appropriate relationship with other staff;
4. To provide adequate supervisory time so that the student will become properly oriented to the agency and have a person with whom he/she can relate closely in his/her learning experience';
5. To provide adequate time for the field instructor to participate with the University in meetings or other events structure to enhance this program;
6. To collaborate with students in the formation of a **Learning Contract** which establishes the goals and objectives for the Semester.

Expectations of the University:

Since field instruction is partnership among a variety of parties, viz., the Social Work Program, the human services agency, and the student, it is evident that the Social work Program bears numerous responsibilities. From the very beginnings of the affiliation process, an openness and accessibility between the agency and the Social Work Program should characterize this important relationship. It is altogether fitting that the agency has a clear idea of the role of the Social Work Program in this process. Highlighted throughout the affiliation process and reaffirmed during the signing of the **Field Placement Contract** the responsibilities of the Social Work Program include:

1. Coordinating the selection of students designated for field placements;
2. Providing adequate liaison through the Director of Field Instruction so that the objectives and expectations of the Social Work Program can be understood and that any concerns or problems be handled promptly;

3. Respecting the agency's role in the final selection of the appropriate student for the field placement;
4. Acknowledging the agency's role in providing Supervision of the student's assignments;
5. Providing a Field Manual that will explain the program and its objectives along with the materials necessary to evaluate the placement;
6. Incorporating Field Instructor feedback into the evaluation of the student;
7. Providing students with a weekly field placement seminar to further consolidate their learning experiences;
8. Providing Field Instructors with continuing education programs sponsored by the university.

As mentioned earlier, any successful partnership between the Social Work Program and the community of human service agencies affiliated with the program requires ongoing contact that can take many forms. The Director of Field Instruction is responsible for maintaining a positive working relationship and this can occur in a variety of ways: regular phone contact, site visits, e-mail and other correspondence, campus orientations for field instructors and students, and continuing education programs for human services professionals.

Benefits to the Field Instructor:

Although there is no financial remuneration for Field Instructors, they are able to attend professional conferences sponsored solely by the Social work Program, Securing Continuing Education Units (mandated by the Licensing Board in the State of Ohio) at no charge.

Chapter 5

Placement Procedures: Field Instruction I

SOWK 310:

SOWK 310: Field Instruction I: Eligibility:

There are several routes to the initial course in field instruction. An incoming traditional student (age 18-19) who declares an interest in social work will have a social work faculty member assigned as an advisor. In either the first or second semester of the first or second year, this student will enroll in SOWK 101, Introduction to Social Work. Earning a grade of “C” or better in this course, the student will be eligible for SOWK 310 in either the first semester of the sophomore year or the first Semester of the junior year.

A student currently enrolled at The University of Findlay who wishes to switch a major to that of social work, depending upon when this occurs, may take SOWK 310 after having successfully completed (“C” or better) SOWK 101 or may take the course concurrently with SOWK 101 (with the permission of the instructor) if they are in their third year at the university. This occurs infrequently.

Transfer students from another institution who have completed the equivalent of SOWK 101 are also eligible for SOWK 310. In a more uncommon circumstance, a transfer student wishing to major in social work without having taken SOWK 101 may enroll in both Introduction to Social Work and Field Instruction I with the permission of the social work faculty member, usually the Director of Field Instruction.

SOWK 310 Course Overview:

Designed to introduce the student to the profession of social work in a ‘hands-on’ manner, this course grants students the opportunity for an immersion into the real world of social work practice. Students spend a total of 60 hours over the course of a 15 week semester in a social services agency, under the supervision of a professional social worker. At the same time, students meet in a weekly seminar for 3 hours with classmates who are similarly engaged in human service agencies, thereby offering a unique opportunity to teach and learn from each other’s respective experiences.

During this time, students will encounter the key knowledge base foundations of the social work profession: human behavior in the social environment social work practice with individuals and families, groups, organizations, and communities; policy and services; human diversity; social and economic justice; populations-at-risk; research and evaluation. Infusing this knowledge base with all of the attendant skills, students will also become familiar with the implementation of the value and ethical base so integral to the profession of social work. Having some curricular knowledge of social work drawn from SOWK 101, the student will now have direct exposure to how the profession operates in the framework of a human services organization. There will be observation of activities along with some directed participation with the understanding that the student does not yet have the knowledge of theory and practice skills possessed by a senior social work major.

Placement Procedures for SOWK 310:

In the first week of the seminar, students meet with the course instructor, typically the Director of Field Instruction, and complete the **Field Placement**. This form provides some basic information on each student, including previous work and volunteer experiences in human services, areas of interest in the field of social work, and a brief assessment of strengths and weaknesses. With this data, the Director of Field Instruction can then begin the process of matching students with an appropriate agency. In this initial placement, the Director of Field Instruction selects a field of practice relatively unfamiliar to the student. For instance, if a Student has volunteered extensively with the elderly, the Director of Field Instruction will select a setting that serves women and children. Even if the Student hopes at some point to practice with the elderly population, the Social Work Program maintains that a broad based exposure in the field instruction courses is desirable. In the senior year, if the same student still wishes to work with the elderly, then the Director of Field Instruction will attempt to honor this request.

Upon completion of the questionnaire, students receive instructions on drafting a brief autobiographical narrative, **The Field Placement Essay**. Going into greater detail about prior educational and employment experiences, students elaborate upon interests in the field of social work. They also identify current class and employment schedules, noting available times for the field placement. The Director of Field Instruction reviews the rough draft of the essay

and makes editing suggestions where appropriate. The student then finalizes the narrative which will be used in the interview process.

After reviewing the materials submitted by the student, the Director of Field Instruction selects an appropriate agency and shares that with the student in an interview. The student is able to review some of the agency materials collected during the affiliation process, including a description of student responsibilities at that facility. Additionally, the student receives instructions on the appropriate person to contact within the agency for an interview and on the importance of sending the Field Placement Essay to the Field Instructor in advance of the interview.

The Director of Field Instruction makes the first contact with the Field Instructor at the agency, indicating the name of the prospective student and informing her/him that the student will be making contact within the week. Subsequently, the Director of Field Instruction notifies the student that the Field Instructor will be expecting a phone call to schedule an interview. The student then contacts the Field Instructor WITHIN 5 DAYS, schedules an interview, and sends the autobiographical essay which will serve as an introduction. Reviewing the **Interview Protocol** assists the student in preparing for the initial meeting at the agency. Both the Field Instructor and the student contact the Director of Field Instruction within two (2) working days of the outcome of the interview. Typically, agencies are quite willing to accept students in their initial field experience, understanding that these individuals do not yet have the curricular foundation that will come later in their academic future within the Social Work Program.

Summary of Initial Field Placement Procedures for SOWK 310:

1. Student meets with Director of Field Instruction during first week of class
2. Student completes Field Placement Questionnaire in first week in SOWK 310.
3. Student submits a rough draft of the Field Placement Essay to the Director of
 - a. Field Instruction for review and editing;
4. Director of Field Instruction matches student with agency for placement
5. Student completes an FBI and BCI background check

6. Student sends final essay to Field Instructor and agency
7. The Director of Field Instruction contacts the Field Instructor with name of student
8. Student contacts Field Instructor within 5 days
9. Student review **The Interview Protocol**
10. Student Interview with Field Instructor
11. Student completes any paperwork needed for agency
12. Student, Field Instructor, and Director of Field Instruction sign the **Field Placement Contract**

Attendance and Completion of Required Hours:

In SOWK 310, students will generally begin their field experience after the first four weeks of the semester, having ample time to accomplish the pre-placement tasks already outlined. Scheduling of the required 6 hours per week for 10 weeks (60 hours) occurs in the interaction between the Field Instructor and the student. Students are to spread their hours in the agency throughout the duration of the semester rather than attempting to complete those hours in a more condensed manner. Their course assignments match the full semester field placement.

Faithful attendance at the agency at the agreed-upon times is extremely important. Since their involvement in the agency affects a variety of people, including professional staff and clients receiving agency services, it is imperative that students adhere to the established schedule. At the same time, emergencies do occur and sicknesses do arise. These are some guidelines to attendance:

1. Short-term absence due to illness, hardship, family or personal needs should be discussed with the Field Instructor in advance, when possible, so that a mutual agreement is reached;
2. In the event that no advance warning is possible, the student is to contact the Field Instructor on the day of the absence, indicating the plan for return;

3. The student will negotiate a schedule with the Field Instructor for making up the hours missed due to the absence;
4. Attendance at a conferences or workshop related to social work may interfere with a field placement. Consultation with both the Director of Field Instruction and the Field Instructor may allow that those hours in conference count as field placement hours;
5. In all other situations, any absence of more than 1 week should entail discussions with the Field Instructor, Director of Field Instruction, and the student in an effort to reconcile the needs of the student and the minimal hour requirements within the agency.

Tabulating the hours in the field placement is the shared responsibility of the student and the Field Instructor. The Director of Field Instruction provides students with a Time Sheet for their own personal use in tracking hours in the field placement. Agencies will vary in how they record student hours, a topic covered in the initial interview. The official documentation of the number of hours in the field placement occurs in 2 locations: on the final **page of the Field Instructor Evaluation** as well as on the **Field Placement Time Log**.

Scheduling:

At the outset of the field placement experience, both the students and the Field Instructors receive a schedule of events occurring throughout the semester. Included in this overview are the following dates:

1. start-up times for the field placement;
2. Due dates for the Field Placement Contract and the Learning Contract;
3. Scheduled visits by the Director of Field Instruction, including the initial visit and the final evaluation conference;
4. Due date for the mid-term evaluation by the Field Instructor;
5. Scheduled holidays in which the university is not in Session, e.g., Fall Break, Thanksgiving Break.

Field Placement Contract:

The **Field Placement Contract** describes the responsibilities of the agency, the Social Work Program, and the student for the duration of the field placement. During the first week of the placement, the student, Field Instructor and the Director of Field Instruction sign this contract. Each party receives a copy.

Learning Contract:

A learning contract is a guide for both the student and the Field Instructor that serves as a reference point throughout the field experience. Established in the first three weeks of the field placement, the Learning Contract is a joint project between the Field Instructor and the student. The Field Instructor knows what tasks and responsibilities are appropriate for the student at this level of experience. The student receives guidance on the knowledge base and the values and ethics of the social work profession. Together, they construct a working document with goals and objectives, organized under the categories of the foundations of social work: policy and services; practice with individuals, families, and communities; human behavior in the social environment; research and evaluation; human diversity; social and economic justice; populations-at-risk: and values and ethics. Both students and Field Instructors receive **Learning Contracts: Content Guidelines** and a **sample Learning Contract: SOWK 310** that will assist them in this venture.

By the end of the third week in the field placement, the student will submit a draft of the Learning Contract to the Director of Field Instruction. After editing, the student will provide the Director of Field Instruction and the Field Instructor with the revision, keeping a student copy. All parties will sign the document. This contract will serve as the framework for student tasks and responsibilities as well as the tool for ongoing and final evaluation of student performance.

Evaluation:

Evaluation of the student's field instruction performance is the joint responsibility of the Field Instructor and the Director of Field Instruction. This is an ongoing process that also includes the student. The Director of Field Instruction meets weekly with the students,

reviewing written journals that are part of the course assignment. In addition, the Director of Field Instruction will meet at least twice on a face-to-face basis during the course of the semester with the agency Field Instructor. Other contacts, as needed, may encompass phone conversations, e-mail correspondence, and written communications.

Both the Field Instructor and the student play an integral part in the evaluation process. Each has a particular level of responsibility in making it a mutual educational task in the field instruction course. Communication between the Field Instructor and the student should be such that both are aware of the level of performance of the student at any given point in time. Ongoing and regularly scheduled meetings or conferences between students and the Field Instructor are necessary for realization of an accurate and productive evaluation.

Even though the evaluative process between student and Field Instructor is a continual process, a written summary of the student's progress at certain points in time are essential. The Field Instructor, in collaboration with the Director of Field Instruction, assesses the progress of the student in relationship to criteria specified in the Learning Contract. The Director of Field Instruction, the Field Instructor, and the student all complete written assessments of the student's performance.

Types of Evaluations and their Timing:

After approximately 2-3 weeks in the Field Placement, the Director of Field Instruction conducts an onsite interview with the Field Instructor to review the initial adaptation of the student to the agency. The early identification of strengths and potential areas for growth provide the rationale for this visit. While the student is not present for this meeting, the Director of Field Instruction completes a summary form of the conversation with the Field Instructor and keeps a copy of this in the student's file. The student has access to this form and can see this at any time. If issues arise that may require more explication, the Director of Field Instruction will arrange a meeting with the student.

At the midpoint of the student field placement, the Field Instructor completes the mid-term segment of the **Field Evaluation Form** and sends it to the Director of Field Instruction describing the student's performance. Employing the Learning Contract as well as meeting with the

student, the Field Instructor will summarize the contents of this evaluation both verbally and in writing.

In the final week of the semester, the Field Instructor completes the **Field Evaluation for SOWk 310: Field Instructor Form**. Given the importance of the evaluation process and the role that it plays in the future of the student, it is imperative that these evaluations are accurate, clear, and concise. Similarly, the student completes the **Field Evaluation for SOWK 310: Student Form**. They will do this independently of each other, without prior consultation. The student will also fill out the **Student Evaluation of Field Placement** in preparation for the final meeting, arranged by the Director of Field Instruction with the student and the Field Instructor. Thus, the process for the final evaluation follows this order:

1. The student completes the self-evaluation on the Student Form and the evaluation of the Field Placement;
2. The Field Instructor completes the student evaluation on the Field Instructor Form; 3.) The Director of Field Instruction schedules a meeting at the agency with the student; and Field Instructor at which time all parties review and discuss the respective evaluations;
3. All parties sign and date each of the evaluations. The Field Instructor records the final number of hours in the field placement on the final page of the evaluation;
4. The Field Instructor, student, and Director of Field Instruction retain the signed copies of the evaluations.

Grading:

The Director of Field Instruction is responsible for the final grade for each student. Input from the Field Instructor is invaluable in this process and is a factor in the grade determination. Completion of the academic assignments for SOWK 310 in addition to the evaluative process contribute to the final grade. The grading system utilized for this field placement course is Satisfactory/Unsatisfactory (S/U):

1. Satisfactory (S); Consistently acceptable performance or above. Acceptable performance means that the student is consistently able to meet the expectations outlined in the

Evaluation Form, adheres to the student responsibilities described in the Learning Contract, and meets the minimal requirements in the academic work required for SOWK 310;

2. Unsatisfactory (U): Failure to meet performance expectations on a consistent basis.

A grade of Unsatisfactory (U) can be given for any of the following reasons:

1. Failure to complete the essential tasks described in the Field Placement Contract and/or the Learning Contract;
2. Violation of any of the principles of the NASW Code of Ethics and the Ohio Counselor, Social Worker and Marriage and Family Therapist Board code of Ethical Practice and Professional Conduct;
3. Gross violation of agency policy and procedures and the failure to adhere to sound professional practices (e.g., repeated absence and tardiness, failure to comply with standards outlined in the agency policy manual);
4. Failure to complete the necessary number of hours allotted for the Field Placement;
5. An unsatisfactory evaluation by the Field Instructor, noting glaring deficiencies and inadequate skills for a student at this juncture in their academic career;
6. Failure to meet the minimal standards in the academic coursework articulated in the syllabus for SOWK 310 (see Chapter 7 for additional factors).

Chapter 6

Placement Procedures: Field Instruction II

SOWK 410:

SOWK 410: Field Instruction II: Eligibility:

Seniors enroll in SOWK 410 in the spring semester of their final year. Fully admitted to the Social Work Program, they have completed these courses: Human Behavior in the Social Environment, I and II; Social Work Practice with Individuals and Families along with the Lab Experience (Interviewing Skills); Social Work Practice with Groups; Social Work Practice with Communities; and Research Methods.

SOWK 410 Course Overview:

SOWK 410 consists of the student's final field instruction experience in a program approved social service agency under the Supervision of a professional social worker or approved human services professional. As a learner, the student will gain and implement the knowledge, values and ethics, and skills acquired in the curriculum, leading to entry level practice as a professional social worker. Referred to as a block placement, the seniors will spend 4 days a week in a human service agency, accruing a total of 480 hours under the guidance of a social worker. Generally, students will spend 32 hours per week, Monday through Thursday, over the course of 15 weeks. Attending campus on Friday during this final semester, seniors will participate in a one hour seminar attached to SOWK 410 with the Director of Field Instruction. Students will receive 12 hours of credit for SOWK 410.

Placement Procedures for SOWK 410:

In the fall semester of the senior year, the Director of Field Instruction meets with the entire senior class to review the protocol for entering the field placement in the following semester. Students receive specific instructions on the process and receive a Field Instruction Manual in the event that they do not have one (e.g., transfer student who completed SOWK 310 at a different university or college). Among the materials distributed include the following:

1. An application for membership to join the National Association of Social Workers (NASW);

2. The **Field Placement Questionnaire**;
3. Memorandum on **Liability Insurance**;
4. Instructions on completing the **Field Placement Essay**;
5. A scheduled time to meet with the Director of Field Instruction to discuss possible placement opportunities;
6. A checklist to follow to guide the completion of necessary tasks before the beginning of the field experience;
7. **Preparing for the Senior field Placement Form**;
8. **Field Placement Interview Protocol form**;
9. A **Field Placement Contract form**;
10. A **Sample Learning Contract**;
11. Evaluation forms;
12. A copy of the **Weekly Time log**.

During this discussion, the Director of Field Instruction explains the necessity of becoming a member of NASW and the stipulation of purchasing liability insurance as a prerequisite to entering the field as well as completing background checks. In fact, students sign a form indicating that they have received this notice in order to underline its importance.

The **Field Placement Essay** for seniors contains more detail than that required of the first field placement experience. Again, students will complete a draft of this essay to be scrutinized by the Director of Field Instruction. The completion of this essay takes place before the 1 on 1 meeting with the Director of Field Instruction. At this time, the Director of Field Instruction gives a brief synopsis of the agencies affiliated with the Social Work Program. Students are free to ask questions about the services, and they can review agency material (brochures, annuals reports, description of student tasks and responsibilities) if they desire. In preparation for this 1 on 1 meeting, students come prepared with:

1. The Field Placement Questionnaire;

2. A rough draft of the Field Placement Essay for review;
3. An update on their application for NASW and the Liability Insurance.

The Director of Field Instruction discusses in detail with each student the agencies available and assists student in their agency selection. If all parties agree that the selected agencies meet the student's interests and the requirements of those facilities, the Director of Field Instruction makes the initial contact with the potential Field Instructors, indicating the student's name and interest in pursuing an interview. In that way, the Field Instructor is aware of each student who will be making contact. Again, the student contacts the Field Instructor(s) WITHIN FIVE DAYS of notification that it is appropriate to do so from the Director of Field Instruction. After the student and Field Instructor(s) establish an interview date(s), the student will forward the Field Placement Essay IN ADVANCE of the interview time. The student alerts the Director of Field Instruction to the interview dates as well, either by phone or by e-mail. Preparation for the interview also includes a review of the **Interview Protocol** and agency materials accrued from the Director of Field Instruction.

