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PROGRAM INTRODUCTION

HISTORY OF THE SOCIAL WORK PROGRAM

The Social Work Program at Defiance College was started in 1967 as a result of receiving the Schauffler Endowment. The original Schauffler College, was located in Cleveland, Ohio and prepared students for lives of service in Christian Education and Social Work as early as 1886. Our Social Work Program, through our Schauffler College linkage, dates back to the very beginnings of social work education. The relationship between the Schauffler Endowment and Defiance College emphasizes the college's commitment to the social work program and to all its underlying values.

The original Schauffler Chair in Social Work was Ellen Moose who taught the first social work classes. She was succeeded by Elisa DeVos, whose developmental work resulted in the "approved status" designation by the Council on Social Work Education (CSWE) being bestowed in 1970. In 1974, Charles "Hobs" Hobgood was hired as the Schauffler Chair to further improve the program and lead it toward national accreditation. He was joined in 1977 by Professor Jeffrey Weaner. Together, they attained initial CSWE accredited status, which continues through to the present. From 1980 to 2008, Frank Sanders was an integral part of the Social Work faculty. Other full time faculty who have taught in the program over the years include Howard Miller, Lynette Lowry, and Elizabeth Collarday. In 2001, Lori Robison and Alesia Yakos-Brown became Program Director and Field Coordinator respectively. Professor Weaner assumed Program Director and Schauffler Chair in 2009.

INTRODUCTION TO THE SOCIAL WORK PROGRAM

The Defiance College Social Work Program operates from the belief that the B.S.W. practitioner is oriented toward a generalist approach. Practitioners at this level will be called upon to perform a variety of roles with individuals as well as small groups and communities in an inclusive range of practice settings. This fits well with our geographic area and rural composition. The nature of most of the area's agencies places a wide variety of demands upon professional staff. A problem-solving approach which emphasizes both a logical sequence of steps as well as creativity and flexibility represents the basic orientation to client outcomes. This approach is built upon a framework that emphasizes system theory, appreciation of diversity and social justice, strength and empowerment perspective and an ecological view of the client and his/her environment.

The foundational value system upon which this practice methodology is built is that contained in the N.A.S.W. Code of Ethics.

A major emphasis of our program is the development of the student through activities and projects that are adjunct to the classroom including: two levels of field placement, urban weekends, a highly active student organization, an honor society, a volunteer program, and numerous professionalization and socialization activities.

The Social Work Program is intricately involved in the college's Service Learning Program and service to others is a cornerstone of our educational objectives. Service learning begins in the freshman year in the Introduction to Social Work class and in the Life in Society class and continues throughout the curriculum.

The program, in addition, pays particular attention to diversity, self-awareness, and the development of each student's creativity.

DEFINITION OF SOCIAL WORK

The Defiance College Social Work Program embraces the new International definition of social work, adopted by the International Federation of Social Workers (IFSW) and endorsed by the National Association of Social Workers (NASW) (DuBois & Miley, 2011, p.2):

The social work profession promotes social change, problem solving in human relationships and the empowerment and liberation of people to enhance well-being. Utilizing theories of human behavior and social systems, social work intervenes at the point where people interact with their environments. Principles of human rights and social justice are fundamental to social work. (IFSW, 2004, Definition section, ¶ 1)

Social work activities empower client systems to enhance their competence and enable social structures to relieve human suffering and remedy social problems.

Major goals of Social Work (DuBois & Miley, 2011, p. 9):

1. Enhancing people's capacities to resolve problems, cope, and function effectively.
2. Linking clients with needed resources.
3. Improving the social service delivery network.
4. Promoting social justice through the development of social policy.

GENERALIST SOCIAL WORK PRACTICE

The Defiance College Social Work Program develops generalist practitioners through a curriculum that integrates: the strengths perspective, systems theory, ecological perspective, values and ethics, understanding and working effectively with diversity, populations-at-risk, social and economic justice, human behavior and the social environment, social welfare policy and services, social work practice, research, field education, and client empowerment. (Kirst-Ashman & Hull, Jr., 2009, p. 32).

Practitioners at this level will be called upon to perform a variety of roles with individuals as well as small groups and communities in an inclusive range of practice settings. This fits well with our geographic area and rural composition. The nature of most of the area's agencies places a wide variety of demands upon professional staff. A problem-solving approach which emphasizes both a logical sequence of steps as well as creativity and flexibility represents the basic orientation to client outcomes. This approach is built upon a framework that emphasizes system theory, understanding of diversity and social justice, strength and empowerment perspective and an ecological view of the client and his/her environment.

The foundational value system upon which this practice methodology is built is that contained in the N.A.S.W. Code of Ethics.

A major emphasis of our program is the development of the student through activities and projects that enhance the classroom experience including: two levels of field placement, urban experiences, a highly active student organization, an honor society, service, and numerous professionalization and socialization activities.

MISSION STATEMENT

Mission Statement: The Defiance College Social Work Program strives to be a learning and nurturing community where the facets of students are developed through self-reflection, academics, experiential learning, and openness. Our aim is to develop professional generalist social workers who embody the values of our profession, while striving to understand the complexity of people and their circumstances, and are dedicated to strengthening the communities, groups, and individuals that comprise our diverse world. The program also strives to develop servant leaders who seek to enrich opportunities for the oppressed and are advocates for social justice.

PROGRAM GOALS

Program Goals:

1. To prepare students for immediate entry into employment through the development of the Council on Social Work Education defined competencies for Baccalaureate practice.
2. To prepare the student for licensure as a baccalaureate social worker (L.S.W) in the State of Ohio.
3. To prepare the student for graduate school education in social work by giving them a solid foundation in the five component parts of generalist social work practice: social research, social welfare policy and delivery, human behavior and social environment, social work practice skills, and field practicum in addition to curriculum content in values, ethics, diversity, social and economic justice and populations-at-risk.
4. To promote life-long learning and professional growth for students and area social work practitioners.

Standards for Social Work Education

1.0

Introduction

This document sets out Standards for Social Work Education that apply to students enrolled at Defiance College, beginning Summer 2006. These Standards were adapted, with permission from the *Standards for Social Work Education* established by the School of Social Work, University of Texas at Austin in 1997, revised 1998, 1999, 2005.

Because of the nature of professional social work practice, the Social Work Program at Defiance College has different expectations of students than do non-professional programs. The standards are linked to students' abilities to become effective social work professionals and are provided so that students and faculty can be clear about expectations and procedures to address academic performance concerns. The ultimate goal of the Standards is to help students have a successful experience in the Program.

Since becoming a professional is a gradual process, not all criteria are expected to be met at all times. Persons who teach and supervise students will assess student academic performance and apply their professional judgment to determine if standards are being met during a student's educational career. Professional judgment is the capacity to assess a situation by applying the values and knowledge of the social work profession, combined with a professional's own experience and practice wisdom. It also represents the application of knowledge, values, and skills to making decisions in a helping process. All social work students will be provided with and expected to read the Standards for Social Work Education, the National Association of Social Workers (NASW) Code of Ethics and the Ohio Counselor, Social Worker, & Marriage and Family Therapist Board Code of Ethical Practice and Professional Conduct. Students will then be asked to sign an acknowledgment that they have read, are aware of the contents of, and will abide by the documents. The form will be kept in students' files.

2.0

Criteria for Evaluating Academic Performance

In order to meet its responsibilities to provide quality professional education and to ensure that its graduates are able to function in a broad variety of professional situations, the Social Work Program evaluates the academic performance of its students in four general areas: Basic Abilities to Acquire Professional Skills; Mental and Emotional Abilities; Professional Performance Skills, and Scholastic Performance. Meeting the criteria for scholastic achievement is necessary but not sufficient to ensure continued enrollment in a program. Both professional behavior and scholastic performance comprise academic standards.

2.1

Basic Abilities Necessary to Acquire Professional Skills

2.1.1 Communication Skills

Demonstrates sufficient written and oral skills to comprehend information and communicate ideas and feelings.

a) *Written*: Writes clearly, uses correct grammar and spelling, and applies appropriate writing style, including American Psychological Association (APA) referencing, appropriate source citation, and documentation. Demonstrates sufficient skills in written English to understand content presented in the program and to complete adequately all written assignments, as specified by faculty.

b) *Oral*: Communicates effectively and sensitively with other students, faculty, staff, clients, and professionals. Expresses ideas and feelings clearly and demonstrates a willingness and an ability to listen to others. Demonstrates sufficient skills in spoken English to understand content presented in the program, to complete adequately all oral assignments, and to meet the objectives of field placement experiences, as specified by faculty.

2.1.2 Interpersonal Skills

Demonstrates the interpersonal skills needed to relate effectively and appropriately to other students, faculty, staff, clients, and professionals and to fulfill the ethical obligations of the profession. These include compassion, empathy, altruism, integrity, and demonstration of respect for and consideration of others. Takes appropriate responsibility for own actions and considers the impact of these actions on others.

2.1.3 Cognitive Skills

Exhibits sufficient knowledge of social work and clarity of thinking to process information and apply it to appropriate situations in classroom and field. Demonstrates grounding in relevant social, behavioral and biological science knowledge and research—including knowledge and skills in relationship building, data gathering, assessment, intervention, and evaluation of practice. Exhibits ability to conceptualize and integrate knowledge and apply that knowledge to professional practice.

2.1.4 Physical Skills

Exhibits sufficient motor and sensory abilities to attend and participate in class and practicum placement, with or without accommodations. (See section on *Accommodations for Disabilities* for clarification.)

2.2

Emotional and Mental Abilities Necessary for Performance in the Program and Professional Practice

2.2.1 Stress Management

Demonstrates ability to deal with current life stressors through the use of appropriate coping mechanisms and/or available resources. Handles stress effectively by using appropriate self-care and developing supportive relationships with colleagues, peers, and others.

2.2.2 Emotional and Mental Capacities

Uses sound judgment. Seeks and effectively uses help for medical or emotional problems that interfere with scholastic and professional performance. Engages in counseling or seeks out support and help if personal problems, psychosocial distress, substance abuse, or mental health difficulties do any of the following:

- compromise scholastic and other performance,
- interfere with professional judgment and behavior, or
- jeopardize the best interests of those to whom the social work student has a professional responsibility (as outlined in the current Codes of Ethics by the National Association of Social Workers and the Ohio Counselor, Social worker, & Marriage and family Therapist Board).