Both the Field Instructor and the student contact the Director of Field Instruction within FIVE DAYS of each interview. The Field Instructor provides valuable feedback to the Director of Field Instruction regarding the appropriateness of the fit between the student and the agency. Similarly, the student provides feedback to the Director of Field Instruction with their perceptions on the efficacy of a potential match. If the student is interviewing at more than one agency, then that student may evaluate the interview experience with the Director of Field Instruction in a single meeting. Of course, the student has provided ongoing feedback to the Director of Field Instruction on the status of all of the interviews. It is not typical that students interview at multiple locations, but in the case this does occur, students review all meetings with the Director of Field Instruction.

Having received feedback from the potential Field Instructor(s), the students meet with the Director of Field Instruction no later than FIVE DAYS after the completion of the final interview. It is at this time that the match becomes final. If the Field Instructor deems the student appropriate and the student has selected that agency, then the Director of Field

Instruction contacts the Field Instructor. If, on the other hand, there is no match, either on the part of the agency or on the part of the student, then the interview process described above resumes, following the same format. The plan of the Social Work Program is to finalize all of the spring semester senior field placements by December 1st of the fall semester. Hence, students know their senior placement prior to leaving campus for the Christmas Break.

Summary of Field Placement Procedures for SOWK 410:

1. Director of Field Instruction meets with seniors early in the fall semester, providing them with the materials and information described earlier in this chapter;
2. Students join NASW, obtains liability insurance, and completes background check;
3. Students complete the **Field Placement Questionnaire** and the **Field Placement Essay**;
4. Students review the **Interview Protocol**;
5. The Director of Field Instruction matches a student with an agency based on the 1 on 1 meeting that has already occurred;
6. The Director of Field Instruction contacts the Field Instructor to inform them of the match;
7. The student then contacts the Field Instructor within 5 DAYS;
8. The Student sends a final copy of the **Field Placement Essay** to the Field Instructor;
9. The student completes an interview with the Field Instructor;
10. The student meets with the Director of Field Instruction within 1 week;
11. The Director of Field Instruction calls the Field Instructor and the match is confirmed.

Orientation:

Prior to the onset of the Field Placement, the Social Work Program hosts an orientation for Field Instructors and students who are preparing to enter the field. The agenda for this meeting includes many details. Students and Field Instructors are given breakfast and have a chance to introduce themselves to other Field Instructors as well as other students. The Director of Field Instruction then gives a brief overview of the Social Work Program as a whole and provides updates to the attendees. The Field Instructors are then given copies of many materials to aide in their duties as an instructor. This includes a copy of the Field Manual and necessary forms that are completed over the upcoming semester as well as a schedule for the semester. After discussion to explain the forms, the Director of Field Instruction explains the roles of all parties involved and the expectations of students during the field experience. There is also discussion of what Field Instructors expectations for the semester may be. Following this, there is time for questions and answers.

Attendance and Completion of Required Hours: SOWK 410:

In SOWK 410, students begin their field experience during the first week of the Spring semester, typically the first week in January. Scheduling of the required 32 hours per week for 15 weeks (480 hours, factoring in Spring Break and Easter Break) occurs in the initial interview between the Field Instructor and the student. Given the condensed nature of a block placement, faithful attendance at the field placement at the agreed-upon times is imperative. A student begins the field experience with the orientation: "I will maintain 100% attendance." Naturally, emergencies occur, weather intervenes, and sicknesses arise. Here are some guidelines for attendance:

1. Short-term absence (1 day) due to illness, hardship, family or personal needs should be discussed with the Field Instructor in advance, when possible, so that a mutual understanding among parties occurs;
2. If no advance warning is possible, the student contacts the Field Instructor on the day of the absence, indicating the plan for return;
3. The student will negotiate a schedule with the Field Instructor for making up

the hours missed due to the absence;

4. Attendance at a conference or workshop related to social work may conflict with a field placement. Consultation with both the Director of Field Instruction and the Field Instructor may allow that those hours count as field placement hours.

Tabulating the hours in the field placement is the shared responsibility of the student and the Field Instructor. The Director of Field Instruction provides students with a Time Sheet for their own personal use in tracking hours in the field placement. Agencies will vary in how they record student hours, a topic covered in the initial interview. The official documentation of the number of hours in the field placement occurs on the final page of the **Field Instructor Evaluation** as well as on the time sheet the Director of Field Instruction gives to students.

Scheduling:

At the outset of the field placement experience, both the students and the Field Instructors receive a schedule for the upcoming semester. Included in this overview are these dates:

1. Start-up times for the field placement;
2. Due dates for submission of the Field Placement Contract and the Learning Contract;
3. Scheduled visits by the Director of Field Instruction, including the initial visit and the final evaluation conference;
4. Due date for the mid-term evaluation by the Field Instructor;
5. Schedule holidays in which the university is not in session, e.g., Dr. Martin Luther King, Jr., holiday, Spring Break and Easter Break;
6. Due date for Final Evaluations by the Field Instructor.

Field Placement Contract:

The **Field Placement Contract** describes the responsibilities of the agency, the Social Work Program, and the student for the duration of the field placement. During the first week of

the placement, the student, Field Instructor and the Director of Field Instruction sign this contract. Each party receives a copy.

Learning Contract:

A learning contract is a guide for both the Student and the Field Instructor that serves as a reference point throughout the field experience. Established in the first three weeks of the field placement, the Learning Contract is a joint project between the Field Instructor and the student. The Field Instructor knows what tasks and responsibilities are appropriate for the student at this level of experience. The student receives guidance on the knowledge base, values and ethics, and skills of the social work profession. Together, they construct a working document with goals and objectives, organized under the categories of the foundations of social work: policy and services, practice with individuals, families, groups and communities, human behavior in the social environment, research and evaluation, human diversity, social and economic justice, populations-at-risk, and values and ethics. Both students and Field Instructors receive detailed instructions for developing this document. The following forms assist them in this venture: **Learning Contracts: Content Guidelines** and a sample contract for a senior student, **Sample Learning Contract: SOWK 410**.

By the end of the third week in the field placement, the student will submit a draft of the Learning Contract to the Director of Field Instruction. After editing, the student will provide the Director of Field Instruction and the Field Instructor with the revision, keeping a student copy. All parties sign the document. This contract serves as the framework for student tasks and responsibilities as well as the tool for the mid-term and final evaluation of student performance.

Evaluation:

Evaluation of the student's field instruction performance is the responsibility of the Field Instructor and the Director of Field Instruction with inclusion of the student. The Director of Field Instruction meets weekly with the students, reviewing written journals that are part of a course assignment. In addition, the Director of Field Instruction will meet at least twice on a face-to-face basis during the course of the semester with the agency Field Instructor. Other

contacts, as needed, may encompass phone conversations, e-mail correspondence, and written Communication.

Both the Field Instructor and the student play an integral part in the evaluation process. Each has a particular level of responsibility in making it a mutual educational task in the field instruction course. Communication between the Field instructor and the student should be such that both are aware of the level of performance of the student at any given point in time. Ongoing and regularly scheduled meetings or conference between students and the Field Instructor are necessary for realization of an accurate and productive evaluation. Minimally, students and Field Instructors meet weekly for either one to two hours of direct supervision. Group Supervision along with individual conferences are appropriate in this process.

Even though the evaluative process between student and Field Instructor is continual, a written summary of the student's progress at certain points in time are essential. The Field Instructor, in collaboration with the Director of Field Instruction, assesses the progress of the student in relationship to criteria specified in the Learning Contract. The Director of Field Instruction, the Field Instructor, and the student all complete written assessments of the student's performance.

Types of Evaluations and their Timing:

After approximately 2-3 weeks in the field placement, the Director of Field Instruction conducts an onsite interview with the Field Instructor to review the initial adaptation of the student to the agency. The early identification of strengths and potential areas for growth provide the rationale for this visit. While the student is not present for this meeting, the Director of Field Instruction completes a detailed summary of the conversation with the Field Instructor and a form is kept in the student's file for access. If issues arise that require more explication, the Director of Field Instruction arranges a meeting with the Student for a more detailed conversation.

At the midpoint of the student field placement, the Field Instructor completes the mid-term evaluation on the **Field Evaluation, SOWK410: Field Instructor Form**. Using the Learning Contract as a point of departure, the Field Instructor discusses this material in a conference

with the student. Then, the student and the Field Instructor sign and initial the document, sending it to the Director of Field Instruction for review and signature. All parties receive a copy.

In the final week of the semester, usually at the end of April, the Field Instructor completes the final evaluation on the **Field Evaluation, SOWK 410: Field Instructor form**. Given the importance of the evaluation process and the role that it plays in the future of the student, it is imperative that these evaluations are accurate, clear and concise. Similarly, the student completes the **Field Evaluation, SOWK 410: Student** form. They will do this independently of each other, without prior consultation. The student also fills out the **Student Evaluation of Field Placement** in preparation for the final meeting, arranged by the Director of Field Instruction with the student and the Field Instructor. Thus, the process for the evaluations occurs in this manner:

1. Director of Field Instruction meets with the Field Instructor approximately 3 weeks after the student begins the field placement;
2. The Field Instructor completes a mid-term evaluation of the student, reviewing this material with the student in conference. The Director of Field Instruction, the Field Instructor and the student sign this document;
3. During the final week of the semester, the student, Field Instructor, and Director of Field Instruction meet at the agency to review the completed evaluation forms, including: **Field Evaluation, SOWK 410: Field Instructor Form; Field Evaluation, SOWK 410: Student Form; Student Evaluation of Field Placement.**

Preparation for the final evaluation, then, follows this format:

1. The student completes the Field Evaluation, SOWK 410: Student Form and the Student Evaluation of the Field Placement independently of the Field Instructor;
2. The Field Instructor completes the Field Evaluation, SOWK 410: Field Instructor Form independently of the student;

3. The Director of Field Instruction schedules a meeting at the agency with the student and the Field Instructor at which time all parties review and discuss the respective evaluations;
4. All parties sign and date each of the evaluations. The Field Instructor records the final number of hours in the field placement on the final page of the evaluation;
5. The Field Instructor, student, and Director of Field Instruction retain the signed copies of the evaluations.

On the final page of the **Field Evaluation, SOWK 410: Field Instructor Form**, there is a question posed to the Field Instructor: "Overall in this setting, do you feel the student has demonstrated a level of competence require of entry level social workers?" There is a place to check either 'yes' or 'no.'" If the response is negative, then there is room for explanation. It is the general hope and understanding that the Field Instructor would respond in the affirmative to this question, and only the gravest of circumstances would result in the negative answer.

Grading:

The Director of Field Instruction is responsible for the final grade for each student. Input from the Field Instructor is invaluable in this process and is a factor in the grade determination. Completion of the academic assignments for SOWK 410 in addition to the evaluation process contributes to the final grade. The grading system utilized for this field placement course is Satisfactory/Unsatisfactory (S/U).

1. Satisfactory (S); Consistently acceptable performance or above.
Acceptable performance means that the student is consistently able to meet the expectations outlined in the Evaluation Form, adheres to the student responsibilities described in the Learning Contract, and meets the minimal requirements in the academic work required for SOWK 410;
2. Unsatisfactory (U): Failure to meet performance expectations on a consistent basis.

A grade of Unsatisfactory (U) can be given for any of the following reasons:

1. Failure to complete the essential tasks described in the Field Placement Contract and/or the Learning Contract;
2. Violation of any of the principles of the NASW Code of Ethics and the Ohio Counselor, Social Worker and Marriage and Family Therapist board Code of Ethical Practice and Professional Conduct;
3. Gross violation of agency policy and procedures and the failure to adhere to sound professional practices (e.g., repeated absences and tardiness, failure to comply with standards outlined in the agency policy manual);
4. Failure to complete the necessary number of hours allotted for the senior Field Placement (450 hours);
5. An unsatisfactory evaluation by the Field Instructor, noting glaring deficiencies and inadequate skills for an entry-level social work practitioner;
6. Failure to meet the minimal standards in the academic coursework articulated in the syllabus for SOWK 410.

Employment Policy and Field Placement:

It is rare for a social work student to be currently employed in a human service agency only to complete a field placement in that same facility. More typically, a senior student actively involved in a field agency performs well enough that the agency offers the student a part-time position. Regardless of the way in which employment might occur with the student, the Social Work Program has a well-articulated policy on these situations.

The general theme of this policy is a clear distinction between employment activities and field placement responsibilities. Consequently, there are three basic parameters which guide the student and the agency:

- 1.)The Field Instructor responsible for academic tasks of the student is a

DIFFERENT PERSON than the person supervising her/his work responsibilities for which reimbursement occurs;

2.) The job responsibilities for the employed student are DIFFERENT from her/his tasks and responsibilities for the field placement experience.;

3.) Work hours are NOT counted as field placement hours.

In this way, there is a concrete distinction between the student as learner and the student as employee. Typically, field instructors, agency directors or the students contact the Director of Field Instruction when this possibility arises. This open communication allows for the dissemination of these principles and has occurred via correspondence, e-mail and telephone conversations. In the few instances in which this arrangement has occurred, the students and the agency have adhered to this policy.

Chapter 7

Difficulties, Grievance Procedure, and Termination of Field Placement

It is not unusual for students to experience a myriad of challenges during the course of the field placement experience. The rigors of an academic course load, the demands of travelling to field placement sites, and the expectations of the Social Work Program and the agencies present formidable hurdles for students. Wearing many hats, particularly during the field placement experience, can exact a toll on even the most accomplished and gifted student. Normalizing these experiences on the part of the Field Instructor and the Director of Field Instruction can go a long way to assuaging some of these responses. In a very concrete manner, this field instruction offers a beginning glimpse of the numerous challenges faced by professional social workers on a daily basis. Field Instructors can provide valuable guidance to students in sharing some of the many ways in which they negotiate the stressors associated with the profession.

At the same time, students vary in how they respond to the many pressures exacted by the field instruction experience. Given the openness and detail of the placement process, the evaluation process, and the attendant coursework, the Field Instructor and/or the Director of Field Instruction will be able to identify students who find themselves floundering. Students themselves have the responsibility to also approach either the Field Instructor and/or the Director of Field Instruction when they perceive that their performance is less than adequate.

In the event that a student is experiencing difficulties in the field placement and not meeting minimum level expectations at any point in time, the Field Instructor, student, and/or the Director of Field Instruction need to identify the nature of the problems, sharing this information immediately and as openly as possible. It is only in this way that some resolution of the matter is possible. Discussions can occur between the student and the Field Instructor, between the student and the Director of Field Instruction, between the Field Instructor and the Director of Field Instruction, and at times, between all three parties. Through the vehicle of open communication, however difficult for any or all of the parties, some strategy for

addressing the student concerns can emerge. Both the Director of Field Instruction and the Field Instructor remain committed to successful Student performance.

In the event that some manner of disagreement, concern, or conflict emerge between the Field Instructor and the student, the following process is useful to both parties in moving toward some degree of resolution. An additional party, of course, in this endeavor is the Director of Field Instruction whose involvement may occur at varying stages of this process.

1. In the event that an issue of concern arises either generated from the student or from the Field Instructor, then the initial step is for a conference to occur between these principals.
2. At times, the student may approach the Director of Field Instruction or the Field Instructor may do likewise at which point each party will be encouraged to sit down and discuss the matter between the two original parties.
3. If this conference is unsatisfactory, then it would be important to arrange a three way conference involving the Field Instructor, the student, and the Director of Field Instruction. This is a joint approach to problem identification and the examination of Solutions to the concern(s).
4. In the event that the problem remains unresolved, the student may pursue a meeting with the Social Work Program Director. The intent of this conference is to offer a resolution of the problem, taking into account the viewpoints of all parties involved.
5. If the student is not in agreement with the decision put forth by the Social Work Program Director, then that individual may seek out the Dean of the College of Health Profession with the purpose of satisfactorily addressing the concerns of all parties.
6. Finally, if the matter remains unresolved, the student may approach the Vice President of Academic Affairs. The purpose of this meeting is to ascertain the degree of adherence to policies and procedures and to offer

suggestions for remediation of the problem to the student, the Field Instructor, and the Social Work faculty.

Termination of a student from a field placement is a serious matter and happens only under the most serious of situations. The Director of Field Instruction retains the immediate responsibility for assessing the merits of termination, and if appropriate, the timing of that occurrence. In some cases, a request for termination of the field placement may originate with the student. Since this is such a grievous matter, the rationale for such an inquiry transcends the typical stresses and demands of student field placement or the concomitant pressures of juggling many roles. At other times, the Field Instructor may initiate the request to remove a student from the Field Placement. Again, this is a grave circumstance, not to be taken lightly or when the usual pressures of mentoring students arises. While it is difficult to describe all the conditions under which the Director of Field Instruction removes a student from a Field Placement, there are some instances when this may be appropriate. Here are some general hypothetical situations:

1. It is not the policy of the Social Work Program to maintain a student in an agency in which the student is experiencing undue stress, viz., pressures far and beyond situations typical to that experience.
2. It is not the policy of the Social Work Program to maintain a student in an agency in which the Field Instructor is experiencing undue stress, viz., pressures far and beyond situations typical to that experience.
3. If the field instruction course objectives and learning contract goals and objectives are unachievable, then it would be appropriate to remove the student from the field placement.
4. If the agency fails to meet the terms of affiliation, the expectations outlined in the Field Placement Contract, or the basic criteria spelled out in this Field Instruction Manual, then it would be prudent to remove the student from the field placement.
5. If the student's actions violate policies of the Social Work Program, the

agency, and/or the NASW Code of Ethics or the Ohio Counselor, Social Worker, and Marriage and Family Therapist Board Code of Ethical Practice and Professional Conduct.

More specific expectations of student conduct can lead to the cessation of the field placement. Before listing these items, the Social Work Program expresses its gratitude to Ashland University for sharing this material. Among those behaviors are:

1. Breaking a law in some agency related manner (i.e., misappropriation of agency funds) or conviction of criminal activity during the course of study. A prior conviction which becomes known during the course of study which demonstrates unsuitability for generalist practice may also be grounds for termination.
2. Substance abuse, alcohol abuse, or any use of illegal drugs.
3. Chronic absenteeism from field placement.
4. Academic dishonesty Such as plagiarism, lying or cheating.
5. A hostile or resistant attitude toward learning and supervision.
6. Inappropriate or disruptive behavior towards colleagues, faculty, and staff at the university or the agency field placement.
7. An inability to carry out one's assignment in the agency setting.
8. Behavior that is emotionally or physically damaging to clients.
9. Repeated failure to demonstrate an ability to work effectively with client systems (Field Instruction Manual, Ashland University, p. 12).

Final Commentary:

Of all the experiences that a social work graduate will recall from their college years, none will be much more profound than that of field instruction. This is the province where theory meets practice, and in an optimal sense, true integration begins. At the level of the agency, the chasm between the ivory tower and the real world dissipates. Theory informs practice and practice informs theory. Values and ethics inform practice and practice informs

values and ethics. Students begin to implement skills, realizing how much they know and how little they know. It is in the field experience that students grasp their passion for social work. It is there that they embrace the many, complex reasons for selecting this noble profession. It is there that they begin to face themselves and their histories in powerful lessons that they will retain for the remainder of their lives.

In the cauldron of field instruction, students begin to mold their professional identities with the assistance of Field Instructors, social work colleagues, and the Social Work Program faculty. For all of them, there is a tremendous impact on the course of their future professional careers. For most of them, there is a personal legacy that will shape their own growth and development. To make a positive difference with all of humankind is admirable. To be a social worker is a noble calling. And to learn from our clients about the resiliency and the challenges of the human spirit is a lifelong endeavor.

FINGERPRINT POLICY

Due to the nature of the profession, prior to working with clients in field placement (SOWK 310 and SOWK 410), the Social Work Program will require each student go through a BCI check at both the state and federal level at two different times during the course of the program. The student is expected to cover the cost of this and the check can be completed through the security office at the University of Findlay, or at an agency of the student's choice.

SUBSTANCE USE TESTING POLICY

Additionally, students are also required to give a urine sample for substance use testing prior to beginning any field placement experience (SOWK 310 or SOWK 410). The results of this test are then given to the Coordinator of Field Education and kept in the student file. The Coordinator of Field Education informs students of the process and the location for substance testing. Students are also expected to cover the cost of this test in addition to their fingerprinting. If at any point a field instructor, Coordinator of Field Education, Program Director, agency professional, or faculty member has concerns that a student is using substances during semesters of field placement, students can be subject to drug testing at the request of the Program Director or Coordinator of Field Education. If at any point a student's substance use test comes back positive for substance use, a meeting will be held with the Program Director, Coordinator of Field Education, Field Instructor and student to discuss an appropriate action.

SOCIAL MEDIA AND TECHNOLOGY POLICY

Students currently enrolled in the social work program, whether in courses, fieldwork, or both, are held to high standards for codes of conduct. Students are expected to adhere to social work values and ethics, and engage in professional conduct as outlined in the NASW code of ethics when using social media communication tools, whether these are personal, professional, agency, or university sites.

Some common issues identified are particularly privacy and confidentiality, conflicts of interest, dual relationships, and proper boundaries. The use of social media and technology requires ongoing attention to these challenges.

As a social worker and professional, please consider the ways in which you are using social media and technology. Your professional image and professional self that are guided by the NASW code of ethics extend beyond the field agency and physical setting of an office or classroom.

As you begin a field placement experience, there are questions the program would advise you, as a student, explore with your field instructor:

1. Does your field placement agency have policies in place regarding social media and technology?

2. How much personal information is generally shared with clients, agency staff, and colleagues?
3. What are common ethical concerns that have come up in your agency regarding social media and technology?
4. Are there texting policies for the agency about practices with cell phones and messaging during the work day?
5. What are appropriate methods of contacts with clients? Do agency staff text clients?

(Adapted from: *Guidelines for Social Media, Boise State University School of Social Work*)

The program has outlined the following guidelines for enrolled students in order to make them better future practitioners. The program has the responsibility of creating, monitoring, and disseminating the information outlined in this policy. Information can be changed and edited at any time if deemed necessary. Students, faculty, staff, and agency field instructors will be made aware of this information and have access to a copy for reference at any time.

E-Mail

Students are advised to send e-mail correspondence with a proper greeting, body, and signature. A subject should be included. E-mails should be professional in nature and include a person's title when sending to field instructors and social work faculty. Students should allow 48-72 hours for a reply.

Cell Phones and Texting

1. Students will provide social work faculty with a proper working phone number before beginning all experiential education.
2. Students should begin contact with agency field instructor through a phone call. After this initial contact, an agreed upon method of communication can be determined by field instructor and student.
3. Texting should not be initiated by student until a field instructor has made the student aware this communication is acceptable. If texting is an agreed upon method of contact, students should be cognizant of times when texts are sent. Texts are not to be sent during weekend hours when field placement hours are not being completed. Texts are not to be sent before 8:00a (unless emergency) or after 8:00p. After 8:00p, information can be sent in e-mail or wait until the following business day.
4. Students should not text social work faculty questions regarding assignments, grades, scheduling, syllabus, or course content. Students are expected to e-mail these sorts of questions or discuss during office hours or after class times.
5. Students are not to text agency staff any identifying information about clients or confidential agency information.
6. Students are not to text during a time in which they may drive an agency vehicle. It is best practice to not text behind the wheel of any vehicle.

7. Students are expected to have a professional voicemail message as they are considered professionals. Ring back tones, etc. are not professional.
8. Students are not expected to give cell phone numbers to clients.

Phone Calls

Students are expected to speak professionally during phone conversations. Phone calls should be returned within 24-48 hours and should be the primary method of communication during field experiences until which a time a field instructor determines other contact methods are appropriate.

Social Media

Social Media includes but is not limited to the following: Facebook, LinkedIn, Twitter, Instagram, Pinterest, Tumblr, WordPress, etc.

1. Students are not to be on personal social media accounts during class time or field placement hours. Keep in mind: you may have a different schedule than your classmates, however, social media posts during the typical work day, even if you are not at placement, still look as though they are being posted during placement.
2. Students should not friend or accept friend requests from agency staff, field instructor, colleagues, clients, or client families, etc.
3. Students should unfriend people they already know who become agency clients.
4. Students are expected to talk with agency field instructor and Social Work Program Field Director at any point they are unsure how to handle friends requests or boundary issues.
5. Social media presence should be professional in nature. Consider the following to aid in this process: use proper grammar and spelling, delete or hide unprofessional or inappropriate posts from the past, change privacy settings to strictest settings, do not keep accounts public, possibly remove last name, etc. Students are reminded that comments and interactions with posts that are public are then available for all to see.
6. Students may consider ways to separate personal content from their professional content.

This policy is put in place for the protection of all parties involved. This includes students, agencies, agency employees, field instructors, social work faculty, the social work program, and the University of Findlay. Students should always seek supervision and ask questions when navigating new territory or when they are unsure of how to handle potentially problematic ethical situations.

Students in the social work program and in field placement are representative of all these parties and their social media presence is a byproduct of this representation. Students are cautioned when promoting products, taking positions on issues, or endorsing companies, products, people, etc., especially during placement hours.

Remember: You can use social media and technology to your advantage while remaining professional. While there is not an explicit expectation of privacy, there are guidelines outlined in this policy and the expectation is that you, as a student, are thoughtful about your posts.

On a final note, use your resources. The code of ethics is a great place to find guidelines for privacy, confidentiality and boundaries. There are many other social work programs who also have social media policies in place that you can reference. Consider writing your own personal and professional social media policy to help you begin setting boundaries before you enter field placement.

The University of Findlay Social Work Program

FIELD PLACEMENT AFFILIATION AGREEMENT

This agreement is made between The University of Findlay and _____ of Ohio. It establishes a relationship between the agency and school for the purpose of providing a field-based educational learning experience for the social work students of The University of Findlay. This agreement may be broken by notice of either party, but both parties are to keep the needs of the student uppermost in making such a decision.

The agency and University mutually agree to the following:

- I. The agency will:
 1. provide the student with social work experiences that will meet the objectives for the student's learning experience;
 2. adhere to the values and ethics articulated in the NASW Code of Ethics;
 3. follow affirmative action and equal opportunity standards vis-à-vis race, creed, gender, and sexual orientation;
 4. provide a supervisory person (preferably an MSW, BSW, OR LSW) who is approved by the University and who has the expertise and experience to provide for the student's learning experience;
 5. be listed as an affiliate agency of the Social Work Program of The University of Findlay;
 6. allow the field instructor appropriate time to carry out his/her responsibilities to the student;
 7. permit the field instructor time to be involved in field supervisors' meetings on campus.
- II. The University of Findlay Social Work Program will:
 1. provide a faculty liaison between the student and field supervisor;
 2. provide educational seminars for enhancing the field supervisor's ability to work with undergraduate students in social work and for understanding the curriculum;
 3. provide a field manual that contains a description of the expectations and objectives of the field instruction program;
 4. provide material for an evaluation of students while they are in field placement and assume final responsibility for grading;
 5. secure the agency's acceptance of a specific student.

I hereby agree to the above contractual conditions:

THE UNIVERSITY OF FINDLAY SOCIAL WORK PROGRAM DIRECTOR

THE UNIVERSITY OF FINDLAY SOCIAL WORK DIRECTOR OF FIELD INSTRUCTION

AGENCY FIELD INSTRUCTOR

AGENCY DIRECTOR

DATE

Field Placement Agency and Instructor Data Form

Agency Name: _____
 Street Address: _____
 City and Zip Code: _____
 County: _____ Phone: (____) _____

Agency Executive: _____
 Title: _____ Phone: (____) _____
 E-Mail _____ Website _____

Field Instructor (if different from above): _____
 Title: _____ Phone: (____) _____
 E-Mail _____ Website _____

Person to whom further practicum related correspondence should be addressed if different from above: _____

1. Field Practicum Agency Information:

Check the primary focus of the agency:

<input type="checkbox"/> Aging <input type="checkbox"/> Alcohol, Drug or Substance Abuse <input type="checkbox"/> Child Welfare <input type="checkbox"/> Community Planning <input type="checkbox"/> Corrections/Criminal Justice <input type="checkbox"/> Developmental Disabilities <input type="checkbox"/> Family and/or Children's Services <input type="checkbox"/> Group Services <input type="checkbox"/> Health	<input type="checkbox"/> Industrial/Occupational Social Work <input type="checkbox"/> Mental Health <input type="checkbox"/> Political <input type="checkbox"/> Public Assistance/Public Welfare <input type="checkbox"/> Rehabilitation <input type="checkbox"/> School Social Work <input type="checkbox"/> Other (please specify): _____ _____ _____
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Regular agency days and hours: _____

Will students be expected to participate in evening hours on practicum days?

No Yes (Please explain) _____

Are students covered by an agency liability insurance?

No Yes

Does your agency allow students who have had prior legal involvement?

No Yes

Explain if needed: _____

Please check all of the following which are required of practicum students:

- A car on practicum days.
 Valid Ohio Driver's License.
 State of Ohio certifications as _____
 Special insurance coverages (auto, health, etc.). Please specify: _____

 Special health screening or medical tests. (TB, a physical examination, etc)
 Please specify: _____

Are there limits placed on student activities by third party payers, accrediting standards, etc.?

- No
 Yes (please describe): _____

2. Please check the types of assistance available to students:

NOTE: Mileage reimbursement for practicum-related travel is expected.

- Scholarships. Amount and type: _____

 Overnight housing if needed.
 Mileage reimbursement. Please describe: _____

 Parking reimbursement.
 Other. Please describe: _____

Please check all that apply:

- Office space:
 Individual,
 Share with other students,
 Share with Practicum Instructor,
 Share with other staff.
 Interviewing space:
 Individual,
 Share with other students,
 Share with Practicum Instructor,
 Share with other staff.
 Record keeping:
 Weekly,
 Monthly,
 Quarterly.

3. Field Instructor Information:

EDUCATION:

PROFESSIONAL EXPERIENCE:

CURRENT MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS:

Name: _____

Signature: _____

Date: _____

The University of Findlay
Social Work Program
FIELD PLACEMENT QUESTIONNAIRE

1. Name: _____ Date: _____

Student ID Number: _____

Cell Phone Number: _____

Overall GPA (most recent): _____

UF E-mail Address: _____

Address while in Placement: _____

2. Where will you reside while in placement? _____

3. Do you have a valid driver's license? Yes _____ No _____

4. Do have a reliable car for transport to and from placement? Yes _____ No _____

5. Are you in need of any accommodations for a disability? Yes _____ No _____

6. Previous Courses Taken:

Social Work Courses	Grade	Other Related Courses	Grade
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

7. Previous Social Work Related Experiences (volunteer, field placement or paid)

8. Student Class Schedule During Placement and Other Responsibilities

Monday _____

Tuesday _____

Wednesday _____

Thursday _____

Friday _____

9. Interests Regarding Type of Placement: (mark 1st and 2nd choice in each group)

Fields of Practice:

Population:

- _____ mental health
- _____ child welfare
- _____ developmental disabilities
- _____ medical social work
- _____ community planning/
policy making
- _____ homeless shelter
- _____ domestic violence
- _____ substance abuse
- _____ Dept. of Social Services (Welfare)
- _____ elderly recreation center
- _____ criminal justice
- _____ adult/juvenile corrections
- _____ adult/juvenile probation/parole
- _____ nursing home
- _____ other (specify): _____

- _____ children
- _____ adolescents
- _____ adults
- _____ elderly

10. Strengths/Weaknesses (indicate, briefly, what you feel are your strengths and weaknesses as a helper):

11. Dual Roles or Conflicts of Interest: Please briefly describe any potential conflicts of interest that may affect the suitability of your performance in field placement or the suitability of a match. This includes but is not limited to:

A.) Are you or a close family member receiving services from a potential internship or have you in the past? Yes _____ No _____

B.) Do you have family members or friends employed by an agency that could become a potential internship for you? Yes _____ No _____

C.) Are there any issues that may affect your functioning in your internship (recent familial death, significant life event, counseling, etc.)? Yes _____ No _____

D.) Are there any other issues that may affect your performance in field placement? Yes _____ No _____

If you answered yes to any of the above, please explain:

12. Legal Involvement:

Have you had ANY legal involvement? Including: drug/alcohol related charges, bad checks, traffic violations, speeding, shoplifting, assault, verbal threats, etc.?

Yes _____ No _____

If you answered yes, please explain:

13. Have you ever been convicted of a felony? Yes _____ No _____

If you answered yes, please explain:

14. What do you feel you need to learn in field placement? What are some skills you hope to become stronger in? _____

Student Signature and Date

**The University of Findlay
Social Work Program**

**SOWK 310
Field Placement Essay**

Prior to consideration for formal admission to the Social Work Program, students are enrolled in SOWK 310: Field Instruction I, in which they are offered the opportunity to observe professional social workers. In this initial level of field placement, students are responsible for assuming an active role in observing the professional activities within a human service agency and for actively processing their observations and reactions to the social work profession.

In a cohesive essay, please answer the following questions in paragraph form. Answers should be typed using size 12, Times New Roman font. Answers should be thorough and professional. This essay, along with the Field Placement Questionnaire should be turned in to the Coordinator of Field Education. You will also give a copy of this essay to your field instructor at your placement agency.

1. Describe your primary reasons for selecting social work as a major and as a possible career.
2. Describe any previous experience you've had with professional social workers and any impact this may have had on you.
3. Describe any previous employment or volunteer experience you've had related to "helping" people and also what you learned from this experience.
4. Review your personal and professional goals and describe how this field placement experience may help you realize them.
5. Are there any work settings, types of social problems, or population groups that you are particularly interested in OR are definitely not interested in? If so, please explain.
6. List below any family, employment, or other extra-curricular commitments (e.g., involvement in athletic programs) which may limit your availability to observe field agency activities during the day/week. Consider your day and evening commitments and describe which of these offer little to no flexibility in scheduling.

The University of Findlay
Social Work Program

Field Instruction II, SOWK 410
Field Placement Essay

In a cohesive essay, please answer the following questions in paragraph form. Answers should be typed using size 12, Times New Roman font. Answers should be thorough and professional. This essay, along with the Field Placement Questionnaire should be turned in to the Coordinator of Field Education. You will also give a copy of this essay to your field instructor at your placement agency.

1. Identify your primary reasons for selecting the field of Social Work and some of your initial perceptions of the field.
2. Describe some of your specific interests within the profession of social work. This description may include your interest in any of the following: 1) fields of social work practice; 2) specific population groups; 3) specific problem areas.
3. Give a brief overview of what you consider to be the relevant factors in your family of origin which may have contributed to your interest in social work. This discussion may encompass any of the following areas:
 - 1) Your family structure and the roles that you occupied within that family;
 - 2) Important family and/or mentorship experiences that contributed to the selection of social work as a major.
4. List the social work courses and any other relevant coursework that you have taken which will assist you in your senior field placement. Also discuss any prior experiences with "helping" (i.e.: field placement, volunteer, employment, campus involvement) that you have had.
5. Indicate some personal and professional goals for yourself which may be operationalized during your senior field placement experience.
6. Identify your strengths AND areas for continued improvement as they relate to the professional of social work.
7. List below both your class and work schedule along with any other commitments (e.g., involvement in athletic programs) which will be a consideration in the scheduling of your senior field placement.

Liability Insurance

DATE: September 26, 2018

RE: Stipulations for entering Spring 2019 Field Placements

In order to begin the senior field placements in the Spring 2019 semester, students will need to have completed the following:

- 1) Membership in the National Association of Social Workers
- 2) Liability Insurance purchased through NASW
- 3) Background check through the Security Office, UF
- 4) Toxicology Screening through Well at Work

Students will provide the **confirmation of membership in NASW, proof of liability insurance, background checks, and toxicology screens** by **November 23, 2018** as a condition for entering the senior field placement. Please be advised that it can take 1-2 weeks to apply for NASW membership/liability insurance and 2 weeks for background check results to be received. Only after NASW membership can you purchase the liability insurance. It is imperative that you begin the process of application as soon as possible.

Please note: **YOU WILL NOT BE PERMITTED TO BEGIN THE SENIOR FIELD PLACEMENT WITHOUT THESE REQUIREMENTS.**

My signature below indicates:

- 1) I have received this notice
- 2) I agree to have proof of NASW membership, Liability Insurance, toxicology screening, and a Background Check by **November 23, 2018**

Name _____

Witness _____

Date _____

Field Placement Interview Protocol

Listed below are items for review during the formal meeting with the prospective Field Instructor. In preparation for this interview, students will have completed and mailed a copy of the **Field Placement Essay** to the **Field Instructor** in advance of this interview.

1. Field Placement name, address, telephone number, e-mail addresses
2. Name(s) of Field Instructor(s)
3. Days and hours that the student is expected in the agency
4. Necessity of a car in completing assignments
5. Transportation of clients in personal car (and liability coverage)
6. Dress code
7. Field Instructor's planning for face-to-face conferences
8. Specific learning opportunities and experiences available to student
9. Specific interests and learning objectives of the student
10. Degree and extent of direct client contact, e.g., face-to-face interaction with various client populations
11. Degree and extent of indirect services, e.g., research, planning, administrative and community meetings, fund raising, etc.
12. Specific expectations of the Field Instructor
13. Procedure for absences and student emergencies
14. Procedures for making up days missed
15. Student class and work schedule and agency hours

The University of Findlay Social Work Program

FIELD PLACEMENT CONTRACT

The following understanding between The University of Findlay and _____
_____ is for the purpose of providing a field work educational experience for
_____. It is the intent of this agreement that the University,
the agency, and the student will carry out their commitments to each other and work together to make
field work a meaningful learning experience.