2.3

Professional Performance Skills Necessary for Work with Clients and Professional Practice

2.3.1 Professional Commitment

Exhibits a strong commitment to the goals of social work and to the ethical standards of the profession, as specified in the NASW Code of Ethics and the Code of Ethical Practice and Professional Conduct in Ohio. Demonstrates commitment to the essential values of social work that includes the respect for the dignity and worth of every individual and his/her right to a just share of society's resources (social justice).

2.3.2 Professional Behavior

Exhibits behaviors that are in compliance with program policies, institutional policies, professional ethical standards, and societal laws in classroom, field, and community. Appearance, dress, and general demeanor reflect a professional manner. Shows potential for responsible and accountable behavior by knowing and practicing within the scope of social work, respecting others, being punctual and dependable, prioritizing responsibilities, attending class regularly, observing deadlines, completing assignments on time, keeping appointments or making appropriate arrangements, and accepting supervision and criticism in a positive manner. Works effectively with others, regardless of level of authority. Advocates for him/herself in an appropriate and responsible manner and uses proper channels for conflict resolution. Shows a willingness to receive and accept feedback and supervision in a positive manner, as well as use such feedback to enhance professional development.

2.3.3 Self Awareness

Exhibits knowledge of how one's values, attitudes, beliefs, emotions and past experiences affect thinking, behavior and relationships. Accurately assesses one's own strengths, limitations, and suitability for professional practice. Shows awareness of self and how one is perceived by others. Reflects on one's own limitations as they relate to professional capacities. Is willing to examine and change behavior when it interferes in working with clients and other professionals.

2.3.4 Ethical Obligations

Current behavior, classroom and field performance demonstrate adherence to the ethical expectations and obligations of professional practice, noted in the NASW Code of Ethics and the Code of Ethical Practice and Professional Conduct in Ohio. Ethical behaviors include:

- Adherence to the NASW Code of Ethics and the Code of Ethical Practice and Professional Conduct of the Ohio Counselor, Social worker, & Marriage and Family Therapist Board.
- No history of charges and/or convictions of an offense that is contrary to professional practice.
- Systematic evaluation of clients and their situations in an unbiased, factual way. Suspension of personal biases during interactions with others.
- Comprehension of another individual's way of life and values. Empathic communication and support of the client as a basis for a productive professional relationship.
- Appreciation of the value of diversity. Effective and nonjudgmental relation to and work with others who are different from oneself. Appropriate service to all persons in need of assistance, regardless of the person's age, class, race, religious beliefs, gender, disability, sexual orientation, and/or value system. No imposition of personal, religious, sexual, and/or cultural values on clients.
- Demonstration of respect for the rights of others. Commitment to clients' rights to freedom of choice and self-determination.
- Maintenance of confidentiality as it relates to human service, classroom activities, and field placement.
- Demonstration of honesty and integrity by being truthful about background, experiences, and qualifications; doing one's own work; giving credit for the ideas of others; and providing proper citation of source materials.
- Demonstration of clear, appropriate, and culturally sensitive boundaries. Does not sexually harass others; make verbal or physical threats; become involved in sexual relationships with clients, supervisors, or faculty; abuse others in physical, emotional, verbal, or sexual ways; or participate in dual relationships where conflicts of interest may exist.

2.4

Scholastic Performance

2.4.1 Undergraduate Students

Students are considered to be in academic difficulty if their overall GPA drops below 2.25. Students will be advised to withdraw from the program if their grade point average falls below 2.0 overall or 2.0 in major. Failure to maintain a passing grade in field placement will result in dismissal. A review will be called if a student earns a D or F in any required social work courses. An overall GPA of 2.0 is required for graduation.

Students must complete the prerequisites outlined in their appropriate courses of study, as outlined in the course catalog. Students may not have grades of incomplete (I) in any prerequisites if they are to continue course work.

2.5

Sources of Information for Academic Performance Criteria

Information about students' meeting academic performance criteria in the Social Work Program may include but is not limited to any of the following:

- Feedback or reference letters from faculty, work supervisors, or supervisors of volunteer human service activity or other field experiences
- Feedback from agency-based field instructors
- Observation of classroom, volunteer, or field behaviors
- Performance in oral and written assignments, examinations, social work skills labs, or other appropriate coursework
- Student personal statements or self-assessments
- Interviews with faculty or other professionals
- Taped interview situations (audio or video)
- Feedback from students, staff, university personnel (Defiance College or other colleges and universities), helping professionals, or community members
- Feedback from faculty in other social work programs that student may have attended
- Signed confidentiality statements, academic honesty statements, contract to adhere

FIELD PLACEMENT PROGRAM

PHILOSOPHY OF FIELD EDUCATION

Fieldwork has been a key component of the learning experience from the beginnings of social work education. The field experience is an opportunity for the student to apply classroom learning in a professional setting, to develop and use skills, and to test his/her commitment to social work and the values of the profession. In 2008 CSWE designated field education as the signature pedagogy of social work education. Educational Policy 2.3 states:

Signature pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner. Professionals have pedagogical norms with which they connect and integrate theory and practice. In social work, the signature pedagogy is field education. The intent of field education is to connect the theoretical and conceptual contribution of the classroom with the practical work of the practice settings. It is a basic precept of social work education that the two interrelated component of curriculum - classroom and field - are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies (CSWE, 2008, p.8).

There are two field placements in the Social Work Program at Defiance College, with the first occurring during the junior year and the second during the senior year. Prior to entering the field students must be accepted into the program and approved by the Field Coordinator through the field placement application. A student signs a contract which includes acknowledgment that he/she has read the policies and procedures set forth in the Defiance College Field Manual.

In 2008 CSWE moved toward competency-based education, establishing ten core competencies of measurable practice behaviors (CSWE, 2008, p. 3). The goal of the outcome approach in field is to demonstrate the integration and application of the core competencies in professional practice (CSWE, 2008, p.3). The junior and senior field placements both provide generalist practice opportunities for students to demonstrate core competencies. SW 397 Junior Field Experience is designed to provide students with experiences within fifteen of the forty-one practice behaviors during a 140 hours placement. SW 486 Senior Field Instruction is structured for students to demonstrate competency with thirty-four of the forty-one practice behaviors within a 450 hours practicum. Both field placements offer demonstration of core competencies through field activities as mutually created between student, field coordinator and the agency.

ELIGIBILITY

SW397 FIELD EXPERIENCE

Field Experience is taken Fall semester of the junior year and is taken concurrently or after successful completion of SW355 Generalist Practice I. The minimum number of hours in the field for the junior level is 140 based on 14 weeks set at 10 hours per week.

Eligibility criteria for enrolling in SW397 Field Experience:

- 1.) Students must be accepted for admission to the Social Work Program. (application for admission is usually submitted spring semester of the Sophomore year).
- 2.) Students must maintain a cumulative GPA of 2.25 overall and 2.50 GPA in all 100 and 200 level social work courses required for program admission.
- 3.) Student must either enroll in SW355 Generalist Practice I or have successfully completed SW355 Generalist Practice I.
- 4.) Students must complete an Application to Field Placement and submit it to the Field Coordinator.

*** SW397 Junior Field Experience Syllabus is located in the Appendix**

SW486 FIELD INSTRUCTION

The student is required to enroll for a total of nine credits of field instruction. . This would be a minimum of 450 hours in the field based on 15 weeks at 30 hours per week. On this level, the student is expected, under supervision, to begin to work independently. The tasks the student is responsible for will vary in accord with the agency and the student's capacity. The student is expected to have completed all required course work except SW488 Senior Seminar which is taken concurrently with Field Instruction. The Senior Seminar adds the dimension of group supervision and discussion to his/her experience in addition to the individual supervision provided at the agency.

Eligibility criteria for enrolling in SW486 Field Instruction:

- 1.) Students must maintain a cumulative grade point average of 2.0 overall and 2.5 in all pre-professional and professional social work courses taken.
- 2.) Students must have completed all required course work or ,with permission from the program, enrolled concurrently with field.
- 3.) Students must submit an application to Field Placement along with a resume and reference list to the Field Coordinator.
- 4.) Students must provide proof of professional liability insurance.
- 5.) Students must enroll in SW488 Senior Seminar

*** SW488 Senior Seminar Syllabus is located in the Appendix**

APPLICATION TO FIELD PLACEMENT

The field placement process begins with the student's application for fieldwork. It is the responsibility of the Field Coordinator to provide field placement resources. A student with a particular interest in a new agency may discuss the agency with the Field Coordinator. The Field Coordinator will assess the agency to determine if it meets the criteria outlined in the Field Instruction Manual. Students must keep in mind the time required for approval and that final responsibility for approval lies with the Field Coordinator.

Students are required to submit an application for field placement very early in the semester preceding field placement. It is the responsibility of the student to take the initiative in obtaining and submitting this form.

The Field Coordinator will verify eligibility for field placement. Students are eligible for Field Placement when they have met the following criteria.

1. Admission to the Social Work Program
2. Completion of application to field placement
3. All appropriate course work must be completed
4. Evidence appropriate grade point averages for admission to field
5. Satisfactory completion of Junior Field Placement (Seniors only)
6. Registration for Senior Seminar SW488 (Seniors only)
7. Proof of student professional liability insurance (Seniors only)

PAID PLACEMENTS

Paid placements are permitted as long as the field instruction remains educationally focused rather than centered on agency services. This type of field practicum should be administered in accordance with the field instruction policies and procedures as established by the program for all students. Paid placements are to be differentiated from places of employment.

FIELD INSTRUCTION IN PLACE OF EMPLOYMENT

Specific criteria need to be followed to ensure field instruction remains educationally focused rather than solely centered on provision of agency services. Likewise, a practicum within a place of employment should be administered in accordance with the field instruction policies and procedures as established by the program for all students. To ensure an educationally focused practicum the following guidelines must be met:

1. The agency meets the standards for consideration as a field agency as established by the program for all placements.
2. Field instruction hours and assignments are completed in a different program or service area than from the area of employment, and offer a new and different learning experience than those experiences within regular employment.
3. The agency has a qualified social worker who can serve as the field instructor and who is NOT the supervisor for regular employment.

FIELD ROLE CLARIFICATION

Responsibility of Agency Personnel:

1. There is no financial obligation on the part of the agency. It is suggested that a mileage reimbursement be given for assignment benefiting the agencies involving the student using their vehicle.
2. To provide the student with experiences which will meet the stated objectives as contained in this manual for each field level.
3. To hold the student responsible for assignments made by the agency either in terms of time, attendance, or other agency requirements.
4. To provide an experienced staff person as a resource person for the student and to act as his/her supervisor.
5. To provide opportunities for supervision of the student. This could be through individual conferences, joint conferences or staff meetings.
6. To provide an evaluation of the student in a form supplied by the College.
7. To participate in field instructor trainings
8. To follow equal employment standards with regard to race, creed, sex.