The agency agrees to:

1. Adhere to the values and ethics articulated in the NASW Code of Ethics.
2. Provide the student opportunities to function in a social work capacity that will enhance the student's learning objectives.
3. Respect the student's position as a beginning professional social worker by making assignments in the student's skill range designed to enhance learning, providing suitable work space, and by promoting and appropriate relationship with other staff.
4. Provide adequate supervisory time so that the student will become properly oriented to the agency and have a person with whom he/she can related closely in his/her learning experience.
5. Provide adequate time for the field instructor to participate with the University in meetings or other events structured to enhance this program.
6. Collaborate with the students in formation of a Learning Contract which establishes the goals and objectives for the semester.
7. Complete a mid-term and final evaluation of the student's performance in the field placement.

The University of Findlay Social Work Program agrees to:

1. Coordinate the selection of students designated for field placements.
2. Provide adequate liaison through the Director of Field Instruction so that the objectives and expectations of the Social Work Program can be understood and any concerns or problems handled promptly.

3. Respect the agency's role in providing supervision of the student's assignments.
4. Provide a field manual that will explain the program and its objectives and materials necessary to evaluate the placement.
5. Incorporate Field Instructor feedback into the evaluation of the student.
6. Provide students with a weekly field placement seminar to further consolidate their learning experiences.
7. Provide Field Instructors with continuing education programs sponsored by the University.

The student agrees to:

1. Collaborate with the Director of Field Instruction and the Agency Field Instructor in relationship to the parameters of the placement, viz., arrangement of appropriate interviews and establishment of a viable schedule.
2. Adhere to the principles espoused in the NASW Code of Ethics (see attached).
3. Uphold the principle of confidentiality as detailed in the NASW Code of Ethics (see attached).
4. Adhere to the policies and procedures of the field placement.
5. Maintain appropriate professional behavior, including appropriate dress and punctuality.
6. Arrange for transportation to the field placement.
7. Notify the Agency Field Instructor in the event that the student, for reasons of emergency, cannot be present on a scheduled placement day. The student will contact the Agency Field Instructor directly to inform him/her of the absence with as much notice as possible. Those hours are then to be rescheduled in collaboration with the Agency Field Instructor.
8. Establish a Learning Contract in collaboration with the Field Instructor.
9. Complete the necessary number of hours allotted for the field placement.
10. Complete a self-evaluation of performance in the field placement.
11. Attend the weekly field placement seminar.
12. Senior students obtain liability insurance through NASW as a prerequisite to entering the field placement.

13. Students will obtain a background check (FBI, BCI), sending one copy to their field agency and one copy to the Social Work Program.

This agreement was signed on _____ by the following
(Date)
participants for _____.
(Term)

Student

Field Instructor

Director of Field Instruction/ Course Instructor

The University of Findlay
Field Instruction II: SOWK 310

LEARNING CONTRACT

Student:

Student Cell Phone Number:

Agency:

Field Instructor:

Field Instructor Phone Number: _____ Field Instructor E-Mail: _____

Schedule: Days, Times, Months

**Additional hours when necessary to observe important client or agency events.

For SOWK 310, the student must complete 60 hours of placement time. Students should schedule these hours evenly throughout the semester. The following 9 competencies have been identified by the Council on Social Work Education and guide students in learning objectives. 2 Learning activities should be listed under each competency. 1 specific objective may be listed under each learning activity. Some examples have been provided for you. While some of these examples are quite in depth, your activities and objectives may be geared more towards observation rather than hands-on activities.

A. Student demonstrates ethical and professional behavior.

- a. Demonstrate professional behavior in appearance, communication, and behavior
 - i. Identify appropriate dress for placement in the interview process prior to beginning
- b. 2nd learning activity
 - i.

B. Student Engages in diversity and difference in practice. Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity.

- a. To become familiar with the variety of age, racial, cultural, religious, financial, gender/sexuality differences comprising the agency population.
 - i. Discuss with field instructor how these issues affect client response to problems and solutions in supervision
- b. 2nd learning activity
 - i.

C. Student participates in advancement of human rights and social, economic, and environmental justice.

- a. Observe ways in which the agency advocates for more responsive community-wide collaborative practice to address local housing needs.
 - i. Attend community planning meeting with field instructor.
- b. 2nd learning activity
 - i.

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

- a. Gain experience in data gathering requirements of the agency and function of this in regards to funding sources.
 - i. Review a variety of monthly and annual reports.
- b. 2nd learning activity
 - i.

E. Student engages in policy practice

- a. Become familiar with agency policy and procedures
 - i. Within the first 2 weeks, I will read the agency policy manual and review with instructor
- b. Understand good documentation within the agency

F. Student will engage with individuals, families, groups, organizations, and communities

- a. Use empathy, reflection, and interpersonal skills to engage diverse client systems
 - i. Will observe and/or engage in interviews with clients
- b. 2nd learning activity
 - i.

G. Student will assess individuals, families, groups, organizations, and communities.

- a. Develop mutually agreed upon intervention plan and goals with client.
 - i. Complete intake assessment with a new client according to agency policy by the end of the 1st month.
- b. 2nd learning activity
 - i.

H. Student with intervene with individuals, families, groups, organizations, and communities.

- a. Critically choose and implement an intervention strategy to achieve client goals
 - i. Assist in facilitation of individual or group meetings in agency setting
- b. 2nd learning activity
 - i.

I. Student will evaluate with individuals, families, groups, organizations, and communities.

- a. Be able to select and use appropriate methods for evaluation of practice outcomes
 - i. Discuss and review agency monthly/quarterly/annual reporting requirements with field instructor
- b. 2nd learning activity
 - i.

Student Signature

Agency Field Instructor Signature

Coordinator of Field Instruction Signature

Date Signed

The University of Findlay
Field Instruction II: SOWK 410

LEARNING CONTRACT

Student:

Student Cell Phone Number:

Agency:

Field Instructor:

Field Instructor Phone Number: _____ Field Instructor E-Mail: _____

Schedule: Days, Times, Months

**Additional hours when necessary to observe important client or agency events.

For SOWK 410, the student must complete 480 hours of placement time. Students should schedule these hours evenly throughout the semester. The following 9 competencies have been identified by the Council on Social Work Education and guide students in learning objectives. 3 Learning activities should be listed under each competency as well as 1 specific objective under each learning activity. Some examples have been provided for you.

A. Student demonstrates ethical and professional behavior.

- a. Demonstrate professional behavior in appearance, communication, and behavior
 - i. Identify appropriate dress for placement in the interview process prior to beginning
- b. 2nd learning activity
 - i.
- c. 3rd learning activity
 - i.

B. Student Engages in diversity and difference in practice. Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity.

- a. To become familiar with the variety of age, racial, cultural, religious, financial, gender/sexuality differences comprising the agency population.
 - i. Discuss with field instructor how these issues affect client response to problems and solutions in supervision
- b. 2nd learning activity
 - i.
- c. 3rd learning activity
 - i.

C. Student participates in advancement of human rights and social, economic, and environmental justice.

- a. Observe ways in which the agency advocates for more responsive community-wide collaborative practice to address local housing needs.
 - i. Attend community planning meeting with field instructor.
- b. 2nd learning activity
 - i.
- c. 3rd learning activity
 - i.

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

- a. Gain experience in data gathering requirements of the agency and function of this in regards to funding sources.
 - i. Review a variety of monthly and annual reports.
- b. 2nd learning activity
 - i.
- c. 3rd learning activity
 - i.

E. Student engages in policy practice

- a. Become familiar with agency policy and procedures
 - i. Within the first 2 weeks, I will read the agency policy manual and review with instructor
- b. Understand good documentation within the agency
- c. 3rd learning activity

F. Student will engage with individuals, families, groups, organizations, and communities

- a. Use empathy, reflection, and interpersonal skills to engage diverse client systems
 - i. Will observe and/or engage in interviews with clients
- b. 2nd learning activity
 - i.
- c. 3rd learning activity
 - i.

G. Student will assess individuals, families, groups, organizations, and communities.

- a. Develop mutually agreed upon intervention plan and goals with client.
 - i. Complete intake assessment with a new client according to agency policy by the end of the 1st month.

- b. 2nd learning activity
 - i.
- c. 3rd learning activity
 - i.

H. Student with intervene with individuals, families, groups, organizations, and communities.

- a. Critically choose and implement an intervention strategy to achieve client goals
 - i. Assist in facilitation of individual or group meetings in agency setting
- b. 2nd learning activity
 - i.
- c. 3rd learning activity
 - i.

I. Student will evaluate with individuals, families, groups, organizations, and communities.

- a. Be able to select and use appropriate methods for evaluation of practice outcomes
 - i. Discuss and review agency monthly/quarterly/annual reporting requirements with field instructor
- b. 2nd learning activity
 - i.
- c. 3rd learning activity
 - i.

Student Signature

Agency Field Instructor Signature

Coordinator of Field Instruction Signature

Date Signed

University of Findlay
SOCIAL WORK PROGRAM
SENIOR FIELD PLACEMENT EVALUATION FORM
Field Instructor Form
Social Work 310

Name of Student: _____

Agency: _____

Field Instructor: _____

Total Hours Student Completed in Field: _____ (60 Hours Required)

This evaluation provides an opportunity for field instructors to assess the student's knowledge, skills, and acquisition of competencies in field. The learning contract completed in the beginning of the semester should be the guide for assessing student performance. The evaluation should be a mutual process, with the student actively involved and signing this form once completed. Field instructors should write a brief narrative addressing Items I through V below and complete *Performance Outcomes* in accordance with the Council on Social Work Education 2015 competencies on the following pages.

To be completed at the Final Evaluation only:

- I. Briefly list or describe the activities the student has been involved in during the semester.

- II. Identify the student's strengths as you observed his/her field activities.

- III. What areas do you think the student needs to improve?

- IV. What is the student's potential for working in the profession of social work?

- V. Other comments
- VI.

Rating Scale for Evaluation of Field Placement Performance

Instructions: The standard by which an intern is to be compared is that of a new *beginning-level social worker*. The 9 competencies specified in this evaluation form are those established by our national accrediting organization (the Council on Social Work Education). Under each competency statement are several practice behaviors that we ask you to rate according to the following criteria:

5 = The student excelled in consistently understanding and applying this practice behavior.

4 =The student performed above expectations most of the time in understanding and application.

3 =The student met the expectations for interns in demonstrating a basic understanding and application of this behavior.

2 =The student has not as yet met the expectations in this area for understanding and/or application, but gives indication they will do so in the near future.

1 =The student has not met the expectations in this area, and does not give Indication they will do so in the near future.

The Field Coordinator has responsibility for assigning the grade for the course. The grade that is assigned will be based on: overall evaluation of the student's performance in field per the field instructor's evaluation and other factors such as seminar participation and assignments that integrate field with seminar instruction. Please check the number of the response that best represents your assessment of the student's performance in the competency area specified

To the Field Instructor: You are encouraged to write comments to expand upon any competency rating, if they so desire. All items need at minimum a number rating. Please rate the student accurately according to their demonstrated performance as this highlights areas for student growth and provides a fair comparison to other students preparing to graduate as generalist social work professionals. You will see two rating options for each practice behavior. Please complete the top one in each box at midterm and the bottom one at the final evaluation period.

Competency 1: Demonstrate Ethical and Professional Behavior	Comments
<p><u>Practice Behavior 1:</u> Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.</p>	<div style="text-align: center;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 </div> <div style="text-align: center; margin-top: 10px;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 </div>
<p><u>Practice Behavior 2:</u> Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.</p>	<div style="text-align: center;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 </div> <div style="text-align: center; margin-top: 10px;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 </div>

<p><u>Practice Behavior 3:</u> Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
<p><u>Practice Behavior 4:</u> Use technology ethically and appropriately to facilitate practice outcomes.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
<p><u>Practice Behavior 5:</u> Use supervision and consultation to guide professional judgment and behavior.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
Competency 2: Engage Diversity and Difference in Practice		Comments
<p><u>Practice Behavior 6:</u> Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
<p><u>Practice Behavior 7:</u> Present themselves as learners and engage clients and constituencies as experts of their own experiences.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
<p><u>Practice Behavior 8:</u> Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice		Comments
<p><u>Practice Behavior 9:</u> Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	

<p><u>Practice Behavior 10:</u> Engage in practices that advance social, economic, and environmental justice.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
<p>Competency 4: Engage in Practice-informed research and Research-informed Practice</p>		<p>Comments</p>
<p><u>Practice Behavior 11:</u> Use practice experience and theory to inform scientific inquiry and research.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
<p><u>Practice Behavior 12:</u> Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
<p><u>Practice Behavior 13:</u> Use and translate research evidence to inform and improve practice, policy, and service delivery.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
<p>Competency 5: Engage in Policy Practice</p>		<p>Comments</p>
<p><u>Practice Behavior 14:</u> Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
<p><u>Practice Behavior 15:</u> Assess how social welfare and economic policies impact the delivery of and access to social services.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
<p><u>Practice Behavior 16:</u> Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities		Comments
Practice Behavior 17: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
Practice Behavior 18: Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities		Comments
Practice Behavior 19: Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
Practice Behavior 20: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
Practice Behavior 21: Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
Practice Behavior 22: Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities		Comments
Practice Behavior 23: Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	

<p><u>Practice Behavior 24:</u> Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
<p><u>Practice Behavior 25:</u> Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
<p><u>Practice Behavior 26:</u> Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
<p><u>Practice Behavior 27:</u> Facilitate effective transitions and endings that advance mutually agreed-on goals.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
<p>Competency 9: Evaluate Practice with individuals, Families, Groups, organizations, and Communities</p>		<p>Comments</p>
<p><u>Practice Behavior 28:</u> Select and use appropriate methods for evaluation of outcomes.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
<p><u>Practice Behavior 29:</u> Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
<p><u>Practice Behavior 30:</u> Critically analyze, monitor, and evaluate intervention and program processes and outcome.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	

<p>Practice Behavior 31: Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</p>	<table style="width: 100%; text-align: center;"> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>5</td> <td>4</td> <td>3</td> <td>2</td> <td>1</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>5</td> <td>4</td> <td>3</td> <td>2</td> <td>1</td> </tr> </table>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5	4	3	2	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5	4	3	2	1	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																		
5	4	3	2	1																		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																		
5	4	3	2	1																		

Please check one of the following:

- This student has excelled in field placement by performing above expectations for interns.
- This student has met the expectations of the field placement.
- This student has demonstrated serious problems in performance, and perhaps should be encouraged to pursue another field of interest.

The field internship grade will be determined jointly between the student, field instructor and Coordinator of Field based on the student’s performance in completing all tasks agreed upon as specified in their learning contract. Absenteeism, no calls and no shows will result in deductions from your field internship grade. In order to successfully pass the Field Instruction class you must receive a passing grade from both the class and the internship experience.

Overall, do you feel this student demonstrated a level of competence required for entry-level social workers?
 _____ Yes _____ No

Comments:

Signature of Field Instructor: _____ **Date:** _____

Signature of Student: _____ **Date:** _____

Signature of Coordinator of Field Education _____

*****Note:** If the intern disagrees with the evaluation, the student should state that disagreement in writing and submit a copy to the field instructor and Coordinator of Field Education, within 3 days of receiving the evaluation. A meeting between the student, Coordinator of Field, and Chair of the Social Work Department as appropriate will then be held to discuss the disagreement.

University of Findlay
SOCIAL WORK PROGRAM
SENIOR FIELD PLACEMENT EVALUATION FORM
Student Form
Social Work 310

Name of Student: _____

Agency: _____

Field Instructor: _____

Total Hours Student Completed in Field: _____ (60 Hours Required)

This evaluation provides an opportunity for students to assess their knowledge, skills, and acquisition of competencies in field. The learning contract completed in the beginning of the semester should be the guide for assessing your performance.

To be completed at the Final Evaluation only:

- I. Briefly list or describe the activities you have been involved in during the semester.

- II. Identify your strengths related to field placement.

- III. What areas do you think you could improve in?

Rating Scale for Evaluation of Field Placement Performance

Instructions: The standard by which an intern is to be compared is that of a new *beginning-level social worker*. The 9 competencies specified in this evaluation form are those established by our national accrediting organization (the Council on Social Work Education). Under each competency statement are several practice behaviors that we ask you to rate according to the following criteria:

5 = The student excelled in consistently understanding and applying this practice behavior.

4 = The student performed above expectations most of the time in understanding and application.

3 =The student met the expectations for interns in demonstrating a basic understanding and application of this behavior.

2 =The student has not as yet met the expectations in this area for understanding and/or application, but gives indication they will do so in the near future.

1 =The student has not met the expectations in this area, and does not give Indication they will do so in the near future.

The Field Coordinator has responsibility for assigning the grade for the course. The grade that is assigned will be based on: overall evaluation of the student's performance in field per the field instructor's evaluation and other factors such as seminar participation and assignments that integrate field with seminar instruction. Please check the number of the response that best represents your assessment of the student's performance in the competency area specified

To the Student: Please complete the following rating of yourself based on self-reflection.

Competency 1: Demonstrate Ethical and Professional Behavior	Comments
<u>Practice Behavior 1:</u> Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1
<u>Practice Behavior 2:</u> Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1
<u>Practice Behavior 3:</u> Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1
<u>Practice Behavior 4:</u> Use technology ethically and appropriately to facilitate practice outcomes.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1
<u>Practice Behavior 5:</u> Use supervision and consultation to guide professional judgment and behavior.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1
Competency 2: Engage Diversity and Difference in Practice	Comments
<u>Practice Behavior 6:</u> Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1

Practice Behavior 7: Present themselves as learners and engage clients and constituencies as experts of their own experiences.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
Practice Behavior 8: Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice		Comments
Practice Behavior 9: Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
Practice Behavior 10: Engage in practices that advance social, economic, and environmental justice.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
Competency 4: Engage in Practice-informed research and Research-informed Practice		Comments
Practice Behavior 11: Use practice experience and theory to inform scientific inquiry and research.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
Practice Behavior 12: Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
Practice Behavior 13: Use and translate research evidence to inform and improve practice, policy, and service delivery.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
Competency 5: Engage in Policy Practice		Comments
Practice Behavior 14: Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
Practice Behavior 15: Assess how social welfare and economic policies impact the delivery of and access to social services.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
Practice Behavior 16: Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities		Comments
Practice Behavior 17: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
Practice Behavior 18: Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities		Comments
Practice Behavior 19: Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
Practice Behavior 20: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
Practice Behavior 21: Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
Practice Behavior 22: Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities		Comments
Practice Behavior 23: Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
Practice Behavior 24: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
Practice Behavior 25: Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
Practice Behavior 26: Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	

Practice Behavior 27: Facilitate effective transitions and endings that advance mutually agreed-on goals.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
Competency 9: Evaluate Practice with individuals, Families, Groups, organizations, and Communities		Comments
Practice Behavior 28: Select and use appropriate methods for evaluation of outcomes.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
Practice Behavior 29: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
Practice Behavior 30: Critically analyze, monitor, and evaluate intervention and program processes and outcome.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
Practice Behavior 31: Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	

The field internship grade will be determined jointly between the student, field instructor and Coordinator of Field based on the student's performance in completing all tasks agreed upon as specified in their learning contract. Absenteeism, no calls and no shows will result in deductions from your field internship grade. In order to successfully pass the Field Instruction class you must receive a passing grade from both the class and the internship experience.

Comments:

Signature of Field Instructor: _____ Date: _____

Signature of Student: _____ Date: _____

Signature of Coordinator of Field Education _____

Rating Scale for Evaluation of Field Placement Performance

Instructions: The standard by which an intern is to be compared is that of a new *beginning-level social worker*. The 9 competencies specified in this evaluation form are those established by our national accrediting organization (the Council on Social Work Education). Under each competency statement are several practice behaviors that we ask you to rate according to the following criteria:

5 = The student excelled in consistently understanding and applying this practice behavior.

4 =The student performed above expectations most of the time in understanding and application.

3 =The student met the expectations for interns in demonstrating a basic understanding and application of this behavior.

2 =The student has not as yet met the expectations in this area for understanding and/or application, but gives indication they will do so in the near future.

1 =The student has not met the expectations in this area, and does not give Indication they will do so in the near future.

The Field Coordinator has responsibility for assigning the grade for the course. The grade that is assigned will be based on: overall evaluation of the student's performance in field per the field instructor's evaluation and other factors such as seminar participation and assignments that integrate field with seminar instruction. Please check the number of the response that best represents your assessment of the student's performance in the competency area specified

To the Field Instructor: You are encouraged to write comments to expand upon any competency rating, if they so desire. All items need at minimum a number rating. Please rate the student accurately according to their demonstrated performance as this highlights areas for student growth and provides a fair comparison to other students preparing to graduate as generalist social work professionals. In each box, you will see 2 rating scales. Use the top one to rate the student at the midterm point and the bottom to rate the student at the final evaluation.

Competency 1: Demonstrate Ethical and Professional Behavior		Comments
Practice Behavior 1: Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
Practice Behavior 2: Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	

<p><u>Practice Behavior 3:</u> Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
<p><u>Practice Behavior 4:</u> Use technology ethically and appropriately to facilitate practice outcomes.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
<p><u>Practice Behavior 5:</u> Use supervision and consultation to guide professional judgment and behavior.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
<p>Competency 2: Engage Diversity and Difference in Practice</p>		<p>Comments</p>
<p><u>Practice Behavior 6:</u> Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
<p><u>Practice Behavior 7:</u> Present themselves as learners and engage clients and constituencies as experts of their own experiences.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
<p><u>Practice Behavior 8:</u> Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
<p>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</p>		<p>Comments</p>
<p><u>Practice Behavior 9:</u> Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	

<p><u>Practice Behavior 10:</u> Engage in practices that advance social, economic, and environmental justice.</p>	<p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1</p>	
<p>Competency 4: Engage in Practice-informed research and Research-informed Practice</p>		<p>Comments</p>
<p><u>Practice Behavior 11:</u> Use practice experience and theory to inform scientific inquiry and research.</p>	<p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1</p>	
<p><u>Practice Behavior 12:</u> Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.</p>	<p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1</p>	
<p><u>Practice Behavior 13:</u> Use and translate research evidence to inform and improve practice, policy, and service delivery.</p>	<p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1</p>	
<p>Competency 5: Engage in Policy Practice</p>		<p>Comments</p>
<p><u>Practice Behavior 14:</u> Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.</p>	<p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1</p>	
<p><u>Practice Behavior 15:</u> Assess how social welfare and economic policies impact the delivery of and access to social services.</p>	<p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1</p>	
<p><u>Practice Behavior 16:</u> Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</p>	<p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1</p>	

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities		Comments
Practice Behavior 17: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
Practice Behavior 18: Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities		Comments
Practice Behavior 19: Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
Practice Behavior 20: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
Practice Behavior 21: Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
Practice Behavior 22: Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities		Comments
Practice Behavior 23: Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	

	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
<p><u>Practice Behavior 24:</u> Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
<p><u>Practice Behavior 25:</u> Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
<p><u>Practice Behavior 26:</u> Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
<p><u>Practice Behavior 27:</u> Facilitate effective transitions and endings that advance mutually agreed-on goals.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
<p>Competency 9: Evaluate Practice with individuals, Families, Groups, organizations, and Communities</p>		<p>Comments</p>
<p><u>Practice Behavior 28:</u> Select and use appropriate methods for evaluation of outcomes.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
<p><u>Practice Behavior 29:</u> Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
<p><u>Practice Behavior 30:</u> Critically analyze, monitor, and evaluate intervention and program processes and outcome.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	

<p><u>Practice Behavior 31:</u> Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</p>	<p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1</p>	
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Please check one of the following:

- This student has excelled in field placement by performing above expectations for interns.
- This student has met the expectations of the field placement.
- This student is not yet ready for beginning level social work practice.
- This student is not yet ready for beginning level social work practice, and has demonstrated serious problems in performance, and perhaps should be encouraged to pursue another field of interest.

The field internship grade will be determined jointly between the student, field instructor and Coordinator of Field based on the student’s performance in completing all tasks agreed upon as specified in their learning contract. Absenteeism, no calls and no shows will result in deductions from your field internship grade. In order to successfully pass the Field Instruction class you must receive a passing grade from both the class and the internship experience.

Overall, do you feel this student demonstrated a level of competence required for entry-level social workers?
 _____ Yes _____ No

Comments:

Signature of Field Instructor: _____ **Date:** _____

Signature of Student: _____ **Date:** _____

Signature of Coordinator of Field Education: _____

*****Note:** If the intern disagrees with the evaluation, the student should state that disagreement in writing and submit a copy to the field instructor and Coordinator of Field Education, within 3 days of receiving the evaluation. A meeting between the student, Coordinator of Field, and Chair of the Social Work Department as appropriate will then be held to discuss the disagreement.

University of Findlay
SOCIAL WORK PROGRAM
SENIOR FIELD PLACEMENT EVALUATION FORM
Student Form
Social Work 410

Name of Student: _____

Agency: _____

Field Instructor: _____

Total Hours Student Completed in Field: _____ (480 Hours Required)

This evaluation provides an opportunity for students to assess their knowledge, skills, and acquisition of competencies in field. The learning contract completed in the beginning of the semester should be the guide for assessing your performance.

To be completed at the Final Evaluation only:

- I. Briefly list or describe the activities you have been involved in during the semester.

- II. Identify your strengths related to field placement.

- III. What areas do you think you could improve in?

Rating Scale for Evaluation of Field Placement Performance

Instructions: The standard by which an intern is to be compared is that of a new *beginning-level social worker*. The 9 competencies specified in this evaluation form are those established by our national accrediting organization (the Council on Social Work Education). Under each competency statement are several practice behaviors that we ask you to rate according to the following criteria:

5 = The student excelled in consistently understanding and applying this practice behavior.

4 =The student performed above expectations most of the time in understanding and application.

3 =The student met the expectations for interns in demonstrating a basic understanding and application of this behavior.

2 =The student has not as yet met the expectations in this area for understanding and/or application, but gives indication they will do so in the near future.

1 =The student has not met the expectations in this area, and does not give Indication they will do so in the near future.

The Field Coordinator has responsibility for assigning the grade for the course. The grade that is assigned will be based on: overall evaluation of the student’s performance in field per the field instructor’s evaluation and other factors such as seminar participation and assignments that integrate field with seminar instruction. Please check the number of the response that best represents your assessment of the student’s performance in the competency area specified

To the Student: Please complete the following rating of yourself based on self-reflection.

Competency 1: Demonstrate Ethical and Professional Behavior		Comments
<u>Practice Behavior 1:</u> Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
<u>Practice Behavior 2:</u> Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
<u>Practice Behavior 3:</u> Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
<u>Practice Behavior 4:</u> Use technology ethically and appropriately to facilitate practice outcomes.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
<u>Practice Behavior 5:</u> Use supervision and consultation to guide professional judgment and behavior.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
Competency 2: Engage Diversity and Difference in Practice		Comments
<u>Practice Behavior 6:</u> Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	

Practice Behavior 7: Present themselves as learners and engage clients and constituencies as experts of their own experiences.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
Practice Behavior 8: Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice		Comments
Practice Behavior 9: Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
Practice Behavior 10: Engage in practices that advance social, economic, and environmental justice.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
Competency 4: Engage in Practice-informed research and Research-informed Practice		Comments
Practice Behavior 11: Use practice experience and theory to inform scientific inquiry and research.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
Practice Behavior 12: Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
Practice Behavior 13: Use and translate research evidence to inform and improve practice, policy, and service delivery.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
Competency 5: Engage in Policy Practice		Comments
Practice Behavior 14: Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
Practice Behavior 15: Assess how social welfare and economic policies impact the delivery of and access to social services.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
Practice Behavior 16: Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities		Comments
Practice Behavior 17: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
Practice Behavior 18: Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities		Comments
Practice Behavior 19: Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
Practice Behavior 20: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
Practice Behavior 21: Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
Practice Behavior 22: Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities		Comments
Practice Behavior 23: Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
Practice Behavior 24: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
Practice Behavior 25: Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	
Practice Behavior 26: Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1	

<p><u>Practice Behavior 27:</u> Facilitate effective transitions and endings that advance mutually agreed-on goals.</p>	<p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1</p>	
<p>Competency 9: Evaluate Practice with individuals, Families, Groups, organizations, and Communities</p>		<p>Comments</p>
<p><u>Practice Behavior 28:</u> Select and use appropriate methods for evaluation of outcomes.</p>	<p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1</p>	
<p><u>Practice Behavior 29:</u> Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.</p>	<p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1</p>	
<p><u>Practice Behavior 30:</u> Critically analyze, monitor, and evaluate intervention and program processes and outcome.</p>	<p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1</p>	
<p><u>Practice Behavior 31:</u> Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</p>	<p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 4 3 2 1</p>	

The field internship grade will be determined jointly between the student, field instructor and Coordinator of Field based on the student’s performance in completing all tasks agreed upon as specified in their learning contract. Absenteeism, no calls and no shows will result in deductions from your field internship grade. In order to successfully pass the Field Instruction class you must receive a passing grade from both the class and the internship experience.

Comments:

Signature of Field Instructor: _____ **Date:** _____

Signature of Student: _____ **Date:** _____

Signature of Coordinator of Field Education _____

**University of Findlay
Social Work Program
Student Evaluation of Field Placement**

Student: _____

Field Placement: _____ Date: _____

It is important for students to be given the opportunity to evaluate their field practicum agency. It helps all parties involved in understanding and improving the practicum experience. The student will complete the following evaluation and rate the agency and instructor based on the following criteria.

Students please rate each question on a scale of 1-4 on the line provided before each question.

- 1- Unsatisfactory
- 2- Adequate
- 3- Very Good
- 4- Superior

Your Field Agency:

_____ 1. Interest and concern of agency for social work students

_____ 2. Helpfulness of the orientation process

_____ 3. Opportunities for training and education

_____ 4. Support and cooperation from agency administration and staff

_____ 5. Adequacy of support services (desk, phone) for students

Comments on the agency:

Your Field Instructor:

_____ 1. Instructor's teaching techniques, skills, general approach to teaching

_____ 2. Supervisor’s effectiveness in relating to and integrating field and classroom learning experience

_____ 3. Quality of working relationship with supervisor

_____ 4. Depth, diversity and range of agency assignments

_____ 5. Amount of regular supervisory time with field instructor

_____ 6. Availability of field instructor other than scheduled times

_____ 7. Interest shown in student’s personal needs and progress

_____ 8. My assessment of this person as a supervisor

Comments on field instructor:

I would recommend this practicum to other students: Yes_____ No_____

Comments:

Do you have any specific suggestions as to how this field placement might be improved?

My signature below indicates that I have read and discussed this document.

Student Signature

Date

Field Instructor

Date

Director of Field Instruction

Date

Weekly Field Placement Time log

Name: _____

Agency: _____

Week 1

Date	Times	Instructor Initials	Activities

Total hours: _____

Week 2

Date	Times	Instructor Initials	Activities

Total hours: _____

Week 3

Date	Times	Instructor Initials	Activities

Total hours: _____

Week 4

Date	Times	Instructor Initials	Activities

Total hours: _____

Week 5

Date	Times	Instructor Initials	Activities

Total hours: _____

Week 6

Date	Times	Instructor Initials	Activities

Total hours: _____

Week 7

Date	Times	Instructor Initials	Activities

Total hours: _____

Week 8

Date	Times	Instructor Initials	Activities

Total hours: _____

Week 9

Date	Times	Instructor Initials	Activities

Total hours: _____

Week 10

Date	Times	Instructor Initials	Activities

Total hours: _____

Week 11

Date	Times	Instructor Initials	Activities

--	--	--	--

Total hours: _____

Week 12

Date	Times	Instructor Initials	Activities

Total hours: _____

Week 13

Date	Times	Instructor Initials	Activities

Total hours: _____

Week 14

Date	Times	Instructor Initials	Activities

Total hours: _____

Week 15

Date	Times	Instructor Initials	Activities

Total hours: _____

Week 16

Date	Times	Instructor Initials	Activities

Total hours: _____

Week 17

Date	Times	Instructor Initials	Activities

Total hours: _____

Additional Hours/Times/Activities (list below):

Total hours completed over semester: _____

Instructor Signature: _____

Date: _____

CODE OF ETHICS

OF THE NATIONAL ASSOCIATION OF SOCIAL WORKERS

Code of Ethics of the National Association of Social Workers

OVERVIEW

The *NASW Code of Ethics* is intended to serve as a guide to the everyday professional conduct of social workers. This *Code* includes four sections. The first section, “Preamble,” summarizes the social work profession’s mission and core values. The second section, “Purpose of the *NASW Code of Ethics*,” provides an overview of the *Code*’s main functions and a brief guide for dealing with ethical issues or dilemmas in social work practice. The third section, “Ethical Principles,” presents broad ethical principles, based on social work’s core values, that inform social work practice. The final section, “Ethical Standards,” includes specific ethical standards to guide social workers’ conduct and to provide a basis for adjudication.

The National Association of Social Workers (NASW) is the largest organization of professional social workers in the world. NASW serves social workers in 55 chapters throughout the United States, Puerto Rico, the Virgin Islands, Guam, and abroad. NASW was formed in 1955 through a merger of seven predecessor social work organizations to carry out three responsibilities:

- *strengthen and unify the profession*
- *promote the development of social work practice*
- *advance sound social policies.*

Promoting high standards of practice and protecting the consumer of services are major association principles.

Approved by the 1996 NASW Delegate Assembly and revised by the NASW Delegate Assembly in 2017.

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 dual focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

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

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

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

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

Purpose of the *NASW Code of Ethics*

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

The *NASW Code of Ethics* serves six purposes:

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

The *Code* offers a set of values, principles, and standards to guide decision making and conduct when ethical issues arise. It does not provide a set of rules that prescribe how social workers should act in all situations. Specific applications of the *Code* must take into account the context in

*For information on NASW adjudication procedures, see *NASW Procedures for Professional Review: Revised*.

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.

Furthermore, 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. In situations when conflicting obligations arise, social workers may be faced with complex ethical dilemmas that have no simple answers. Social workers should take into consideration all the values, principles, and standards in this *Code* that are relevant to any situation in which ethical judgment is warranted. Social workers' decisions and actions should be consistent with the spirit as well as the letter of this *Code*.

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

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

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

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

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

Ethical Principles

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

Value: *Service*

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

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

Value: *Social Justice*

Ethical Principle: *Social workers challenge social injustice.*

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

Value: *Dignity and Worth of the Person*

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

Social workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity. Social workers promote clients' socially responsible self-determination. Social workers

seek to enhance clients' capacity and opportunity to change and to address their own needs. Social workers are cognizant of their dual responsibility to clients and to the broader society. They seek to resolve conflicts between clients' interests and the broader society's interests in a socially responsible manner consistent with the values, ethical principles, and ethical standards of the profession.

Value: *Importance of Human Relationships*

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

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

Value: *Integrity*

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

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

Value: *Competence*

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

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

Ethical Standards

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

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

1. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO CLIENTS

1.01 Commitment to Clients

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

1.02 Self-Determination

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

1.03 Informed Consent

(a) Social workers should provide services to clients only in the context of a professional relationship based, when appropriate, on valid informed

consent. Social workers should use clear and understandable language to inform clients of the purpose of the services, risks related to the services, limits to services because of the requirements of a third-party payer, relevant costs, reasonable alternatives, clients' right to refuse or withdraw consent, and the time frame covered by the consent. Social workers should provide clients with an opportunity to ask questions.

(b) In instances when clients are not literate or have difficulty understanding the primary language used in the practice setting, social workers should take steps to ensure clients' comprehension. This may include providing clients with a detailed verbal explanation or arranging for a qualified interpreter or translator whenever possible.

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

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

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

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

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

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

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

1.04 Competence

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

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

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

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

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

1.05 Cultural Awareness and Social Diversity

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

(b) Social workers should have a knowledge base of their clients' cultures and be able to demonstrate competence in the provision of services that

are sensitive to clients' cultures and to differences among people and cultural groups.

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

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

1.06 Conflicts of Interest

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

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

(c) Social workers should not engage in dual or multiple relationships with clients or former clients in which there is a risk of exploitation or potential harm to the client. In instances when dual or multiple relationships are unavoidable, social workers should take steps to protect clients and are responsible for setting clear, appropriate, and culturally sensitive boundaries. (Dual or multiple relationships occur when social workers relate to clients in more than one relationship, whether professional, social, or business. Dual or multiple relationships can occur simultaneously or consecutively.)

(d) When social workers provide services to two or more people who have a relationship with each other (for example, couples, family members), social workers should clarify with all parties which individuals will be considered clients and the nature of social workers' professional obligations

to the various individuals who are receiving services. Social workers who anticipate a conflict of interest among the individuals receiving services or who anticipate having to perform in potentially conflicting roles (for example, when a social worker is asked to testify in a child custody dispute or divorce proceedings involving clients) should clarify their role with the parties involved and take appropriate action to minimize any conflict of interest.

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

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

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

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

1.07 Privacy and Confidentiality

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

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

(c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep

information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or others. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.

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

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

(f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual's right to confidentiality and obligation to preserve the confidentiality of information shared by others. This agreement should include consideration of whether confidential information may be exchanged in person or electronically, among clients or with others outside of formal counseling sessions. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.

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

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

(i) Social workers should not discuss confidential information, electronically or in person, in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or semipublic areas such as hallways, waiting rooms, elevators, and restaurants.

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

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

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

(m) Social workers should take reasonable steps to protect the confidentiality of electronic communications, including information provided to clients or third parties. Social workers should use applicable safeguards (such as encryption, firewalls, and passwords) when using electronic communications such as e-mail, online posts, online chat sessions, mobile communication, and text messages.