Responsibility of the College Faculty:

1. To coordinate the program between each placement agency and the student.
2. To provide all pertinent information on the student to the placement agency.
3. To inform the placement agency of what the student is learning in the classroom and is expected to know.
4. To provide the placement agency with the student evaluation form.
5. To assign a faculty member as a liaison person to the placement agency and to the student and to have this liaison contact in person in the field setting a minimum of two (2) times per semester.
6. To assume final responsibility for interpreting student responsibilities to the student.
7. To assume final responsibility for evaluating the student, placing emphasis on the evaluation made by the placement agency.
8. To provide educational seminars for the field instructor to completely understand the generalist model, the education expectation for field based learning, and other relative matters.
9. To review all written materials, including the field manual, field logs, field evaluations, and final assignments.

Responsibility of the Student:

1. To meet the responsibilities placed upon any student in the College.
2. To arrange with the placement agency his/her own schedule of time for the field experience
3. To meet all requirements the placement agency sets for students or employees. Agency preference for continuity will be followed.
4. To arrange transportation to and from the agency.
5. To assume full responsibility for any commitment made by the student to the agency.
6. To keep a weekly log on activities and monthly time sheets.
7. To attend group seminars or individual conferences with College Instructor.
8. To work within the guide of the professional code of ethics.
9. To meet with his/her field instructor regularly and to keep faculty liaison updated on field progress.

FIELD AGENCY SELECTION

Field practicums are pursued where students will have the opportunity to practice generalist social work and demonstrate program competencies within practice behaviors. A variety of social work settings is sought so that the interests and skills of students can be matched with agency needs, resulting in a mutually beneficial placement. A majority of agencies are located within fifty-mile proximity of the college within rural northwest Ohio, however placements outside the immediate area are encouraged and supported, especially those within urban settings. Agencies that are selected for student placements have the following characteristics:

- Agency has a volume and flow in its programs that offer a wide range of learning experiences with multi-level client systems.
- Agency provides opportunities for practicing generalist social work skills .
- Agency maintains a learning environment that supports demonstration of program competencies through specified practice behaviors.
- Agency clearly defines its mission, programs and intervention methods.
- Agency ensures weekly supervision to students by qualified social workers as well as professionals from related disciplines.
- Agency provides adequate student orientation including safety precautions and takes necessary measures to protect student safety.
- Agency provides services to diverse population groups in consideration of ethnicity, race, national origin, gender, social class, age, religion, sexual orientation, disability or veteran status.
- Agency complies with the NASW Code of Ethics.
- Agency supports the educational goals and mission of the Social Work Program of Defiance College.
- Agency ensures a system of community accountability (i.e., board of directors, accrediting agency, fiscal reviews, etc...).
- Agency does not engage in illegal discriminatory practices in hiring, acceptance of students, or clients and supplies evidence of anti-discrimination or harassment policies.
- Agency maintains sufficient staff to support the mission of the agency without reliance on students.
- Agency releases staff to attend field instructor training as offered by the college.
- Agency is willing to sign the Field Agency Contract.

Agencies that should not be considered for student placements include the following:

- Agency is without a key supervisory or administrative position.
- Agency is undergoing massive reorganization.
- Agency is suffering unusually, intense morale problems, resulting in high staff turnover.
- Agency is not in compliance with applicable federal, state, or local laws regarding non-discrimination.
- Agency consistently refuses to release staff to attend training provided by the college for field instructors.
- Agency does not meet the criteria for field instructors as designated by the Social Work Program of the college.

*** Field Placement sites are located in the Appendix**

FIELD INSTRUCTOR SELECTION AND TRAINING

The Defiance College Social Work Program provides quality field instructors dedicated to mentoring students through its field education. Agency field instructors possess degrees in social work from CSWE accredited programs, as well as post-degree practice experience within social services. Likewise field instructors show evidence of competence in the field, typically being state licensed, and adherence to social work values and NASW Code of Ethics. Instructors exhibit a willingness to provide meaningful supervision that invites students to process and reflect on field experiences toward effective generalist practice. Additionally agency field instructors demonstrate the ability to select appropriate learning opportunities that results in the integration of academic content with practicum experiences. An agency field instructor must meet the following criteria:

- Received a B.S.W. or M.S.W. degree from a CSWE accredited school.
- Completed two years post degree practice experience in social services.
- Commits to the values of the social work profession and abides by the NASW Code of Ethics.
- Exhibits competence in social work practice, such as being licensed.
- Demonstrates an interest and ability to mentor social work students, including the ability to select appropriate learning experiences and the ability to integrate academic content with practicum experiences.
- Knowledgeable about the community surrounding the field setting and its resources.
- Commits to being available full term of the field placement, and maintains the support of the agency in undertaking the supervision of a student.
- Attends field instructor orientation and training as needed, and/or willingness to be available for individual orientation and instruction by the college Field coordinator.
- Openness to reflect on own professional practice for educational purposes of mentoring students.
- Provides meaningful supervision time for students to process and reflect on their experiences.

In all practicum placements the emphasis is to provide the student with an appropriately matched field site with B.S.W. or M.S.W. supervision. However, there are a few potential practicum sites in the northwest Ohio area that have no degreed social workers on staff, even though these agencies provide generalist social work service. To rule these sites out of consideration deprives students of potentially excellent exposure to social work populations. It also deprives agencies of the opportunity to be exposed to the advantages of professional social work training, and the social work profession the potential for upgrading educational requirements in future job openings. Therefore, the Defiance College Social work Program is open to placing a limited number of students, particularly at the junior field level, in such placements given the following:

- The designated field instructor possesses credentials appropriate to services provided at the field setting. Examples include a grandfathered LSW, national or state certified professionals, or degreed professional in a related field such as psychology, counseling, or criminal justice.
- The field instructor has appropriate length of practice experience in relation to the services provided at the agency field setting.
- The agency director and designated field instructor understand the link between their services and BSW generalist education.
- The field instructor is willing to attend orientation and training as needed, and/or willingness to be available for individual orientation and instruction by the college Field Coordinator.
- The field coordinator has been given the necessary “release time” by the program to provide necessary support, education and supervision.
- The field instructor is aware of the values of the social work profession and NASW Code of Ethics.
- The designated field instructor is knowledgeable about the community surrounding the field setting and its resources.
- The field instructor commits to being available full term of the field placement, and maintains the support of the agency in undertaking the supervision of a student.
- The field instructor demonstrates an interest and ability to mentor social work students, including the ability to select appropriate learning experiences and the ability to integrate academic content with practicum experiences.
- The field instructor is willing to reflect on own professional practice for educational purposes of mentoring students.
- The designated field instructor provides meaningful supervision time for students to process and reflect on their experiences.

MALPRACTICE LIABILITY INSURANCE

It is **strongly recommended** of Junior students during the Field Experience and **required** of Senior students during the Field Instruction to carry malpractice liability insurance. Senior students placed in a field practicum must provide proof of either insurance coverage or coverage through the placement site prior to the beginning of the practicum. A signed statement from the Director of the field placement is available from the NASW Insurance Trust as well as other sources.

GENERAL LIABILITY

Students are recommended to review the general liability coverage of the field placement and of the Defiance College.

PROBLEMS IN THE FIELD PLACEMENT

Rarely, but occasionally problems arise in field placement. A problem could center upon the students functioning within the field placement setting, or the concern could be with the field agency not providing the experience that is necessary for the student.

PROBLEMS WITH THE STUDENT IN THE FIELD PLACEMENT

There are times when problems arise due to inadequate performance of the student in the field placement. In the case of direct violations of the NASW Code of Ethics, Ohio licensing law, or the Defiance College Standards of Social Work Education, the agency field instructor should contact the field coordinator for consultation at the earliest possible convenience. Under normal circumstances, the student is to be promptly informed by the agency field instructor of any problem(s) generated by his/her actions or behavior. To remedy the situation the student should be given clear instructions on what improvement is expected and a time line for such improvement. If the problem is not resolved within this supervisory process, then the field coordinator should be contacted. The field coordinator will call a meeting between the student and field instructor to devise a general strategy to resolve or alleviate the problem. If the problem continues and is not resolved, or a more serious problem arises, then the student will be terminated from the placement. Depending on the nature of the concern the student may be placed in another agency or may be asked to reapply for placement at a later time. At the time of dismissal, the field coordinator will complete the Reason for Removal Form.

PROBLEMS IN THE FIELD PLACEMENT AGENCIES

Problems can arise at a field placement agency that affects the quality of a student's education. In issues involving the field placement the student or agency should notify the field coordinator at the earliest possible convenience. Plans to improve the situation will be the first step, however other measures may be necessary to ensure the educational focus of the practicum. For example, if the field instructor has not been adequate, the field coordinator may request a change of supervision within the agency. However if the agency is not able to provide adequate supervision, the student will be removed from the field agency and reassigned. The agency will not be considered for further placement of students until the problems have been rectified. At the time of removal the field coordinator will complete the Reason for Removal form.

HARASSMENT OR DISCRIMINATION INVOLVING FIELD PLACEMENT

Defiance College seeks to create and maintain an academic environment in which all members of the community are free of harassment and discrimination of one's basic civil rights. Policies are outlined in the Student Handbook (pp. 77-78). These policies also apply to students in field practicums. Any incident should be reported to the college Field Coordinator. If necessary, the matter will be directed to the Social Work Program Director for appropriate action under college policy. Students are encouraged to obtain a copy of the harassment policy from a perspective field placement. If no such policy exists within a particular placement, the Program will strongly urge one to be developed.

ACCESSIBILITY SERVICES

Defiance College is committed to providing educational opportunities for qualified students with documented disabilities through the provision of reasonable accommodations, in compliance with the provisions of the Americans with Disabilities Act (ADA) of 1990 and the Rehabilitation Act of 1973 (Section 504). The purpose of accommodations is to provide equal access to educational opportunities without altering essential elements of programs or courses. All requests for accommodations are evaluated on an individual basis after review and evaluation of documentation. It is the responsibility of the student to request necessary accommodations and the student should do so as early as possible, as some accommodations may require time to implement. Students with a documented physical, psychological, or learning disability must submit appropriate documentation to Defiance College's Disability Accessibility Services Coordinator, Lisa Marsalek, Assistant Dean of Students/Director of Career Development.