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

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

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

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

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

- (s) Social workers should transfer or dispose of clients' records in a manner that protects clients' confidentiality and is consistent with applicable laws governing records and social work licensure.
- (t) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.
- (u) Social workers should not disclose identifying information when discussing clients for teaching or training purposes unless the client has consented to disclosure of confidential information.
- (v) Social workers should not disclose identifying information when discussing clients with consultants unless the client has consented to disclosure of confidential information or there is a compelling need for such disclosure.
- (w) Social workers should protect the confidentiality of deceased clients consistent with the preceding standards.

1.08 Access to Records

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

1.09 Sexual Relationships

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

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

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

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

1.10 Physical Contact

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

1.11 Sexual Harassment

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

1.12 Derogatory Language

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

1.13 Payment for Services

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

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

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

1.14 Clients Who Lack Decision-Making Capacity

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

1.15 Interruption of Services

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

1.16 Referral for Services

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

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

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

1.17 Termination of Services

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

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

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

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

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

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

2. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO COLLEAGUES

2.01 Respect

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

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

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

2.02 Confidentiality

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

2.03 Interdisciplinary Collaboration

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

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

2.04 Disputes Involving Colleagues

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

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

2.05 Consultation

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

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

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

2.06 Sexual Relationships

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

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

2.07 Sexual Harassment

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

2.08 Impairment of Colleagues

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

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

2.09 Incompetence of Colleagues

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

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

2.10 Unethical Conduct of Colleagues

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

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

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

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

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

3. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES IN PRACTICE SETTINGS

3.01 Supervision and Consultation

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

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

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

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

3.02 Education and Training

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

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

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

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

3.03 Performance Evaluation

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

3.04 Client Records

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

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

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

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

3.05 Billing

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

3.06 Client Transfer

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

3.07 Administration

- (a) Social work administrators should advocate within and outside their agencies for adequate resources to meet clients' needs.
- (b) Social workers should advocate for resource allocation procedures that are open and fair. When not all clients' needs can be met, an allocation procedure should be developed that is nondiscriminatory and based on appropriate and consistently applied principles.
- (c) Social workers who are administrators should take reasonable steps to ensure that adequate agency or organizational resources are available to provide appropriate staff supervision.
- (d) Social work administrators should take reasonable steps to ensure that the working environment for which they are responsible is consistent with and encourages compliance with the *NASW Code of Ethics*. Social work administrators should take reasonable steps to eliminate any conditions in their organizations that violate, interfere with, or discourage compliance with the *Code*.

3.08 Continuing Education and Staff Development

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

3.09 Commitments to Employers

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

3.10 Labor–Management Disputes

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

4. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES AS PROFESSIONALS

4.01 Competence

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

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

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

4.02 Discrimination

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

4.03 Private Conduct

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

4.04 Dishonesty, Fraud, and Deception

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

4.05 Impairment

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

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

4.06 Misrepresentation

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

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

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

4.07 Solicitations

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

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

4.08 Acknowledging Credit

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

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

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

5.01 Integrity of the Profession

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

5.02 Evaluation and Research

- (a) Social workers should monitor and evaluate policies, the implementation of programs, and practice interventions.
- (b) Social workers should promote and facilitate evaluation and research to contribute to the development of knowledge.
- (c) Social workers should critically examine and keep current with emerging knowledge relevant to social work and fully use evaluation and research evidence in their professional practice.
- (d) Social workers engaged in evaluation or research should carefully consider possible consequences and should follow guidelines developed for the protection of evaluation and research participants. Appropriate institutional review boards should be consulted.

(e) Social workers engaged in evaluation or research should obtain voluntary and written informed consent from participants, when appropriate, without any implied or actual deprivation or penalty for refusal to participate; without undue inducement to participate; and with due regard for participants' well-being, privacy, and dignity. Informed consent should include information about the nature, extent, and duration of the participation requested and disclosure of the risks and benefits of participation in the research.

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

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

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

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

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

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

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

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

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

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

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

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

6. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO THE BROADER SOCIETY

6.01 Social Welfare

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

6.02 Public Participation

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

6.03 Public Emergencies

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

6.04 Social and Political Action

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

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

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

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

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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, family, and community well-being. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.



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Ohio Revised Code Chapter 4757: COUNSELORS, SOCIAL WORKERS, MARRIAGE AND FAMILY THERAPISTS

4757.01 Counselor, social worker, and marriage and family therapist definitions.

As used in this chapter:

(A) "Practice of professional counseling" means rendering or offering to render to individuals, groups, organizations, or the general public a counseling service involving the application of clinical counseling principles, methods, or procedures to assist individuals in achieving more effective personal, social, educational, or career development and adjustment, including the diagnosis and treatment of mental and emotional disorders.

(B) "Clinical counseling principles, methods, or procedures" means an approach to counseling that emphasizes the counselor's role in systematically assisting clients through all of the following: assessing and analyzing background and current information, diagnosing mental and emotional disorders, exploring possible solutions, and developing and providing a treatment plan for mental and emotional adjustment or development. "Clinical counseling principles, methods, or procedures" includes at least counseling, appraisal, consulting, and referral.

(C) "Practice of social work" means the application of social work theory and specialized knowledge of human development and behavior and social, economic, and cultural systems in directly assisting individuals, families, and groups in a clinical setting to improve or restore their capacity for social functioning, including counseling, the use of psychosocial interventions, and the use of social psychotherapy, which includes the diagnosis and treatment of mental and emotional disorders.

(D) "Accredited educational institution" means an institution accredited by a national or regional accrediting agency accepted by the board of regents.

(E) "Scope of practice" means the services, methods, and techniques in which and the areas for which a person licensed or registered under this chapter is trained and qualified.

(F) "Mental and emotional disorders" means those disorders that are classified in accepted nosologies such as the international classification of diseases and the diagnostic and statistical manual of mental disorders and in future editions of those nosologies.

(G) "Marriage and family therapy" means the diagnosis, evaluation, assessment, counseling, management and treatment of mental and emotional disorders, whether cognitive, affective, or behavioral, within the context of marriage and family systems, through the professional application of marriage and family therapies and techniques.

(H) "Practice of marriage and family therapy" means the diagnosis, treatment, evaluation, assessment, counseling, and management, of mental and emotional disorders, whether cognitive, affective or behavioral, within the context of marriage and family systems, to individuals, couples, and families, singly or in groups, whether those services are offered directly to the general public or through public or private organizations, for a fee, salary or other consideration through the professional application of marriage and family theories, therapies, and techniques, including, but not limited to psychotherapeutic theories, therapies and techniques that marriage and family therapists are educated and trained to perform.

(I) "Social functioning" means living up to the expectations that are made of an individual by the individual's own self, the immediate social environment, and by society at large. "Social functioning" includes meeting basic needs of the individual and the individual's dependents, including physical aspects, personal fulfillment, emotional needs, and an adequate self-concept.

Amended by 130th General Assembly File No. TBD, HB 232, §1, eff. 7/10/2014.

Effective Date: 2002 HB374 04-07-2003; 2008 HB427 04-07-2009

4757.02 Unauthorized practice.

(A) Except as provided in division (C) of this section and section 4757.41 of the Revised Code:

(1) No person shall engage in or claim to the public to be engaging in the practice of professional counseling for a fee, salary, or other consideration unless the person is currently licensed under this chapter as a licensed professional clinical counselor or licensed professional counselor.

(2) No person shall practice or claim to the public to be practicing social work for a fee, salary, or other consideration unless the person is currently licensed under this chapter as an independent social worker or a social worker.

(3) No person shall claim to the public to be a social work assistant unless the person is currently registered under this chapter as a social work assistant.

(4) No person shall engage in the practice of marriage and family therapy or claim to the public to be engaging in the practice of marriage and family therapy unless the person is currently licensed under this chapter as a marriage and family therapist.

(B)

(1) No person shall use the title "licensed professional clinical counselor," "licensed professional counselor," or any other title or description incorporating the word "counselor" or any initials used to identify persons acting in those capacities unless currently authorized under this chapter by licensure to act in the capacity indicated by the title or initials.

(2) No person shall use the title "social worker," "independent social worker," "social work assistant," or any other title or description incorporating the words "social worker" or any initials used to identify persons acting in those capacities unless the person is currently authorized by licensure or registration under this chapter to act in the capacity indicated by the title or initials.

(3) No person shall use the title "marriage and family therapist" or any initials used to identify persons acting in that capacity unless the person is currently authorized by licensure under this chapter to act in the capacity indicated by the title or initials.

(C)

(1) Divisions (A)(1) to (3) of this section do not apply to the practice of marriage and family therapy by a person holding a valid license or temporary license as a marriage and family therapist or independent marriage and family therapist under this chapter.

(2) Division (A)(4) of this section does not apply to the following persons licensed or registered under this chapter: licensed professional clinical counselors, licensed professional counselors, independent social workers, social workers, and social work assistants.

Amended by 130th General Assembly File No. TBD, HB 232, §1, eff. 7/10/2014.

Effective Date: 03-18-1997; 2002 HB374 04-07-2003

4757.03 Counselor, social worker, and marriage and family therapist board.

(A) There is hereby created the counselor, social worker, and marriage and family therapist board, consisting of fifteen members. The governor shall appoint the members with the advice and consent of the senate.

(1) Four members shall be individuals licensed under this chapter as licensed professional clinical counselors or licensed professional counselors. At all times, the counselor membership shall include at least one individual who has received a doctoral degree in counseling from an accredited educational institution recognized by the board and holds a graduate level teaching position in a counselor education program.

(2) Four members shall be individuals licensed under this chapter as independent marriage and family therapists or marriage and family therapists . At all times, the marriage and family therapist membership shall include one educator who holds a teaching position in a master's degree marriage and family therapy program at an accredited educational institution recognized by the board.

(3) Two members shall be individuals licensed under this chapter as independent social workers. Two members shall be individuals licensed under this chapter as social workers, at least one of whom must hold a bachelor's or master's degree in social work from an accredited educational institution recognized by the board. At all times, the social worker membership shall include one educator who holds a teaching position in a baccalaureate or master's degree social work program at an accredited educational institution recognized by the board.

(4) Three members shall be representatives of the general public who have not practiced professional counseling, marriage and family therapy, or social work and have not been involved in the delivery of professional counseling, marriage and family therapy, or social work services. At least one of the members representing the general public shall be at least sixty years of age. During their terms the public members shall not practice professional counseling, marriage and family therapy, or social work or be involved in the delivery of professional counseling, marriage and family therapy, or social work services.

(B) Both of the following apply to each member specified in divisions (A)(1), (2), and (3) of this section:

(1) During the five years preceding appointment to the board, the member shall have actively engaged in the practice of the member's profession. A member holding a teaching position shall have actively engaged in the practice of the

member's profession by conducting research in the member's profession or by educating and training master's, doctoral, or postdoctoral students in the member's profession, as applicable.

(2) During the two years immediately preceding appointment, the member shall have devoted the majority of their professional time to the activity described in division (B)(1) of this section while residing in this state.

(C) At least three members, one from each of the board's professional standards committees, during the five years preceding appointment, shall have practiced at a public agency or at an organization that is certified or licensed by the department of developmental disabilities, the department of alcohol and drug addiction services, the department of job and family services, or the department of mental health.

(D) Not more than eight members of the board may be members of the same political party or sex.

(E) At least one member of the board shall be of African, Native American, Hispanic, or Asian descent.

(F) Terms of office shall be three years, each term ending on the same day of the same month of the year as did the term that it succeeds. As a result of the dates of initial appointment, the number of terms expiring each year are four, five, or six.

(G) A member shall hold office from the date of appointment until the end of the term for which the member was appointed. A member appointed to fill a vacancy occurring prior to the expiration of the term for which the member's predecessor was appointed shall hold office for the remainder of that term. A member shall continue in office after the expiration date of the member's term until a successor takes office. Members may be reappointed, except that if a person has held office for two consecutive full terms, the person shall not be reappointed to the board sooner than one year after the expiration of the second full term as a member of the board.

Amended by 130th General Assembly File No. TBD, HB 232, §1, eff. 7/10/2014.

Effective Date: 2002 HB374 04-07-2003

4757.04 Professional standards committees.

Within the counselor, social worker, and marriage and family therapist board, there is hereby created the counselors professional standards committee, the social workers professional standards committee, and the marriage and family therapist professional standards committee.

The counselors professional standards committee consists of the board's licensed professional clinical counselor and licensed professional counselor members and one of the members representing the public who is not the member representing the public on the marriage and family therapist professional standards committee or the social workers professional standards committee. The committee has full authority to act on behalf of the board on all matters concerning professional clinical counselors and professional counselors.

The social workers professional standards committee consists of the board's independent social worker and social worker members and one of the members representing the public who is not the member representing the public on the counselors professional standards committee or the marriage and family therapist professional standards committee. The

committee has full authority to act on behalf of the board on all matters concerning independent social workers, social workers, and social work assistants.

The marriage and family therapist professional standards committee consists of the board's marriage and family therapists and one of the members representing the public who is not the member representing the public on the counselors professional standards committee or the social workers professional standards committee. The committee has full authority to act on behalf of the board on all matters concerning independent marriage and family therapists and marriage and family therapists.

Amended by 130th General Assembly File No. TBD, HB 232, §1, eff. 7/10/2014.

Effective Date: 2002 HB374 04-07-2003; 2008 HB427 04-07-2009

4757.05 Organization of board.

(A) The counselor, social worker, and marriage and family therapist board shall meet as a whole to discuss and review issues regarding personnel, budgetary matters, administration, and any other matter pertaining to the operation of the entire board. The board shall hold at least one regular meeting every three months. Additional meetings may be held at such times as the board determines, upon call of the chairperson, or upon the written request of four or more members of the board to the executive director. If four or more members so request a meeting, the executive director shall call a meeting to commence in not more than seven days. Eight members of the board constitute a quorum to conduct business. Except as provided in section [4757.39](#) of the Revised Code, no action shall be taken without the concurrence of at least a quorum. The counselors professional standards committee, the social workers professional standards committee, and the marriage and family therapist professional standards committee shall meet as necessary to fulfill their duties established by this chapter and the rules adopted under it. Three members of a committee constitute a quorum for that committee to conduct business. No action shall be taken without the concurrence of at least a quorum.

(B) At its first meeting each year, the board shall elect a chairperson from among its members. At the first meeting held each year by the board's professional standards committees, each committee shall elect from among its members a chairperson. The chairpersons of the committees shall serve as co-vice-chairpersons of the board. Neither the board nor its committees shall elect a member to serve more than two consecutive terms in the same office.

(C) The board shall employ an executive director. The board may employ and prescribe the powers and duties of such employees and consultants as are necessary for it and its professional standards committees to carry out this chapter and rules adopted under it.

(D) The members of the board shall receive an amount fixed under division (J) of section [124.15](#) of the Revised Code for each day employed in the discharge of their official duties as board or committee members and shall be reimbursed for their necessary and actual expenses incurred in the performance of their official duties.

(E) The board and each of its professional standards committees shall keep any records and minutes necessary to fulfill the duties established by this chapter and the rules adopted under it.

Effective Date: 2002 HB374 04-07-2003

4757.06 Seal - evidence of registration.

The counselor, social worker, and marriage and family therapist board shall adopt a seal to authenticate its records and proceedings. Each of the board's professional standards committees shall use the seal to authenticate its records and proceedings. A statement, signed by the executive director of the board to which is affixed the official seal of the board, to the effect that a person specified in the statement is not currently licensed or registered under this chapter or that a license or certificate of registration has been revoked or suspended, shall be received as prima-facie evidence of a record of the board in any court or before any officer of the state.

Effective Date: 2002 HB374 04-07-2003

4757.07 Prohibiting discrimination.

The counselor, social worker, and marriage and family therapist board and its professional standards committees shall not discriminate against any licensee, registrant, or applicant for a license or certificate of registration under this chapter because of the person's race, color, religion, sex, national origin, disability as defined in section [4112.01](#) of the Revised Code, or age. The board or committee, as appropriate, shall afford a hearing to any person who files with the board or committee a statement alleging discrimination based on any of those reasons.

Effective Date: 2002 HB374 04-07-2003

4757.08 [Repealed].

Effective Date: 03-18-1997

4757.09 Amended and Renumbered RC 4757.28.

Effective Date: 03-18-1997

4757.10 Administrative rules.

The counselor, social worker, and marriage and family therapist board may adopt any rules necessary to carry out this chapter.

The board shall adopt rules that do all of the following:

- (A) Concern intervention for and treatment of any impaired person holding a license or certificate of registration issued under this chapter;
- (B) Establish standards for training and experience of supervisors described in division (C) of section 4757.30 of the Revised Code;
- (C) Define the requirement that an applicant be of good moral character in order to be licensed or registered under this chapter;

(D) Establish requirements for criminal records checks of applicants under section 4776.03 of the Revised Code;

(E) Establish a graduated system of fines based on the scope and severity of violations and the history of compliance, not to exceed five hundred dollars per incident, that any professional standards committee of the board may charge for a disciplinary violation described in section 4757.36 of the Revised Code;

(F) Establish the amount and content of corrective action courses required by the board under section 4755.36 of the Revised Code;

(G) Provide for voluntary registration of all of the following:

(1) Master's level counselor trainees enrolled in practice and internships;

(2) Master's level social worker trainees enrolled in fieldwork, practice, and internships;

(3) Master's level marriage and family therapist trainees enrolled in practice and internships.

Rules adopted under division (G) of this section shall not require a trainee to register with the board, and if a trainee has not registered, shall prohibit any adverse effect with respect to a trainee's application for licensure by the board.

All rules adopted under this section shall be adopted in accordance with Chapter 119. of the Revised Code. When it adopts rules under this section or any other section of this chapter, the board may consider standards established by any national association or other organization representing the interests of those involved in professional counseling, social work, or marriage and family therapy.

Amended by 130th General Assembly File No. TBD, HB 232, §1, eff. 7/10/2014.

Amended by 129th General Assembly File No.169, HB 247, §1, eff. 3/22/2013.

Amended by 128th General Assembly File No.9, HB 1, §101.01, eff. 10/16/2009.

Effective Date: 2002 HB374 04-07-2003; 2007 HB104 03-24-2008

4757.101 License applicant to comply with RC Chapter 4776.

(A) As used in this section, "license" and "applicant for an initial license" have the same meanings as in section [4776.01](#) of the Revised Code, except that "license" as used in both of those terms refers to the types of authorizations otherwise issued or conferred under this chapter.

(B) In addition to any other eligibility requirement set forth in this chapter, each applicant for an initial license shall comply with sections [4776.01](#) to [4776.04](#) of the Revised Code. The counselor, social worker, and marriage and family therapist board shall not grant a license to an applicant for an initial license unless the applicant complies with sections [4776.01](#) to [4776.04](#) of the Revised Code and the board, in its discretion, decides that the results of the criminal records check do not make the applicant ineligible for a license issued pursuant to section [4757.22](#), [4757.23](#), [4757.27](#), [4757.28](#), [4757.29](#), [4757.30](#), or [4757.301](#) of the Revised Code.

Effective Date: 2007 HB104 03-24-2008

4757.11 Establishing code of ethical practice.

The counselor, social worker, and marriage and family therapist board shall establish a code of ethical practice for persons licensed under this chapter as licensed professional clinical counselors or licensed professional counselors. The board shall establish a code of ethical practice for persons licensed under this chapter as independent social workers or social workers, persons registered under this chapter as social work assistants, and persons licensed as independent marriage and family therapists or marriage and family therapists. The codes of ethical practice shall be established by adopting rules in accordance with Chapter 119. of the Revised Code. The codes of ethical practice shall define unprofessional conduct, which shall include engaging in a dual relationship with a client or former client, committing an act of sexual abuse, misconduct, or exploitation of a client or former client, and, except as permitted by law, violating client confidentiality. The codes of ethical practice may be based on any codes of ethical practice developed by national organizations representing the interests of those involved in professional counseling, social work, or marriage and family therapy. The board may establish standards in its codes of ethical practice that are more stringent than those established by national organizations.

Amended by 130th General Assembly File No. TBD, HB 232, §1, eff. 7/10/2014.

Effective Date: 2002 HB374 04-07-2003

4757.12 [Repealed].

Repealed by 130th General Assembly File No. TBD, HB 232, §2, eff. 7/10/2014.

Effective Date: 2002 HB374 04-07-2003

4757.13 Prominent display of license.

(A) Each individual who engages in the practice of professional counseling, social work, or marriage and family therapy shall prominently display, in a conspicuous place in the office or place where a major portion of the individual's practice is conducted, and in such a manner as to be easily seen and read, the license granted to the individual by the state counselor, social worker, and marriage and family therapist board.

(B) A license holder engaged in a private individual practice, partnership, or group practice shall prominently display the license holder's fee schedule in the office or place where a major portion of the license holder's practice is conducted. The bottom of the first page of the fee schedule shall include the following statement, which shall be followed by the name, address, and telephone number of the board:

"This information is required by the Counselor, Social Worker, and Marriage and Family Therapist Board, which regulates the practices of professional counseling, social work, and marriage and family therapy in this state."

Added by 130th General Assembly File No. TBD, HB 232, §1, eff. 7/10/2014.

4757.14 [Repealed].

Effective Date: 03-18-1997

4757.15 Examinations.

The counselor, social worker, and marriage and family therapist board shall prepare, cause to be prepared, or procure the use of, and grade, have graded, or procure the grading of, examinations to determine the competence of applicants for licensure under this chapter. The board may administer separate examinations to reflect differences in educational degrees earned by applicants. The board may develop the examinations or use examinations prepared by state or national organizations that represent the interests of those involved in professional counseling, social work, or marriage and family therapy. The board shall conduct examinations at least twice each year and shall determine the level of competence necessary for a passing score.

Effective Date: 2002 HB374 04-07-2003

4757.16 Applying for license or registration.

(A) A person seeking to be licensed under this chapter as a licensed professional clinical counselor or licensed professional counselor shall file with the counselors professional standards committee of the counselor, social worker, and marriage and family therapist board a written application on a form prescribed by the board. A person seeking to be licensed under this chapter as an independent social worker or social worker or registered under this chapter as a social work assistant shall file with the social workers professional standards committee of the board a written application on a form prescribed by the board. A person seeking to be licensed under this chapter as an independent marriage and family therapist or a marriage and family therapist shall file with the marriage and family therapist professional standards committee of the board a written application on a form prescribed by the board.

Each form prescribed by the board shall contain a statement informing the applicant that a person who knowingly makes a false statement on the form is guilty of falsification under section 2921.13 of the Revised Code, a misdemeanor of the first degree.

(B) The professional standards committees shall adopt rules under Chapter 119. of the Revised Code concerning the process for review of each application received to determine whether the applicant meets the requirements to receive the license or certificate of registration for which application has been made.

Amended by 130th General Assembly File No. TBD, HB 232, §1, eff. 7/10/2014.

Effective Date: 2002 HB374 04-07-2003

4757.17 Applicants receiving post-secondary degree from educational institution outside United States.

The professional standards committees of the counselor, social worker, and marriage and family therapist board shall review the applications of applicants for licensure or registration under this chapter who have received a post-secondary degree from an educational institution outside the United States. The committee reviewing the application shall determine whether the applicant's experience, command of the English language, and completed academic program meet the standards of an academic program of an accredited educational institution. If they do, the applicant shall be considered to

have received the education from an accredited educational institution as required by this chapter and rules adopted under it.

Effective Date: 2002 HB374 04-07-2003

4757.18 Reciprocity.

The counselor, social worker, and marriage and family therapist board may enter into a reciprocal agreement with any state that regulates individuals practicing in the same capacities as those regulated under this chapter if the board finds that the state has requirements substantially equivalent to the requirements this state has for receipt of a license or certificate of registration under this chapter. In a reciprocal agreement, the board agrees to issue the appropriate license or certificate of registration to any resident of the other state whose practice is currently authorized by that state if that state's regulatory body agrees to authorize the appropriate practice of any resident of this state who holds a valid license or certificate of registration issued under this chapter. The professional standards committees of the board may, by endorsement, issue the appropriate license or certificate of registration to a resident of a state with which the board does not have a reciprocal agreement, if the person submits proof satisfactory to the committee of currently being licensed, certified, registered, or otherwise authorized to practice by that state.

Effective Date: 2002 HB374 04-07-2003

4757.19 Effect of child support default on license.

On receipt of a notice pursuant to section [3123.43](#) of the Revised Code, the counselor, social worker, and marriage and family therapist board shall comply with sections [3123.41](#) to [3123.50](#) of the Revised Code and any applicable rules adopted under section [3123.63](#) of the Revised Code with respect to a license issued pursuant to this chapter.

Effective Date: 2002 HB374 04-07-2003

4757.21 Diagnosing and treatment of mental and emotional disorders.

A person licensed under this chapter to practice as a licensed professional clinical counselor or a licensed professional counselor may diagnose and treat mental and emotional disorders, except that a licensed professional counselor may do so only under the supervision of a psychologist, psychiatrist, licensed professional clinical counselor, independent marriage and family therapist, or independent social worker. A licensed professional clinical counselor or licensed professional counselor may engage in the private practice of professional counseling as an individual practitioner or as a member of a partnership or group practice.

Amended by 130th General Assembly File No. TBD, HB 232, §1, eff. 7/10/2014.

Effective Date: 03-18-1997; 2008 HB427 04-07-2009

4757.26 Activities of independent social worker, social worker or social work assistant.

(A) A person licensed under this chapter to practice as an independent social worker or a social worker may diagnose and treat mental and emotional disorders, except that a social worker may do so only under the supervision of a psychologist,

psychiatrist, licensed professional clinical counselor, independent marriage and family therapist, independent social worker, or registered nurse who holds a master's degree in psychiatric nursing.

(B) A person licensed under this chapter to practice as an independent social worker may engage in the private practice of social work as an individual practitioner or as a member of a partnership or group practice.

(C) A person licensed under this chapter to practice as a social worker shall not engage in the private practice of social work as an individual practitioner or as a member of a partnership or group practice. A social worker shall not engage in the practice of social work as an employee of a private individual, partnership, or group practitioner of social work unless the social worker is supervised by a psychologist, psychiatrist, licensed professional clinical counselor, independent marriage and family therapist, independent social worker, or registered nurse who holds a master's degree in psychiatric nursing.

(D) A person who receives a certificate of registration to practice as a social work assistant is not authorized to engage in the practice of social work. A social work assistant, under the direct supervision of a psychologist, psychiatrist, licensed professional clinical counselor, licensed professional counselor, independent marriage and family therapist, independent social worker, social worker, or registered nurse who holds a master's degree in psychiatric nursing, may provide human, social, and community services that include intake assessment and referral, screening, crisis intervention and resolution, community support, case management and outreach, record keeping, social assessment, visual observation of an individual in the individual's environment, assistance in facilitation with groups and families, advocacy, and orientation, education, and prevention services.

Amended by 130th General Assembly File No. TBD, HB 232, §1, eff. 7/10/2014.

Effective Date: 03-18-1997; 2008 HB427 04-07-2009

4757.27 License as independent social worker.

(A) The social workers professional standards committee of the counselor, social worker, and marriage and family therapist board shall issue a license as an independent social worker to each applicant who submits a properly completed application, pays the fee established under section 4757.31 of the Revised Code, and meets the requirements specified in division (B) of this section. An independent social worker license shall clearly indicate each academic degree earned by the person to whom it has been issued.

(B) To be eligible for a license as an independent social worker, an individual must meet the following requirements:

(1) The individual must be of good moral character.

(2) The individual must hold a master's degree in social work from an educational institution accredited by the council on social work education or an educational institution in candidacy for accreditation by the council.

(3) The individual must complete at least two years of post-master's degree social work experience supervised by an independent social worker.

(4) The individual must pass an examination administered by the board for the purpose of determining ability to practice as an independent social worker.

(C) The committee may issue a temporary license to an applicant who meets all of the requirements to be licensed under this section, pending the receipt of transcripts or action by the committee to issue a license as an independent social worker.

(D) The board shall adopt any rules necessary for the committee to implement this section, including criteria for the committee to use in determining whether an applicant's training should be accepted and supervised experience approved. Rules adopted under this division shall be adopted in accordance with Chapter 119. of the Revised Code.

Amended by 130th General Assembly File No. TBD, HB 232, §1, eff. 7/10/2014.

Effective Date: 2002 HB374 04-07-2003

4757.28 License as social worker.

(A) The social workers professional standards committee of the counselor, social worker, and marriage and family therapist board shall issue a license as a social worker to each applicant who submits a properly completed application, pays the fee established under section 4757.31 of the Revised Code, and meets the requirements specified in division (B) of this section. A social worker license shall clearly indicate each academic degree earned by the person to whom it is issued.

(B) To be eligible for a license as a social worker, an individual must meet the following requirements:

(1) The individual must be of good moral character.

(2) The individual must hold from an accredited educational institution one of the following:

(a) A baccalaureate degree in social work ;

(b) A master's degree in social work;

(c) A doctorate in social work.

(3) The individual must pass an examination administered by the board for the purpose of determining ability to practice as a social worker.

(C) The committee may issue a temporary license to practice as a social worker as follows:

(1) To an applicant who meets all of the requirements to be licensed under this section, pending the receipt of transcripts or action by the committee to issue a license as a social worker ;

(2) For a period not to exceed ninety days, to an applicant who provides the board with a statement from the applicant's academic institution indicating that the applicant has met the academic requirements for the applicant's degree, and the projected date the applicant will receive the applicant's transcript showing a conferred degree.

On application to the committee, a temporary license issued under division (C)(2) of this section may be renewed for good cause shown.

(D) The board shall adopt any rules necessary for the committee to implement this section, including criteria for the committee to use in determining whether an applicant's training should be accepted and supervised experience approved. Rules adopted under this division shall be adopted in accordance with Chapter 119. of the Revised Code.

Amended by 130th General Assembly File No. TBD, HB 232, §1, eff. 7/10/2014.

Effective Date: 2002 HB374 04-07-2003

4757.29 Certificate of registration as social work assistant.

The social workers professional standards committee of the counselor, social worker, and marriage and family therapist board shall issue a certificate of registration as a social work assistant to each applicant who submits a properly completed application, pays the fee established under section 4757.31 of the Revised Code, is of good moral character, and holds from an accredited educational institution an associate degree in social service technology or a bachelor's degree that is equivalent to an associate degree in social service technology or a related bachelor's or higher degree that is approved by the committee.

Amended by 130th General Assembly File No. TBD, HB 232, §1, eff. 7/10/2014.

Effective Date: 2002 HB374 04-07-2003

4757.31 Fees - receipts and vouchers.

(A) Subject to division (B) of this section, the counselor, social worker, and marriage and family therapist board shall establish, and may from time to time adjust, fees to be charged for the following:

(1) Examination for licensure as a licensed professional clinical counselor, licensed professional counselor, marriage and family therapist, independent marriage and family therapist, social worker, or independent social worker;

(2) Initial licenses of licensed professional clinical counselors, licensed professional counselors, marriage and family therapists, independent marriage and family therapists, social workers, and independent social workers, except that the board shall charge only one fee to a person who fulfills all requirements for more than one of the following initial licenses: an initial license as a social worker or independent social worker, an initial license as a licensed professional counselor or licensed professional clinical counselor, and an initial license as a marriage and family therapist or independent marriage and family therapist;

(3) Initial certificates of registration of social work assistants;

(4) Renewal and late renewal of licenses of licensed professional clinical counselors, licensed professional counselors, marriage and family therapists, independent marriage and family therapists, social workers, and independent social workers and renewal and late renewal of certificates of registration of social work assistants;

- (5) Verification, to another jurisdiction, of a license or registration issued by the board;
- (6) Continuing education programs offered by the board to licensees or registrants;
- (7) Approval of continuing education programs;
- (8) Approval of continuing education providers to be authorized to offer continuing education programs without prior approval from the board for each program offered;
- (9) Issuance of a replacement copy of any wall certificate issued by the board;
- (10) Late completion of continuing counselor, social worker, or marriage and family therapy education required under section 4757.33 of the Revised Code and the rules adopted under it.

(B) The fees charged under division (A)(1) of this section shall be established in amounts sufficient to cover the direct expenses incurred in examining applicants for licensure. The fees charged under divisions (A)(2) to (9) of this section shall be nonrefundable and shall be established in amounts sufficient to cover the necessary expenses in administering this chapter and rules adopted under it that are not covered by fees charged under division (A)(1) or (C) of this section. The renewal fee for a license or certificate of registration shall not be less than the initial fee for that license or certificate. The fees charged for licensure and registration and the renewal of licensure and registration may differ for the various types of licensure and registration, but shall not exceed one hundred twenty-five dollars each, unless the board determines that amounts in excess of one hundred twenty-five dollars are needed to cover its necessary expenses in administering this chapter and rules adopted under it and the amounts in excess of one hundred twenty-five dollars are approved by the controlling board.

(C) All receipts of the board shall be deposited in the state treasury to the credit of the occupational licensing and regulatory fund. All vouchers of the board shall be approved by the chairperson or executive director of the board, or both, as authorized by the board.

Amended by 130th General Assembly File No. TBD, HB 232, §1, eff. 7/10/2014.

Amended by 129th General Assembly File No. 28, HB 153, §101.01, eff. 9/29/2011.

Amended by 128th General Assembly File No. 9, HB 1, §101.01, eff. 10/16/2009.

Effective Date: 2002 HB374 04-07-2003

4757.32 License renewals or restoration.

A license or certificate of registration issued under this chapter expires two years after it is issued and may be renewed in accordance with the standard renewal procedure established under Chapter 4745. of the Revised Code. Subject to section [4757.36](#) of the Revised Code, the staff of the appropriate professional standards committee of the counselor, social worker, and marriage and family therapist board shall, on behalf of each committee, issue a renewed license or certificate of registration to each applicant who has paid the renewal fee established by the board under section [4757.31](#) of the Revised Code and satisfied the continuing education requirements established by the board under section [4757.33](#) of the

Revised Code. A license or certificate of registration that is not renewed lapses on its expiration date. A license or certificate of registration that has lapsed may be restored if the individual, not later than two years after the license or certificate expired, applies for restoration of the license or certificate. The staff of the appropriate professional standards committee shall issue a restored license or certificate of registration to the applicant if the applicant pays the renewal fee established under section [4757.31](#) of the Revised Code and satisfies the continuing education requirements established under section [4757.33](#) of the Revised Code for restoring the license or certificate of registration. The board and its professional standards committees shall not require a person to take an examination as a condition of having a lapsed license or certificate of registration restored.

Effective Date: 2002 HB374 04-07-2003

4757.321 Classification of license or registration as inactive.

(A) A person licensed or registered under this chapter may apply to the counselor, social worker, and marriage and family therapist board to have the person's license or registration classified as inactive. If a fee is charged under division (B) of this section, the person shall include the fee with the application. If the person's license or registration is in good standing and the person meets any other requirements established by the board in rules adopted under this section, the board shall classify the license or registration as inactive. The inactive classification shall become effective on the date immediately following the date that the person's license or registration is scheduled to expire.

(B) The board may charge a fee for classifying a license or registration as inactive.

(C) During the period that a license or registration is classified as inactive, the person may not engage in the practice of professional counseling, social work, or marriage and family therapy, as applicable, in this state or make any representation to the public indicating that the person is actively licensed or registered under this chapter.

(D) A person whose license or registration has been classified as inactive may apply to the board to have the license or registration reactivated. The board shall reactivate the license or registration if the person meets the requirements established by the board in rules adopted under this section.

(E) The board's jurisdiction to take disciplinary action under this chapter is not removed or limited when a license or registration is classified as inactive under this section.

(F) The board shall adopt rules as necessary for classifying a license or registration as inactive and reactivating an inactive license or registration. The rules shall be adopted in accordance with Chapter 119. of the Revised Code.

(G) This section does not apply to registration of master's level counselor trainees, social worker trainees, marriage and family therapist trainees, or continuing education providers.

Added by 130th General Assembly File No. TBD, HB 232, §1, eff. 7/10/2014.

4757.33 Continuing education.

(A) Except as provided in division (B) of this section, each person who holds a license or certificate of registration issued under this chapter shall complete during the period that the license or certificate is in effect not less than thirty clock hours

of continuing professional education as a condition of receiving a renewed license or certificate. To have a lapsed license or certificate of registration restored, a person shall complete the number of hours of continuing education specified by the counselor, social worker, and marriage and family therapist board in rules it shall adopt in accordance with Chapter 119. of the Revised Code.

The professional standards committees of the counselor, social worker, and marriage and family therapist board shall adopt rules in accordance with Chapter 119. of the Revised Code establishing standards and procedures to be followed by the committees in conducting the continuing education approval process, which shall include registering individuals and entities to provide continuing education programs approved by the board.

(B) The board may waive the continuing education requirements established under this section for persons who are unable to fulfill them because of military service, illness, residence abroad, or any other reason the committee considers acceptable.

Amended by 130th General Assembly File No. TBD, HB 232, §1, eff. 7/10/2014.

Effective Date: 2002 HB374 04-07-2003

4757.34 Domestic violence training.

The counselor, social worker, and marriage and family therapist board shall approve one or more continuing education courses of study that assist social workers, independent social workers, social work assistants, independent marriage and family therapists, marriage and family therapists, licensed professional clinical counselors, and licensed professional counselors in recognizing the signs of domestic violence and its relationship to child abuse. Social workers, independent social workers, social work assistants, independent marriage and family therapists, marriage and family therapists, licensed professional clinical counselors, and licensed professional counselors are not required to take the courses.

Amended by 130th General Assembly File No. TBD, HB 232, §1, eff. 7/10/2014.