POLICY ON INDIVIDUALS WITH DISABILITIES

The Social Work Program of Defiance College is committed to providing all admitted students with opportunities to take full advantage of the college's educational opportunities. Students with disabilities who wish to request accommodations in the field placements should contact the Field Coordinator. The Field Coordinator will work with the student and the field placement agency to coordinate reasonable accommodations that do not impose any undue hardship on the program or the agency. Students should also request accommodations on the Placement Application.

GRIEVANCE PROCEDURE

All students have rights to grievance procedures if they feel they have been treated unfairly. Social Work majors are encouraged to speak directly with the faculty member or agency fieldwork instructor with whom she has a grievance as the first step towards the resolution of the difference. If the student still feels her/his rights have been violated, a meeting can be scheduled with the student, faculty member or field instructor, and the Program Director. Should a satisfactory solution not come forth from the meeting, an appeal may be made to the Chair of the Applied Behavioral Science Division and a subsequent meeting of relevant parties might be arranged. Every attempt is made to resolve the issue within the Department. However, if an academic grievance still remains unresolved to the parties' satisfaction, the student may submit an appeal in writing, to the Academic Dean. The Academic Dean may rule on the appeal, or alternatively, refer the concern to the Academic Affairs Committee. Students should refer to the Defiance College catalog and Student Handbook for a more detailed explanation of the Academic Affairs Committee and the Judicial System.

READMISSION OR REASSIGNMENT PROCEDURES FOR A SECOND FIELD PLACEMENT OPPORTUNITY

Student receiving an unacceptable grade in the field placement or being asked to leave may apply to be readmitted to the Social Work program and to a field placement. The prospective student must submit the application to both the field and program with the accompanying three letters of recommendation along with a written statement that included the following:

- 1) Students must provide a written explanation of the concerns that resulted in their termination from the Program. Students should include an acknowledgement of the deficiency in their previous performance as well as evidence that the deficiency has been removed. Students should also include a plan for continuous improvement and for preventing a reoccurrence of events.
- 2) The student must submit their reasons for their wish to return to the Program and to complete their social work degree.
- 3) Students must be in good standing with the college academically and financially.

The application and accompanying documentation should be submitted to the Social Work Program Director. Upon receipt of required materials, an interview will be conducted with the student and the Social Work Program faculty.

Following the interview, the Social Work faculty will make a decision regarding readmission. If denied readmission, the student may follow the steps outlined in the Grievance Procedure.

List, beginning with your first job, your work experiences and the dates of these. _____

Professional plans following graduation

What are your special interests? _____

In order of preference, list your top 3 agency choices for your placement experience. Refer to the Field Manual for examples and options.

1. _____
2. _____
3. _____

I understand that this information is also to be used for the convenience of supervisors in agencies selected for the placement experience. I give my permission for this information to be sent to any agency being considered as a placement for me. I have read the NASW code of ethics, Ohio licensing, CSWE Educational Policy Statement and know I must abide by them all, including, responsibility for any prior conduct that would prohibit my license eligibility.

Applicant signature _____ Date _____

Field Placement Extension

On a limited case by case basis students are permitted to extend their field placements beyond one semester due to external circumstances such as full time employment or familial caregiving responsibilities. All extensions must be approved by the college field coordinator, along with agreement from the agency field instructor(s). All parties involved must agree to the terms of the extension and hours completion date at the beginning of the semester. Revisions cannot be made to the original agreement without prior notification to all parties. Breaking the terms of the agreement may result in failing the practicum.

I, _____ (student), do hereby request an extension to the field placement beyond one semester due to _____

_____ circumstance),

and agree to have all hours completed by _____ (date). Furthermore I agree to all specified requirements of this extension as follows: _____

_____.

(Such as must complete all SW 488 Sr. Seminar mini-papers and case presentation with all other spring semester students in April...etc....)

Student Signature

Date

Agency Field Instructor

Date

College Field Coordinator

Date

FIELD AGENCY CONTRACT

This contract is between: _____ and DEFIANCE COLLEGE.
(Agency name)

This agreement is made on _____ between Defiance College, Defiance, Ohio,
(Date)

and the agency Field Instructor: _____
(Agency Field Instructor's name)

This agreement 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 Defiance College. This agreement may be broken by notice of either party, at any time, but in regard to professional consideration it is expected that both parties will keep the needs of the students uppermost in this decision. It is expected that if a student placement is in operation, it should be carried through the current semester unless there are extreme circumstances. The agency is expected to notify the college if it does not intend to participate in future field placements.

The Agency and College mutually agree to the following:

I. The Agency is:

1. To provide the student with the experiences that will meet the objectives for the student learning experience.
2. To follow equal employment standards with regard to discrimination to students with regard to race, ethnicity, religion, national origin, gender, sexual orientation, age, disability or veteran status.
3. To provide a supervisory person who has the expertise and experience to provide for the student's learning experience.
4. To be listed as an affiliate agency of the Social Work Program of The Defiance College.
5. To allow the Field Instructor appropriate time to carry out his/her responsibilities to the student.
6. To permit the Field Instructor to be involved in the field meetings and educational seminars.
7. To provide the student with an orientation to the agency including safety precautions.

II. The Defiance College Social Work Program is:

1. To provide a faculty liaison (Field Coordinator) between the student and agency Field Instructor.
2. To provide a field contract to give direction to the field-based learning.
3. To provide education for enhancing the agency Field Instructor's ability to work with undergraduate students in Social Work.
4. To provide a Field Manual that contains a complete description of the expectations and objectives of the Field Program.
5. To provide materials for an evaluation of students while they are in field placement and assume final responsibility for grading.
6. To secure the Agency's acceptance of a specific student and to provide the necessary information on that student to the Agency personnel.

I hereby agree to the above contractual conditions.

Defiance College Field Coordinator

Agency Field Instructor

Agency Director

STUDENT CONTRACT

EXPECTATIONS OF STUDENTS IN FIELD PLACEMENT

Once the student is placed at an agency, there are certain expectations that he/she must fulfill. This form describes those expectations and must be signed by the student and the college Field Coordinator. In signing this form, the student acknowledges that he/she has read the Student Handbook and the Field Manual and understands the following:

- ✓Criteria for Entering Field Placement
- ✓Grading Policy
- ✓Standards for Social Work Education
- ✓Reasons for Removal
- ✓Termination Policy
- ✓Grievance Procedures
- ✓The NASW Code of Ethics
- ✓Ohio State Licensing Laws

I agree to:

1. Be punctual, reliable and show maturity where agency matters are concerned.
2. Notify agency Field Instructor if unable to be at the agency on any scheduled day. In case of absence from fieldwork, arrangements must be made with the Field Instructor to make up the missed time.
3. Meet with the Field Instructor for a minimum of one hour weekly.
4. Complete weekly conference record forms.
5. Wear appropriate attire
6. Abide by the NASW Code of Ethics and Defiance College Standards of Social Work Education
7. Complete all assigned tasks in a timely fashion
8. Share responsibility with agency Field Instructor in preparing the Learning Activities.
9. Discuss any difficulties with the field experience first with the agency Field Instructor, and, if necessary, with the college Field Coordinator.
10. Consult with agency Field Instructor prior to any use of case material in the classroom.
11. Be available and prepared for visits by the college Field Coordinator
12. Be prepared for meetings with agency Field Instructor.
13. Be responsible for transportation to and from the field agency.
14. Agree to complete required field placement hours.
15. Agree to share personal information that is relevant or affects their performance in the Field Placement with the agency Field Instructor and college Field Coordinator.
16. Agree to a background check if required by the agency for placement.
17. Agree to update immunizations, submit to health tests, and obtain instruction on universal precautions for occupational pathogens, if required by the agency for placement.
18. Agree to abide by agency policy and/or standards of Social Work education (2.3.2) regarding appropriate use of technology during field hours.

Date _____

Student _____ College Field Coordinator _____

UNDERSTANDING GENERALIST PRACTICE FOR FIELD

Knowledge - Values - Skills

Eclectic Knowledge Base

Systems Theories, HBSE, Policy, Practice, Research, Diversity, Social & Economic Justice, Vulnerable Populations

Critical Thinking

Client Empowerment

Professional Values

NASW Code of Ethics, Self Awareness, Ethical Dilemmas, Understanding of Oppression, Cultural Competence

Social Work Levels of Intervention

Micro: Individuals

Mezzo: Families and Groups

Macro: Organizations and Communities

Planned Change Process

Engagement-Assessment-Planning-Implementation- Evaluation-Termination-Follow-Up

Professional Social Work Roles

Enabler-Mediator-Coordinator-Manager-Educator-Analyst-Broker-Facilitator-Negotiator-Advocate

Oral and Written Communication Skills

Interviewing

Documentation

Effective use of consultation and supervision within an organization

Agency Field Instructor's Initials: _____

Date: _____

Monthly Time Record – Field Placement

Student's Name: _____

Time Period From _____ To _____

Hrs. direct supervision:
by agency other
Field Instr. agency
staff

Month	Day	AM		PM		In	Out	In	Out	Total Daily Hrs.	by agency Field Instr.	other agency staff
		In	Out	In	Out							
	1											
	2											
	3											
	4											
	5											
	6											
	7											
	8											
	9											
	10											
	11											
	12											
	13											
	14											
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	22											
	23											
	24											
	25											
	26											
	27											
	28											
	29											
	30											
	31											

Total hrs. this month _____
Total hrs. to date _____

I certify this time to be correct _____
Student's Signature

I have reviewed this above time sheet and have found it to be accurate. _____
Agency Field Instructor Signature

STUDENT WEEKLY CONFERENCE SHEET

Student:

Agency Field Instructor:

Beginning Date of Week:

GENERALIST PRACTICE LOG

Levels of Social Work Intervention

Experiences with Individuals:

Experiences with Families:

Experiences with Groups:

Experiences within the Organization:

Experiences within the Community:

Discussion of Best Level of Intervention for Need/Problem:

Eclectic Knowledge Base

Examples of Application of Theory to Practice:

Examples of Policy that influenced Practice:

Discussions on Vulnerable Populations and Social Economic Justice:

Discussions of Research that Impacted Practice:

Critical Thinking

Demonstration of Critical Thinking Skills:

Client Empowerment

Examples of Client Empowerment:

Professional Values

Application of Social Work Values:

Application of NASW Code of Ethics:

Examples of Ethical Dilemmas:

Discussions on Cultural Competence:

Planned Change Process

Participation with Engagement, Assessment, Planning, Implementation, Evaluation, Termination, and/or Follow-Up:

Professional Social Work Roles

Examples of Roles Utilized (enabler, mediator, coordinator, educator, facilitator, broker, advocate):

Oral and Written Communication Skills

Interviews Conducted:

Documentation Provided:

Consultation and Supervision

Example of Effective Use of Consultation/Supervision:

STUDENT WEEKLY JOURNAL

I was most satisfied with the following experiences this week:

I was least satisfied with the following experiences this week:

The most difficult aspect of field for me this week was:

I demonstrated good practice behaviors in the following areas this week:

Based upon my performance this week I need further development in the following practice areas:

Questions/Concerns I want to discuss with my agency field instructor this week:

Student Initials:

Agency Field Instructor Initials:

Student's Name: _____

Circle if Junior or Senior Placement:

Agency: _____ Location: _____

Agency Field Instructor: _____

Defiance College Social Work Program
STUDENT JUNIOR FIELD EVALUATION

Student: _____ Initial Site Visitation Date: _____

Agency _____

Field Instructor _____

Mid-Term Date _____ **Final Evaluation Date** _____

Rating scale for evaluation of Field Placement performance

S E N I O R S		5	The student is exceeding expected competency in this area for generalist social work practice.
		4	The student is demonstrating expected competency in this area.
		3	The student is demonstrating beginning competency in this area
	J U N I O R S	2	The student is gaining experience and meeting expectations in this area
		1	The student has not as yet met the expectations in this area, but there is evidence that the student will meet the expectations in the near future.
		0	The student has not met the expectations in this area, and there is not much evidence that the student will meet the expectations in this area in the near future.
		N/A	Not applicable, as the student has not had the opportunity to demonstrate competence in this area

2.1.1 Competency: Student identifies as a professional social worker and conducts herself/himself accordingly
Evaluation

	Practice Behaviors:	Activities to Meet Competency	Date Completed	Midterm	Final
1.1	Advocate for client access to the services of Social Work				
1.4	Demonstrate professional demeanor in behavior, appearance and communication				
1.5	Engage in career long learning				
1.6	Use supervision and consultation				

Instructor Comments

Student Comments

S E N I O R S		5	The student is exceeding expected competency in this area for generalist social work practice.
		4	The student is demonstrating expected competency in this area.
		3	The student is demonstrating beginning competency in this area
	J U N I O R S	2	The student is gaining experience and meeting expectations in this area
		1	The student has not as yet met the expectations in this area, but there is evidence that the student will meet the expectations in the near future.
		0	The student has not met the expectations in this area, and there is not much evidence that the student will meet the expectations in this area in the near future.
		N/A	Not applicable, as the student has not had the opportunity to demonstrate competence in this area

2.1.2 Competency: Student applies social work ethical principles to guide professional practice

Evaluation

	Practice Behaviors:	Activities to Meet Competency	Date Completed	Midterm	Final
2.1	Recognize and manage personal values in a way that allows for professional values to guide practice				
2.2	Make ethical decisions by applying standards of the NASW Code of Ethics				
2.3	Tolerate ambiguity in resolving ethical conflicts				
2.4	Apply strategies of ethical reasoning in decision making				

Instructor Comments

Student Comments

2.1.3 Competency: Student applies critical thinking to inform and communicate professional judgments

Evaluation

	Practice Behaviors:	Activities to Meet Competency	Date Completed	Midterm	Final
3.2	Analyze models of assessment, prevention, intervention, and evaluation				
3.3	Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, and communities				

Instructor Comments

Student Comments

S E N I O R S		5	The student is exceeding expected competency in this area for generalist social work practice.
		4	The student is demonstrating expected competency in this area.
		3	The student is demonstrating beginning competency in this area
	J U N I O R S	2	The student is gaining experience and meeting expectations in this area
		1	The student has not as yet met the expectations in this area, but there is evidence that the student will meet the expectations in the near future.
		0	The student has not met the expectations in this area, and there is not much evidence that the student will meet the expectations in this area in the near future.
		N/A	Not applicable, as the student has not had the opportunity to demonstrate competence in this area

2.1.4 Competency: Student engages in diversity and difference in practice

Evaluation

	Practice Behaviors:	Activities to Meet Competency	Date Completed	Midterm	Final
4.1	Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power				
4.2	Gain sufficient self awareness to eliminate the influence of personal biases and values in working with diverse groups				
4.3	Recognize and communicate understanding of the importance of difference in shaping life experiences				
4.4	View self as a learner and engage those with whom one works as informants				

Instructor Comments

Student Comments

2.1.5 Advance human rights and social and economic justice

Evaluation

	Practice Behaviors:	Activities to Meet Competency	Date Completed	Midterm	Final
5.1	Understand (identify and articulate) the forms and mechanisms of oppression and discrimination				

Instructor Comments

Student Comments

Please identify two areas of student strengths and two areas in need of further development.

MIDTERM:

Strengths:

1. _____

2. _____

Development:

1. _____

2. _____

FINAL:

Strengths:

1. _____

2. _____

Development:

1. _____

2. _____

Signature for Midterm

Student: _____

Date: _____

Agency Field Instructor: _____

Date: _____

College Field Coordinator: _____

Date: _____

Signature for Final

Please circle recommended grade.

Student: _____

Recommended grade: Pass / Fail

Date: _____

Agency Field

Instructor: _____

Recommended grade: Pass / Fail

Date: _____

Signature certifies that student has completed the necessary 140 hours for field

College Field Coordinator: _____

Grade Awarded: Pass / Fail

Date: _____

Defiance College Social Work Program

AGENCY FIELD INSTRUCTOR JUNIOR FIELD EVALUATION

Student: _____ Initial Site Visitation Date: _____

Agency _____

Field Instructor _____

Mid-Term Date _____ **Final Evaluation Date** _____

Rating scale for evaluation of Field Placement performance

S E N I O R S		5	The student is exceeding expected competency in this area for generalist social work practice.
		4	The student is demonstrating expected competency in this area.
		3	The student is demonstrating beginning competency in this area
	J U N I O R S	2	The student is gaining experience and meeting expectations in this area
		1	The student has not as yet met the expectations in this area, but there is evidence that the student will meet the expectations in the near future.
		0	The student has not met the expectations in this area, and there is not much evidence that the student will meet the expectations in this area in the near future.
		N/A	Not applicable, as the student has not had the opportunity to demonstrate competence in this area

2.1.1 Competency: Student identifies as a professional social worker and conducts herself/himself accordingly
Evaluation

	Practice Behaviors:	Activities to Meet Competency	Date Completed	Midterm	Final
1.1	Advocate for client access to the services of Social Work				
1.4	Demonstrate professional demeanor in behavior, appearance and communication				
1.5	Engage in career long learning				
1.6	Use supervision and consultation				

Instructor Comments

Student Comments

S E N I O R S		5	The student is exceeding expected competency in this area for generalist social work practice.
		4	The student is demonstrating expected competency in this area.
		3	The student is demonstrating beginning competency in this area
	J U N I O R S	2	The student is gaining experience and meeting expectations in this area
		1	The student has not as yet met the expectations in this area, but there is evidence that the student will meet the expectations in the near future.
		0	The student has not met the expectations in this area, and there is not much evidence that the student will meet the expectations in this area in the near future.
		N/A	Not applicable, as the student has not had the opportunity to demonstrate competence in this area

2.1.2 Competency: Student applies social work ethical principles to guide professional practice

Evaluation					
	Practice Behaviors:	Activities to Meet Competency	Date Completed	Midterm	Final
2.1	Recognize and manage personal values in a way that allows for professional values to guide practice				
2.2	Make ethical decisions by applying standards of the NASW Code of Ethics				
2.3	Tolerate ambiguity in resolving ethical conflicts				
2.4	Apply strategies of ethical reasoning in decision making				

Instructor Comments

Student Comments

2.1.3 Competency: Student applies critical thinking to inform and communicate professional judgments

Evaluation					
	Practice Behaviors:	Activities to Meet Competency	Date Completed	Midterm	Final
3.2	Analyze models of assessment, prevention, intervention, and evaluation				
3.3	Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, and communities				

Instructor Comments

Student Comments

S E N I O R S		5	The student is exceeding expected competency in this area for generalist social work practice.
		4	The student is demonstrating expected competency in this area.
		3	The student is demonstrating beginning competency in this area
	J U N I O R S	2	The student is gaining experience and meeting expectations in this area
		1	The student has not as yet met the expectations in this area, but there is evidence that the student will meet the expectations in the near future.
		0	The student has not met the expectations in this area, and there is not much evidence that the student will meet the expectations in this area in the near future.
		N/A	Not applicable, as the student has not had the opportunity to demonstrate competence in this area

2.1.4 Competency: Student engages in diversity and difference in practice

Evaluation

	Practice Behaviors:	Activities to Meet Competency	Date Completed	Midterm	Final
4.1	Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power				
4.2	Gain sufficient self awareness to eliminate the influence of personal biases and values in working with diverse groups				
4.3	Recognize and communicate understanding of the importance of difference in shaping life experiences				
4.4	View self as a learner and engage those with whom one works as informants				

Instructor Comments

Student Comments

2.1.5 Advance human rights and social and economic justice

Evaluation

	Practice Behaviors:	Activities to Meet Competency	Date Completed	Midterm	Final
5.1	Understand (identify and articulate) the forms and mechanisms of oppression and discrimination				

Instructor Comments

Student Comments

Please identify two areas of student strengths and two areas in need of further development.

MIDTERM:

FINAL:

Strengths:

Strengths:

1. _____

1. _____

2. _____

2. _____

Development:

Development:

1. _____

1. _____

2. _____

2. _____

Signature for Midterm

Student: _____

Date: _____

Agency Field Instructor: _____

Date: _____

College Field Coordinator: _____

Date: _____

Signature for Final

Please circle recommended grade.