Effective Date: 2002 HB374 04-07-2003

4757.36 Disciplinary actions.

(A) The appropriate professional standards committee of the counselor, social worker, and marriage and family therapist board may, in accordance with Chapter 119. of the Revised Code, take any action specified in division (B) of this section for any reason described in division (C) of this section against an individual who has applied for or holds a license issued under this chapter; a master's level counselor trainee, social worker trainee, or marriage and family therapist trainee; or an individual or entity that is registered, or has applied for registration, in accordance with rules adopted under section 4757.33 of the Revised Code to provide continuing education programs approved by the board.

(B) In its imposition of sanctions against an individual or entity specified in division (A) of this section, the board may do any of the following:

(1) Refuse to issue or refuse to renew a license or certificate of registration;

- (2) Suspend, revoke, or otherwise restrict a license or certificate of registration;
 - (3) Reprimand an individual holding a license or certificate of registration;
 - (4) Impose a fine in accordance with the graduated system of fines established by the board in rules adopted under section 4757.10 of the Revised Code;
 - (5) Require an individual holding a license or certificate of registration to take corrective action courses.
- (C) The appropriate professional standards committee of the board may take an action specified in division (B) of this section for any of the following reasons:
- (1) Commission of an act that violates any provision of this chapter or rules adopted under it;
 - (2) Knowingly making a false statement on an application for licensure or registration, or for renewal of a license or certificate of registration;
 - (3) Accepting a commission or rebate for referring persons to any professionals licensed, certified, or registered by any court or board, commission, department, division, or other agency of the state, including, but not limited to, individuals practicing counseling, social work, or marriage and family therapy or practicing in fields related to counseling, social work, or marriage and family therapy;
 - (4) A failure to comply with section 4757.13 of the Revised Code;
 - (5) A conviction in this or any other state of a crime that is a felony in this state;
 - (6) A failure to perform properly as a licensed professional clinical counselor, licensed professional counselor, independent marriage and family therapist, marriage and family therapist, social work assistant, social worker, or independent social worker due to the use of alcohol or other drugs or any other physical or mental condition;
 - (7) A conviction in this state or in any other state of a misdemeanor committed in the course of practice as a licensed professional clinical counselor, licensed professional counselor, independent marriage and family therapist, marriage and family therapist, social work assistant, social worker, or independent social worker;
 - (8) Practicing outside the scope of practice applicable to that person;
 - (9) Practicing in violation of the supervision requirements specified under sections 4757.21 and 4757.26, and division (E) of section 4757.30, of the Revised Code;
 - (10) A violation of the person's code of ethical practice adopted by rule of the board pursuant to section 4757.11 of the Revised Code;
 - (11) Revocation or suspension of a license or certificate of registration, other disciplinary action against a license holder or registration, or the voluntary surrender of a license or certificate of registration in another state or jurisdiction for an offense that would be a violation of this chapter.

(D) A disciplinary action under division (B) of this section shall be taken pursuant to an adjudication under Chapter 119. of the Revised Code, except that in lieu of an adjudication, the appropriate professional standards committee may enter into a consent agreement with an individual or entity specified in division (A) of this section to resolve an allegation of a violation of this chapter or any rule adopted under it. A consent agreement, when ratified by the appropriate professional standards committee, constitutes the findings and order of the board with respect to the matter addressed in the agreement. If a committee refuses to ratify a consent agreement, the admissions and findings contained in the consent agreement are of no force or effect.

(E) In any instance in which a professional standards committee of the board is required by Chapter 119. of the Revised Code to give notice of the opportunity for a hearing and the individual or entity subject to the notice does not timely request a hearing in accordance with section 119.07 of the Revised Code, the committee may adopt a final order that contains the board's findings. In that final order, the committee may order any of the sanctions identified in division (B) of this section.

(F) One year or more after the date of suspension or revocation of a license or certificate of registration under this section, application may be made to the appropriate professional standards committee for reinstatement. The committee may approve or deny an application for reinstatement. If a license has been suspended or revoked, the committee may require an examination for reinstatement.

(G) On request of the board, the attorney general shall bring and prosecute to judgment a civil action to collect any fine imposed under division (B)(4) of this section that remains unpaid.

(H) All fines collected under division (B)(4) of this section shall be deposited into the state treasury to the credit of the occupational licensing and regulatory fund.

Amended by 130th General Assembly File No. TBD, HB 232, §1, eff. 7/10/2014.

Amended by 129th General Assembly File No.169, HB 247, §1, eff. 3/22/2013.

Amended by 128th General Assembly File No.9, HB 1, §101.01, eff. 10/16/2009.

Effective Date: 2002 HB374 04-07-2003; 2008 HB427 04-07-2009

4757.361 Suspension of license.

(A) As used in this section, with regard to offenses committed in Ohio, "aggravated murder," "murder," "voluntary manslaughter," "felonious assault," "kidnapping," "rape," "sexual battery," "gross sexual imposition," "aggravated arson," "aggravated robbery," and "aggravated burglary" mean such offenses as defined in Title XXIX [29] of the Revised Code; with regard to offenses committed in other jurisdictions, the terms mean offenses comparable to offenses defined in Title XXIX [29] of the Revised Code.

(B) When there is clear and convincing evidence that continued practice by an individual licensed under this chapter presents a danger of immediate and serious harm to the public, as determined on consideration of the evidence by the professional standards committees of the counselor, social worker, and marriage and family therapist board, the appropriate committee shall impose on the individual a summary suspension without a hearing. Immediately following

the decision to impose a summary suspension, the appropriate committee shall issue a written order of suspension and cause it to be delivered by certified mail or in person in accordance with section [119.07](#) of the Revised Code. The order shall not be subject to suspension by the court during the pendency of any appeal filed under section [119.12](#) of the Revised Code. If the individual subject to the suspension requests an adjudication, the date set for the adjudication shall be within fifteen days but not earlier than seven days after the individual makes the request, unless another date is agreed to by both the individual and the committee imposing the suspension. The summary suspension shall remain in effect, unless reversed by the committee, until a final adjudication order issued by the committee pursuant to this section and Chapter 119. of the Revised Code becomes effective. The committee shall issue its final adjudication order within ninety days after completion of the adjudication. If the committee does not issue a final order within the ninety-day period, the summary suspension shall be void, but any final adjudication order issued subsequent to the ninety-day period shall not be affected.

(C) The license issued to an individual under this chapter is automatically suspended on that individual's conviction of, plea of guilty to, or judicial finding with regard to any of the following: aggravated murder, murder, voluntary manslaughter, felonious assault, kidnapping, rape, sexual battery, gross sexual imposition, aggravated arson, aggravated robbery, or aggravated burglary. The suspension shall remain in effect from the date of the conviction, plea, or finding until an adjudication is held under Chapter 119. of the Revised Code. If the appropriate committee has knowledge that an automatic suspension has occurred, it shall notify the individual subject to the suspension. If the individual is notified and either fails to request an adjudication within the time periods established by Chapter 119. of the Revised Code or fails to participate in the adjudication, the committee shall enter a final order permanently revoking the person's license or certificate.

Effective Date: 2002 HB374 04-07-2003

4757.37 Rendering of services as business entity.

(A) An individual whom the counselor, social worker, and marriage and family therapist board licenses, certificates, or otherwise legally authorizes to engage in the practice of professional counseling, social work, or marriage and family therapy may render the professional services of a licensed professional clinical counselor, licensed professional counselor, independent social worker, social worker, independent marriage and family therapist, or marriage and family therapist within this state through a corporation formed under division (B) of section 1701.03 of the Revised Code, a limited liability company formed under Chapter 1705. of the Revised Code, a partnership, or a professional association formed under Chapter 1785. of the Revised Code. This division does not preclude such an individual from rendering professional services as a licensed professional clinical counselor, licensed professional counselor, independent social worker, social worker, independent marriage and family therapist, or marriage and family therapist through another form of business entity, including, but not limited to, a nonprofit corporation or foundation, or in another manner that is authorized by or in accordance with this chapter, another chapter of the Revised Code, or rules of the counselor, social worker, and marriage and family therapist board adopted pursuant to this chapter.

(B) A corporation, limited liability company, partnership, or professional association described in division (A) of this section may be formed for the purpose of providing a combination of the professional services of the following individuals who are licensed, certificated, or otherwise legally authorized to practice their respective professions:

(1) Optometrists who are authorized to practice optometry under Chapter 4725. of the Revised Code;

(2) Chiropractors who are authorized to practice chiropractic or acupuncture under Chapter 4734. of the Revised Code;

- (3) Psychologists who are authorized to practice psychology under Chapter 4732. of the Revised Code;
- (4) Registered or licensed practical nurses who are authorized to practice nursing as registered nurses or as licensed practical nurses under Chapter 4723. of the Revised Code;
- (5) Pharmacists who are authorized to practice pharmacy under Chapter 4729. of the Revised Code;
- (6) Physical therapists who are authorized to practice physical therapy under sections 4755.40 to 4755.56 of the Revised Code;
- (7) Occupational therapists who are authorized to practice occupational therapy under sections 4755.04 to 4755.13 of the Revised Code;
- (8) Mechanotherapists who are authorized to practice mechanotherapy under section 4731.151 of the Revised Code;
- (9) Doctors of medicine and surgery, osteopathic medicine and surgery, or podiatric medicine and surgery who are authorized for their respective practices under Chapter 4731. of the Revised Code;
- (10) Licensed professional clinical counselors, licensed professional counselors, independent social workers, social workers, independent marriage and family therapists, or marriage and family therapists who are authorized for their respective practices under this chapter.

This division applies notwithstanding a provision of a code of ethics applicable to an individual who is a licensed professional clinical counselor, licensed professional counselor, independent social worker, social worker, independent marriage and family therapist, or marriage and family therapist that prohibits the individual from engaging in the individual's practice in combination with a person who is licensed, certificated, or otherwise legally authorized to practice optometry, chiropractic, acupuncture through the state chiropractic board, psychology, nursing, pharmacy, physical therapy, occupational therapy, mechanotherapy, medicine and surgery, osteopathic medicine and surgery, or podiatric medicine and surgery, but who is not also licensed, certificated, or otherwise legally authorized to engage in the practice of professional counseling, social work, or marriage and family therapy.

Added by 130th General Assembly File No. TBD, HB 232, §1, eff. 7/10/2014.

4757.38 Conduct of investigations.

(A) The counselor, social worker, and marriage and family therapist board shall investigate alleged violations of this chapter or the rules adopted under it and alleged irregularities in the delivery of services related to professional counseling, social work, or marriage and family therapy by persons licensed or registered under this chapter. As part of its conduct of an investigation, the board may issue subpoenas, examine witnesses, and administer oaths.

(B) All of the following apply under this chapter with respect to the confidentiality of information:

(1) Information received by the board pursuant to a complaint or an investigation is confidential and not subject to discovery in any civil action, except that the board may disclose information to law enforcement officers and government entities for purposes of an investigation of either an individual who holds a license or certificate of registration issued

under this chapter or an individual or entity that may have engaged in the unauthorized practice of professional counseling, social work, or marriage and family therapy. No law enforcement officer or government entity with knowledge of any information disclosed by the board pursuant to this division shall divulge the information to any other person or government entity except for the purpose of a government investigation, a prosecution, or an adjudication by a court or government entity.

(2) If an investigation requires a review of patient records, the investigation and proceeding shall be conducted in such a manner as to protect patient confidentiality.

(3) All adjudications and investigations of the board are civil actions for the purposes of section 2305.252 of the Revised Code.

(4) Any board activity that involves continued monitoring of an individual as part of or following any disciplinary action taken under section 4755.36 of the Revised Code shall be conducted in a manner that maintains the individual's confidentiality. Information received or maintained by the board with respect to the board's monitoring activities is not subject to discovery in any civil action and is confidential, except that the board may disclose information to law enforcement officers and government entities for purposes of an investigation of an individual holding a license or certificate of registration issued under this chapter.

(C) The board may receive any information necessary to conduct an investigation under this section. If the board is investigating the provision of services to a couple or group, it is not necessary for both members of the couple or all members of the group to consent to the release of information relevant to the investigation.

(D) The board shall ensure that all records it holds pertaining to an investigation remain confidential. The board shall adopt rules establishing procedures to be followed in maintaining the confidentiality of its investigative records. The rules shall be adopted in accordance with Chapter 119. of the Revised Code.

Amended by 130th General Assembly File No. TBD, HB 232, §1, eff. 7/10/2014.

Effective Date: 2002 HB374 04-07-2003

4757.39 Single board member to conduct hearing.

For any hearing it is authorized to conduct under this chapter, the board may appoint one of its members to act on behalf of the board. The board shall make such appointments in writing. It is not necessary for a member to be an attorney to be appointed. A finding or order of a member appointed to act on behalf of the board is a finding or order of the board when confirmed by the board.

Effective Date: 03-18-1997

4757.40 Injunctions.

In addition to any other remedies provided by law, the counselor and social worker board may apply to an appropriate court for an order enjoining the violation of any provision of this chapter, and on a showing that any person has violated or is about to violate any provision of this chapter, the court shall grant an order enjoining the violation.

Effective Date: 10-05-2000

4757.41 Exemptions.

(A) This chapter shall not apply to the following:

(1) A person certified by the state board of education under Chapter 3319. of the Revised Code while performing any services within the person's scope of employment by a board of education or by a private school meeting the standards prescribed by the state board of education under division (D) of section 3301.07 of the Revised Code or in a program operated under Chapter 5126. of the Revised Code for training individuals with mental retardation or other developmental disabilities;

(2) Psychologists or school psychologists licensed under Chapter 4732. of the Revised Code;

(3) Members of other professions licensed, certified, or registered by this state while performing services within the recognized scope, standards, and ethics of their respective professions;

(4) Rabbis, priests, Christian science practitioners, clergy, or members of religious orders and other individuals participating with them in pastoral counseling when the counseling activities are within the scope of the performance of their regular or specialized ministerial duties and are performed under the auspices or sponsorship of an established and legally cognizable church, denomination, or sect or an integrated auxiliary of a church as defined in federal tax regulations, paragraph (g)(5) of 26 C.F.R. 1.6033-2 (1995), and when the individual rendering the service remains accountable to the established authority of that church, denomination, sect, or integrated auxiliary;

(5) Any person who is not licensed under this chapter as a licensed professional clinical counselor, licensed professional counselor, independent social worker, or social worker and is employed in the civil service as defined in section 124.01 of the Revised Code while engaging in professional counseling or social work as a civil service employee, if on the effective date of this amendment the person has at least two years of service in that capacity;

(6) A student in an accredited educational institution while carrying out activities that are part of the student's prescribed course of study if the activities are supervised as required by the educational institution and if the student does not hold herself or himself out as a person licensed or registered under this chapter;

(7) Individuals who hold a license or certificate under Chapter 4758. of the Revised Code who are acting within the scope of their license or certificate as members of the profession of chemical dependency counseling or alcohol and other drug prevention services;

(8) Any person employed by the American red cross while engaging in activities relating to services for military families and veterans and disaster relief, as described in the "American National Red Cross Act," 33 Stat. 599 (1905), 36 U.S.C.A. 1, as amended;

(9) Members of labor organizations who hold union counselor certificates while performing services in their official capacity as union counselors;

(10) Any person employed in a hospital as defined in section 3727.01 of the Revised Code or in a nursing home as defined in section 3721.01 of the Revised Code while providing as a hospital employee or nursing home employee, respectively, social services other than counseling and the use of psychosocial interventions and social psychotherapy;

(11) A vocational rehabilitation professional who is providing rehabilitation services to individuals under section 3304.17 of the Revised Code, or holds certification by the commission on rehabilitation counselor certification and is providing rehabilitation counseling services consistent with the commission's standards;

(12) A caseworker not licensed under this chapter as an independent social worker or social worker who is employed by a public children services agency under section 5153.112 of the Revised Code.

(B) Divisions (A)(5) and (10) of this section do not prevent a person described in those divisions from obtaining a license or certificate of registration under this chapter.

(C) [See 130th General Assembly File No. TBD, HB 232, §3] Except as provided in divisions (A) and (D) of this section, no employee in the service of the state, including public employees as defined by Chapter 4117. of the Revised Code, shall engage in the practice of professional counseling, social work, or marriage and family therapy without the appropriate license issued by the board. Failure to comply with this division constitutes nonfeasance under section 124.34 of the Revised Code or just cause under a collective bargaining agreement. Nothing in this division restricts the director of administrative services from developing new classifications related to this division or from reassigning affected employees to appropriate classifications based on the employee's duties and qualifications.

(D) Except as provided in division (A) of this section, an employee who was engaged in the practice of professional counseling, social work, or marriage and family therapy in the service of the state prior to the effective date of this amendment, including public employees as defined by Chapter 4117. of the Revised Code, shall comply with division (C) of this section within two years after the effective date of this amendment. Any such employee who fails to comply shall be removed from employment.

(E) Nothing in this chapter prevents a public children services agency from employing as a caseworker a person not licensed under this chapter as an independent social worker or social worker who has the qualifications specified in section 5153.112 of the Revised Code.

Amended by 130th General Assembly File No. TBD, HB 232, §1, eff. 7/10/2014.

Amended by 129th General Assembly File No. 161, HB 284, §1, eff. 3/22/2013.

Effective Date: 04-07-2003

4757.42 Prohibiting practice or psychology.

Except as otherwise expressly provided in this chapter, nothing in this chapter shall be construed as authorizing any person to engage in the practice of psychology as defined in division (B) of section 4732.01 of the Revised Code.

Amended by 130th General Assembly File No. 51, HB 83, §1, eff. 3/20/2014.

Effective Date: 03-18-1997

4757.43 No authorization for hospital admission.

Nothing in this chapter or the rules adopted under it shall be construed as authorizing a licensed professional clinical counselor, licensed professional counselor, independent marriage and family therapist, marriage and family therapist, independent social worker, social worker, or social work assistant to admit a patient to a hospital or as requiring a hospital to allow any of those individuals to admit a patient.

Amended by 130th General Assembly File No. TBD, HB 232, §1, eff. 7/10/2014.

Effective Date: 2002 HB374 04-07-2003

4757.44 Mental health professional - immunity.

For the purposes of section [2305.51](#) of the Revised Code, a person who holds a license issued under this chapter is a mental health professional. A license holder is not liable in damages in a civil action, and shall not be subject to disciplinary action by the counselor, social worker, and marriage and family therapist board, for disclosing any confidential information about a client that is disclosed for the purposes of section [2305.51](#) of the Revised Code.

Effective Date: 2002 HB374 04-07-2003

4757.45 Compliance with law regarding sanctions for human trafficking.

The counselor, social worker, and marriage and family therapist board shall comply with section [4776.20](#) of the Revised Code.

Added by 129th General Assembly File No.169, HB 247, §1, eff. 3/22/2013.

4757.99 Penalty.

Whoever violates section [4757.02](#) of the Revised Code is guilty of a misdemeanor of the fourth degree on a first offense; on each subsequent offense, such person is guilty of a misdemeanor of the third degree.

Effective Date: 03-18-1997