Student: _____

Recommended grade: Pass / Fail

Date: _____

Agency Field

Instructor: _____

Recommended grade: Pass / Fail

Date: _____

Signature certifies that student has completed the necessary 140 hours for field

College Field Coordinator: _____

Grade Awarded: Pass / Fail

Date: _____

Defiance College Social Work Program
STUDENT SENIOR FIELD EVALUATION

Student: _____ Initial Site Visitation Date: _____

Agency _____

Field Instructor _____

Mid-Term Date _____ **Final Evaluation Date** _____

Rating scale for evaluation of Field Placement performance

S E N I O R S		5	The student is exceeding expected competency in this area for generalist social work practice.
		4	The student is demonstrating expected competency in this area.
		3	The student is demonstrating beginning competency in this area
	J U N I O R S	2	The student is gaining experience and meeting expectations in this area
		1	The student has not as yet met the expectations in this area, but there is evidence that the student will meet the expectations in the near future.
		0	The student has not met the expectations in this area, and there is not much evidence that the student will meet the expectations in this area in the near future.
		N/A	Not applicable, as the student has not had the opportunity to demonstrate competence in this area

2.1.1 Competency: Student identifies as a professional social worker and conducts herself/himself accordingly

Evaluation

	Practice Behaviors:	Student Learning Agreement Activities to Meet Competency	Date Completed	Midterm	Final
1.1	Advocate for client access to the services of Social Work				
1.2	Practice personal reflection and self correction to assure continual professional development				
1.3	Attend to professional roles and boundaries				
1.4	Demonstrate professional demeanor in behavior, appearance and communication				
1.5	Engage in career long learning				
1.6	Use supervision and consultation				

Instructor Comments

Student Comments

S E N I O R S		5	The student is exceeding expected competency in this area for generalist social work practice.
		4	The student is demonstrating expected competency in this area.
		3	The student is demonstrating beginning competency in this area
	J U N I O R S	2	The student is gaining experience and meeting expectations in this area
		1	The student has not as yet met the expectations in this area, but there is evidence that the student will meet the expectations in the near future.
		0	The student has not met the expectations in this area, and there is not much evidence that the student will meet the expectations in this area in the near future.
		N/A	Not applicable, as the student has not had the opportunity to demonstrate competence in this area

2.1.2 Competency: Student applies social work ethical principles to guide professional practice

Evaluation

	Practice Behaviors:	Student Learning Agreement Activities to Meet Competency	Date Completed	Midterm	Final
2.1	Recognize and manage personal values in a way that allows for professional values to guide practice				
2.2	Make ethical decisions by applying standards of the NASW Code of Ethics				
2.3	Tolerate ambiguity in resolving ethical conflicts				
2.4	Apply strategies of ethical reasoning in decision making				

Instructor Comments

Student Comments

2.1.3 Competency: Student applies critical thinking to inform and communicate professional judgments

Evaluation

	Practice Behaviors:	Student Learning Agreement Activities to Meet Competency	Date Completed	Midterm	Final
3.1	Distinguish, appraise, and integrate multiple sources of knowledge, including research based knowledge and practice wisdom				
3.2	Analyze models of assessment, prevention, intervention, and evaluation				
3.3	Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, and communities				

Instructor Comments

Student Comments

S E N I O R S		5	The student is exceeding expected competency in this area for generalist social work practice.
		4	The student is demonstrating expected competency in this area.
		3	The student is demonstrating beginning competency in this area
	J U N I O R S	2	The student is gaining experience and meeting expectations in this area
		1	The student has not as yet met the expectations in this area, but there is evidence that the student will meet the expectations in the near future.
		0	The student has not met the expectations in this area, and there is not much evidence that the student will meet the expectations in this area in the near future.
		N/A	Not applicable, as the student has not had the opportunity to demonstrate competence in this area

2.1.4 Competency: Student engages in diversity and difference in practice

Evaluation

	Practice Behaviors:	Student Learning Agreement Activities to Meet Competency	Date Completed	Midterm	Final
4.1	Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power				
4.2	Gain sufficient self awareness to eliminate the influence of personal biases and values in working with diverse groups				
4.3	Recognize and communicate understanding of the importance of difference in shaping life experiences				
4.4	View self as a learner and engage those with whom one works as informants				

Instructor Comments

Student Comments

2.1.5 Advance human rights and social and economic justice

	Practice Behaviors:	Student Learning Agreement Activities to Meet Competency	Date Completed	Midterm	Final
5.1	Understand (identify and articulate) the forms and mechanisms of oppression and discrimination				

Instructor Comments

Student Comments

S E N I O R S		5	The student is exceeding expected competency in this area for generalist social work practice.
		4	The student is demonstrating expected competency in this area.
		3	The student is demonstrating beginning competency in this area
	J U N I O R S	2	The student is gaining experience and meeting expectations in this area
		1	The student has not as yet met the expectations in this area, but there is evidence that the student will meet the expectations in the near future.
		0	The student has not met the expectations in this area, and there is not much evidence that the student will meet the expectations in this area in the near future.
		N/A	Not applicable, as the student has not had the opportunity to demonstrate competence in this area

2.1.6 Competency: Student engages in research informed practice and practice informed research

Evaluation

	Practice Behaviors:	Student Learning Agreement Activities to Meet Competency	Date Completed	Midterm	Final
6.2	Demonstrate ability to use research evidence to inform practice				

Instructor Comments

Student Comments

2.1.7 Competency: Student applies knowledge of human behavior and the social environment

Evaluation

	Practice Behaviors:	Student Learning Agreement Activities to Meet Competency	Date Completed	Midterm	Final
7.1	Use conceptual frameworks to guide the process of assessment, intervention, and evaluation across the life course				
7.2	Critique and apply knowledge to understand person and environment				

Instructor Comments

Student Comments

S E N I O R S		5	The student is exceeding expected competency in this area for generalist social work practice.
		4	The student is demonstrating expected competency in this area.
		3	The student is demonstrating beginning competency in this area
	J U N I O R S	2	The student is gaining experience and meeting expectations in this area
		1	The student has not as yet met the expectations in this area, but there is evidence that the student will meet the expectations in the near future.
		0	The student has not met the expectations in this area, and there is not much evidence that the student will meet the expectations in this area in the near future.
		N/A	Not applicable, as the student has not had the opportunity to demonstrate competence in this area

2.1.10 Competency: Student engages with, assesses, intervenes with, and evaluates; individuals, families, groups, organizations and communities **Evaluation**

	Practice Behaviors:	Student Learning Agreement Activities to Meet Competency	Date Completed	Midterm	Final
10.1	Substantively and effectively prepare to work with individuals, families, groups, organizations, and communities				
10.2	Demonstrate the use of empathy and other interpersonal skills				
10.3	Develops a mutually agreed upon focus of work and desired outcomes				
10.4	Collect, organize and interpret client data				
10.5	Assess client strengths and limitations				
10.6	Develop mutually agreed upon intervention goals and objectives				
10.7	Select appropriate intervention strategies				
10.8	Initiate actions to achieve organizational goals				
10.9	Implement prevention interventions that enhance client capacities				
10.10	Help clients resolve problems				
10.11	Negotiate, mediate, and advocate for clients				
10.12	Facilitate transitions and endings				
10.13	Critically analyze, monitor, and evaluate interventions				

Instructor Comments

Student Comments

S E N I O R S		5	The student is exceeding expected competency in this area for generalist social work practice.
		4	The student is demonstrating expected competency in this area.
		3	The student is demonstrating beginning competency in this area
	J U N I O R S	2	The student is gaining experience and meeting expectations in this area
		1	The student has not as yet met the expectations in this area, but there is evidence that the student will meet the expectations in the near future.
		0	The student has not met the expectations in this area, and there is not much evidence that the student will meet the expectations in this area in the near future.
		N/A	Not applicable, as the student has not had the opportunity to demonstrate competence in this area

Personal Growth Competency:

Practice Behaviors:	Student Learning Agreement Activities to Meet Competency	Date Completed	Midterm	Final

Instructor Comments

Student Comments

Please identify two areas of student strengths and two areas in need of further development.

MIDTERM:

Strengths:

1. _____

2. _____

Development:

1. _____

2. _____

FINAL:

Strengths:

1. _____

2. _____

Development:

1. _____

2. _____

Signature for Student Learning Agreement

Student: _____

Date: _____

Agency Field Instructor: _____

Date: _____

College Field Coordinator: _____

Date: _____

Signature for Midterm

Student: _____

Date: _____

Agency Field Instructor: _____

Date: _____

College Field Coordinator: _____

Date: _____

Signature for Final

Student: _____ Recommended letter grade: _____

Date: _____

Agency Field Instructor: _____ Recommended letter grade: _____
Signature certifies that student has completed the necessary 450 hours for field

Date: _____

College Field Coordinator: _____ Letter grade Awarded: _____

Date: _____

Defiance College Social Work Program

AGENCY FIELD INSTRUCTOR SENIOR FIELD EVALUATION

Student: _____ Initial Site Visitation Date: _____

Agency _____

Field Instructor _____

Mid-Term Date _____ Final Evaluation Date _____

Rating scale for evaluation of Field Placement performance

S E N I O R S		5	The student is exceeding expected competency in this area for generalist social work practice.
		4	The student is demonstrating expected competency in this area.
		3	The student is demonstrating beginning competency in this area
	J U N I O R S	2	The student is gaining experience and meeting expectations in this area
		1	The student has not as yet met the expectations in this area, but there is evidence that the student will meet the expectations in the near future.
		0	The student has not met the expectations in this area, and there is not much evidence that the student will meet the expectations in this area in the near future.
		N/A	Not applicable, as the student has not had the opportunity to demonstrate competence in this area

2.1.1 Competency: Student identifies as a professional social worker and conducts herself/himself accordingly

Evaluation

	Practice Behaviors:	Student Learning Agreement Activities to Meet Competency	Date Completed	Midterm	Final
1.1	Advocate for client access to the services of Social Work				
1.2	Practice personal reflection and self correction to assure continual professional development				
1.3	Attend to professional roles and boundaries				
1.4	Demonstrate professional demeanor in behavior, appearance and communication				
1.5	Engage in career long learning				
1.6	Use supervision and consultation				

Instructor Comments

Student Comments

S E N I O R S		5	The student is exceeding expected competency in this area for generalist social work practice.
		4	The student is demonstrating expected competency in this area.
		3	The student is demonstrating beginning competency in this area
	J U N I O R S	2	The student is gaining experience and meeting expectations in this area
		1	The student has not as yet met the expectations in this area, but there is evidence that the student will meet the expectations in the near future.
		0	The student has not met the expectations in this area, and there is not much evidence that the student will meet the expectations in this area in the near future.
		N/A	Not applicable, as the student has not had the opportunity to demonstrate competence in this area

2.1.2 Competency: Student applies social work ethical principles to guide professional practice

Evaluation

	Practice Behaviors:	Student Learning Agreement Activities to Meet Competency	Date Completed	Midterm	Final
2.1	Recognize and manage personal values in a way that allows for professional values to guide practice				
2.2	Make ethical decisions by applying standards of the NASW Code of Ethics				
2.3	Tolerate ambiguity in resolving ethical conflicts				
2.4	Apply strategies of ethical reasoning in decision making				

Instructor Comments

Student Comments

2.1.3 Competency: Student applies critical thinking to inform and communicate professional judgments

Evaluation

	Practice Behaviors:	Student Learning Agreement Activities to Meet Competency	Date Completed	Midterm	Final
3.1	Distinguish, appraise, and integrate multiple sources of knowledge, including research based knowledge and practice wisdom				
3.2	Analyze models of assessment, prevention, intervention, and evaluation				
3.3	Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, and communities				

Instructor Comments

Student Comments

S E N I O R S		5	The student is exceeding expected competency in this area for generalist social work practice.
		4	The student is demonstrating expected competency in this area.
		3	The student is demonstrating beginning competency in this area
	J U N I O R S	2	The student is gaining experience and meeting expectations in this area
		1	The student has not as yet met the expectations in this area, but there is evidence that the student will meet the expectations in the near future.
		0	The student has not met the expectations in this area, and there is not much evidence that the student will meet the expectations in this area in the near future.
		N/A	Not applicable, as the student has not had the opportunity to demonstrate competence in this area

2.1.4 Competency: Student engages in diversity and difference in practice

Evaluation

	Practice Behaviors:	Student Learning Agreement Activities to Meet Competency	Date Completed	Midterm	Final
4.1	Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power				
4.2	Gain sufficient self awareness to eliminate the influence of personal biases and values in working with diverse groups				
4.3	Recognize and communicate understanding of the importance of difference in shaping life experiences				
4.4	View self as a learner and engage those with whom one works as informants				

Instructor Comments

Student Comments

2.1.5 Advance human rights and social and economic justice

Evaluation

	Practice Behaviors:	Student Learning Agreement Activities to Meet Competency	Date Completed	Midterm	Final
5.1	Understand (identify and articulate) the forms and mechanisms of oppression and discrimination				

Instructor Comments

Student Comments

S E N I O R S		5	The student is exceeding expected competency in this area for generalist social work practice.
		4	The student is demonstrating expected competency in this area.
		3	The student is demonstrating beginning competency in this area
	J U N I O R S	2	The student is gaining experience and meeting expectations in this area
		1	The student has not as yet met the expectations in this area, but there is evidence that the student will meet the expectations in the near future.
		0	The student has not met the expectations in this area, and there is not much evidence that the student will meet the expectations in this area in the near future.
		N/A	Not applicable, as the student has not had the opportunity to demonstrate competence in this area

2.1.6 Competency: Student engages in research informed practice and practice informed research

Evaluation

	Practice Behaviors:	Student Learning Agreement Activities to Meet Competency	Date Completed	Midterm	Final
6.2	Demonstrate ability to use research evidence to inform practice				

Instructor Comments

Student Comments

2.1.7 Competency: Student applies knowledge of human behavior and the social environment

Evaluation

	Practice Behaviors:	Student Learning Agreement Activities to Meet Competency	Date Completed	Midterm	Final
7.1	Use conceptual frameworks to guide the process of assessment, intervention, and evaluation across the life course				
7.2	Critique and apply knowledge to understand person and environment				

Instructor Comments

Student Comments

S E N I O R S		5	The student is exceeding expected competency in this area for generalist social work practice.
		4	The student is demonstrating expected competency in this area.
		3	The student is demonstrating beginning competency in this area
	J U N I O R S	2	The student is gaining experience and meeting expectations in this area
		1	The student has not as yet met the expectations in this area, but there is evidence that the student will meet the expectations in the near future.
		0	The student has not met the expectations in this area, and there is not much evidence that the student will meet the expectations in this area in the near future.
		N/A	Not applicable, as the student has not had the opportunity to demonstrate competence in this area

2.1.10 Competency: Student engages with, assesses, intervenes with, and evaluates; individuals, families, groups, organizations and communities **Evaluation**

	Practice Behaviors:	Student Learning Agreement Activities to Meet Competency	Date Completed	Midterm	Final
10.1	Substantively and effectively prepare to work with individuals, families, groups, organizations, and communities				
10.2	Demonstrate the use of empathy and other interpersonal skills				
10.3	Develops a mutually agreed upon focus of work and desired outcomes				
10.4	Collect, organize and interpret client data				
10.5	Assess client strengths and limitations				
10.6	Develop mutually agreed upon intervention goals and objectives				
10.7	Select appropriate intervention strategies				
10.8	Initiate actions to achieve organizational goals				
10.9	Implement prevention interventions that enhance client capacities				
10.10	Help clients resolve problems				
10.11	Negotiate, mediate, and advocate for clients				
10.12	Facilitate transitions and endings				
10.13	Critically analyze, monitor, and evaluate interventions				

Instructor Comments

Student Comments

S E N I O R S		5	The student is exceeding expected competency in this area for generalist social work practice.
		4	The student is demonstrating expected competency in this area.
		3	The student is demonstrating beginning competency in this area
	J U N I O R S	2	The student is gaining experience and meeting expectations in this area
		1	The student has not as yet met the expectations in this area, but there is evidence that the student will meet the expectations in the near future.
		0	The student has not met the expectations in this area, and there is not much evidence that the student will meet the expectations in this area in the near future.
		N/A	Not applicable, as the student has not had the opportunity to demonstrate competence in this area

Personal Growth Competency:

Practice Behaviors:	Student Learning Agreement Activities to Meet Competency	Date Completed	Midterm	Final

Instructor Comments

Student Comments

Please identify two areas of student strengths and two areas in need of further development.

MIDTERM:

Strengths:

1. _____

2. _____

Development:

1. _____

2. _____

FINAL:

Strengths:

1. _____

2. _____

Development:

1. _____

2. _____

Signature for Student Learning Agreement

Student: _____

Date: _____

Agency Field Instructor: _____

Date: _____

College Field Coordinator: _____

Date: _____

Signature for Midterm

Student: _____

Date: _____

Agency Field Instructor: _____

Date: _____

College Field Coordinator: _____

Date: _____

Signature for Final

Student: _____ Recommended letter grade: _____

Date: _____

Agency Field Instructor: _____ Recommended letter grade: _____
Signature certifies that student has completed the necessary 450 hours for field

Date: _____

College Field Coordinator: _____ Letter grade Awarded: _____

Date: _____

**Defiance College Social Work Program
STUDENT APPRAISAL OF FIELD INSTRUCTORS**

Student's Name _____

Agency's Name: _____ Location: _____

Agency Field Instructor's Name _____

Circle if Junior or Senior Placement

INDICATE YOUR AGREEMENT OR DISAGREEMENT WITH THE FOLLOWING STATEMENTS BY PLACING THE NUMBER THAT BEST DESCRIBES YOUR POSITION AFTER THE STATEMENT. PLEASE USE THE FOLLOWING SCALE:

- | | |
|-------------------|----------------------|
| 1. Strongly agree | 3. Disagree |
| 2. Agree | 4. Strongly disagree |

1. I had confidence in the ability of my field instructor as a social worker. _____
2. My instructor assisted with the creation of my learning activities towards skill competencies. _____
3. I received adequate time in supervision with my agency field instructor to accomplish field objectives. _____
4. I received clear expectations and instructions. _____
5. I received constructive feedback regarding field performance. _____
6. My instructor was approachable to address questions or concerns arising from practice situations. _____
7. My instructor shared his/her professional experience in a manner which was of value to my development as a social worker. _____
8. My instructor was interested in my growth and development as a social worker. _____
9. My instructor consulted me when making decisions that affected my practicum. _____
10. My agency field instructor demonstrated respect to social work values and adherence to the NASW Code of Ethics. _____

This form is to be shared with the Agency Field Instructor as well as with the College Field Coordinator.

Agency Field Instructor Signature

Date

**Defiance College Social Work Program
STUDENT'S EVALUATION OF FIELD PLACEMENT**

Student's Name: _____

Agency: _____ Location: _____

Agency Field Instructor: _____

Circle if Junior or Senior Placement:

INDICATE YOUR AGREEMENT OR DISAGREEMENT WITH THE FOLLOWING STATEMENTS BY PLACING THE NUMBER THAT BEST DESCRIBES YOUR POSITION AFTER THE STATEMENT. PLEASE USE THE FOLLOWING SCALE:

- | | |
|-------------------|----------------------|
| 1. Strongly agree | 3. Disagree |
| 2. Agree | 4. Strongly disagree |

AGENCY FIELD PLACEMENT SITE

- 1. Provided a supportive environment for learning. _____
- 2. Provided opportunity to fulfill student learning activities towards core skill competencies. _____
- 3. Clearly defined expectations and assigned tasks. _____
- 4. Responded to questions/concerns in a timely manner. _____
- 5. Provided appropriate level of direct client contact. _____
- 6. Promoted social work values and adherence to the NASW Code of Ethics. _____

DC SOCIAL WORK FIELD COORDINATION

- 1. College field coordinator was available when needed. _____
- 2. Field coordinator responded to questions and/or concerns in a timely manner. _____
- 3. Coordinator was helpful in designing a professional learning experience. _____
- 4. Onsite visits or interactive technological sessions between student, agency field instructor, and college field coordinator adequately addressed field expectations, periodic progress, and questions/concerns. _____

Please answer the following questions:

Briefly describe your responsibilities at your field placement.

What were the strengths of your field placement?

What were the weaknesses of your field placement?

What have you learned from this field experience towards your growth and development within the social work profession?

Other comments?

Signature: _____ Date: _____

Defiance College Social Work Program
FIELD AGENCY EVALUATION OF PROGRAM AND FIELD COORDINATION

Agency's Name: _____ Location: _____

Agency Field Instructor's Name: _____

Circle if Junior or Senior Placement

INDICATE YOUR AGREEMENT OR DISAGREEMENT WITH THE FOLLOWING STATEMENTS BY PLACING THE NUMBER THAT BEST DESCRIBES YOUR POSITION AFTER THE STATEMENT. PLEASE USE THE FOLLOWING SCALE:

- | | |
|-------------------|----------------------|
| 1. Strongly agree | 3. Disagree |
| 2. Agree | 4. Strongly disagree |

1. Field expectations, classroom assignments, and criteria for evaluation were clearly defined. _____
2. College field coordinator was available when needed and responded to questions and/or concerns in a timely manner. _____
3. Problems identified were addressed in an appropriate manner. _____
4. On site visitations or conferences by means of technology were beneficial in obtaining directions, support, and/or feedback towards meeting field objectives. _____
5. DC Social Work Program offered sufficient orientation and ongoing training opportunities regarding academic foundation, field expectations, criteria for evaluation, and/or current trends within the social work profession. _____
6. Program and field coordinator demonstrated respect for social work values and adherence to the NASW Code of Ethics. _____
7. In general I would rate the experience favorably. _____

Comments:

Reasons for Removal from Field Placement Form

Date: _____

Name of student _____

Name of Agency _____

Name of Supervisor _____

Date of removal _____

Please describe the specific behaviors that first lead you to be concerned.

Describe what was done to remedy these concerns.

Describe the reason for removal.

Student: _____

Agency Field Instructor _____

College Field Coordinator: _____

Date: _____

APPENDIX:

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SAFETY TIPS FOR SOCIAL WORKERS

RE M I N D E R S

I. RECOGNIZE WHEN YOU ARE IN DANGER

1. Pay attention, keep thoughts focused on the present
2. Do not deny the possibility of violence; see it coming
3. Learn de-escalation techniques
4. Have a plan, consult yourself
5. Trust your feelings and be ready to take action
6. Be flexible in thinking and in movement
7. Stay centered and balanced and breathe

II ON THE STREETS

1. Know what and who is around you; keep aware
2. Walk assertively and make eye contact
3. Do not look like a victim or target
4. Conceal your money and jewelry
5. Keep a safe distance from aggressors
6. Change directions if you think you're being followed
7. Carry change for a phone call
8. Carry a cell phone for emergencies

III. CAR SAFETY

1. Students should not transport clients in their private vehicles. Any injury incurred would be directed to the student's private insurer.
2. Keep your car in good order and the gas tank filled
3. Have your keys ready before you reach your car
4. If your car breaks down, stay in the car and wait for the police or tow truck. Put a CALL POLICE sign in the window
5. If available, use a cell phone to call for help.
6. Keep your doors locked and windows rolled up as much as possible
7. If you're being followed, drive to nearest police station or gas station; honk and turn on emergency flashers
8. Be especially careful in parking garages or lots;
 - a) Do not park near vans, you can be pulled in through sliding doors
 - b) Look under and in the back seat of your car, before entering
 - c) Look around before you exit your car

IV. FIELD PRACTICUM

1. Complete safety orientation at the field agency.
2. Know the agency's emergency and safety procedures.
3. Have all immunizations appropriate to the worksite.
4. When departing the agency on field business:
 - a) obtain accurate directions to the intended destination
 - b) leave the make, model and license number of your private vehicle, or other mode of transport
 - c) log the date and time of departure and anticipated return
 - d) indicate the name, address and phone number of the destination
5. Students should not be left alone in the building of any practicum setting.
6. Avoid being alone with clients known to be violent.
7. If available, carry a cell phone for emergencies

V. USING PUBLIC TRANSPORTATION

1. Try to sit near the driver
2. Look for alarm
3. If someone is following you when you get off walk to populated area, avoid walking directly home

IMMUNIZATIONS AND HEALTH CONCERNS

Students should update all immunizations prior to a field practicum. Defiance College, within the Medical form of the admissions process, mandates the second series of the MMR. Other immunizations to consider include, Hepatitis B, Meningitis, and Tetanus. Some field agencies may require or offer such immunizations prior to entering a practicum. The Defiance College Health Center encourages and offers immunizations for Meningitis, Hepatitis B, and Tetanus, as well as the immunizations being offered at the Defiance County Health Department. The student should be prepared to pay for any part of the cost not covered by his/her health insurance. Both facilities offer the immunizations at comparative costs, however the Defiance County Health Department offers the Hepatitis B series at a considerably reduced rate if the first of the three shots is taken prior to 19 years of age.

With the prevalence of tuberculosis increasing, some field agencies, particularly those within health settings, may offer and require TB testing prior to beginning a practicum. Defiance College requires for admission proof of the Tuberculin Test within one year. The student should be prepared to pay for any part of the cost not covered by his/her health insurance.

CRIMINAL BACKGROUND CHECKS

Field agencies may require students to submit to criminal background checks prior to an agreement to serve as a placement site. An agency may require background checks at the student's expense. Therefore, the student should be prepared to pay for the cost of any requested background checks.



COUNCIL ON SOCIAL WORK EDUCATION

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Educational Policy and Accreditation Standards

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

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

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

The Council on Social Work Education (CSWE) uses the Educational Policy and Accreditation Standards (EPAS) to accredit baccalaureate- and master's-level social work programs. EPAS supports academic excellence by establishing thresholds for professional competence. It permits programs to use traditional and emerging models of curriculum design by balancing requirements that promote comparability across programs with a level of flexibility that encourages programs to differentiate.

EPAS describe four features of an integrated curriculum design: (1) program mission and goals; (2) explicit curriculum; (3) implicit curriculum; and (4) assessment. The Educational Policy and Accreditation Standards are conceptually linked. Educational Policy describes each curriculum feature. Accreditation Standards (*in italics*) are derived from the Educational Policy and specify the requirements used to develop and maintain an accredited social work program at the baccalaureate (B) or master's (M) level.

1. Program Mission and Goals

Educational Policy 1.0—Program Mission and Goals

The mission and goals of each social work program address the profession's purpose, are grounded in core professional values (EP 1.1), and are informed by context (EP 1.2).

Educational Policy 1.1—Values

Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence,¹ human rights, and scientific inquiry are among the core values of social work. These values underpin the explicit and implicit curriculum and frame the profession's commitment to respect for all people and the quest for social and economic justice.

Educational Policy 1.2—Program Context

Context encompasses the mission of the institution in which the program is located and the needs and opportunities associated with the setting. Programs are further influenced by their historical, political, economic, social, cultural, demographic, and global contexts and by the ways they elect to engage these actors. Additional factors include new knowledge, technology, and ideas that may have a bearing on contemporary and future social work education and practice.

Accreditation Standard 1.0—Mission and Goals

The social work program's mission and goals reflect the profession's purpose and values and the program's context.

1.0.1 *The program submits its mission statement and describes how it is consistent with the profession's purpose and values and the program's context.*

1.0.2 *The program identifies its goals and demonstrates how they are derived from the program's mission.*

¹ These six value elements reflect the National Association of Social Workers *Code of Ethics*.

National Association of Social Workers (approved 1996, revised 1999). *Code of Ethics for Social Workers*. Washington, D.C.: NASW.

2. Explicit Curriculum

Educational Policy 2.0—The Social Work Curriculum and Professional Practice

The explicit curriculum constitutes the program's formal educational structure and includes the courses and the curriculum. Social work education is grounded in the liberal arts, which provide the intellectual basis for the professional curriculum and inform its design. The explicit curriculum achieves the program's competencies through an intentional design that includes the foundation offered at the baccalaureate and master's levels and the advanced curriculum offered at the master's level. The BSW curriculum prepares its graduates for generalist practice through mastery of the core competencies. The MSW curriculum prepares its graduates for advanced practice through mastery of the core competencies augmented by knowledge and practice behaviors specific to a concentration.

Educational Policy 2.1—Core Competencies

Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities. The ten core competencies are listed below [EP 2.1.1–EP 2.1.10(d)], followed by a description of characteristic knowledge, values, skills, and the resulting practice behaviors that may be used to operationalize the curriculum and assessment methods. Programs may add competencies consistent with their missions and goals.

Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.

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

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

Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice.

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

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

Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.

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

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

² National Association of Social Workers (approved 1996, revised 1999). *Code of Ethics for Social Workers*. Washington, DC: NASW.

³ International Federation of Social Workers and International Association of Schools of Social Work. (2004). *Ethics in Social Work, Statement of Principles*. Retrieved January 2, 2008 from <http://www.ifsw.org>

Educational Policy 2.1.4—Engage diversity and difference in practice.

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

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

Educational Policy 2.1.5—Advance human rights and social and economic justice.

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

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

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

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

- use practice experience to inform scientific inquiry and
- use research evidence to inform practice.

Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.

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

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

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

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

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

Educational Policy 2.1.9—Respond to contexts that shape practice.

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

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

Educational Policy 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

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

Educational Policy 2.1.10(a)—Engagement

Social workers

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

Educational Policy 2.1.10(b)—Assessment

Social workers

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

Educational Policy 2.1.10(c)—Intervention

Social workers

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

Educational Policy 2.1.10(d)—Evaluation

Social workers critically analyze, monitor, and evaluate interventions.

Educational Policy B2.2—Generalist Practice

Generalist practice is grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. BSW practice incorporates all of the core competencies.

Educational Policy M2.2—Advanced Practice

Advanced practitioners refine and advance the quality of social work practice and that of the larger social work profession. They synthesize and apply a broad range of interdisciplinary and multidisciplinary knowledge and skills. In areas of specialization, advanced practitioners assess, intervene, and evaluate to promote human and social well-being. To do so they suit each action to the circumstances at hand, using the discrimination learned through experience and self-improvement. Advanced practice incorporates all of the core competencies augmented by knowledge and practice behaviors specific to a concentration.

Educational Policy 2.3—Signature Pedagogy: Field Education

Signature pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner. Professionals have pedagogical norms with which they connect and integrate theory and practice.⁴ In social work, the signature pedagogy is field education. The intent of field education is to connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum-classroom and field-are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies.

Accreditation Standard B2.0—Curriculum

The 10 core competencies are used to design the professional curriculum. The program

B2.0.1 *Discusses how its mission and goals are consistent with generalist practice as defined in EP B2.2.*

B2.0.2 *Identifies its competencies consistent with EP 2.1 through 2.1.10(d).*

B2.0.3 *Provides an operational definition for each of its competencies used in its curriculum design and its assessment [EP 2.1 through 2.1.10(d)].*

B2.0.4 *Provides a rationale for its formal curriculum design demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field (EP 2.0).*

B2.0.5 *Describes and explains how its curriculum content (knowledge, values, and skills) implements the operational definition of each of its competencies.*

⁴Shulman, L. S. (2005, Summer). Signature pedagogies in the professions. *Daedalus*, 52-59.

Accreditation Standard M2.0—Curriculum

The 10 core competencies are used to design the foundation and advanced curriculum. The advanced curriculum builds on and applies the core competencies in an area(s) of concentration. The program

- M2.0.1** *Identifies its concentration(s) (EP M2.2).*
- M2.0.2** *Discusses how its mission and goals are consistent with advanced practice (EP M2.2).*
- M2.0.3** *Identifies its program competencies consistent with EP 2.1 through 2.1.10(d) and EP M2.2.*
- M2.0.4** *Provides an operational definition for each of the competencies used in its curriculum design and its assessment [EP 2.1 through 2.1.10(d); EP M2.2].*
- M2.0.5** *Provides a rationale for its formal curriculum design (foundation and advanced), demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field (EP 2.0).*
- M2.0.6** *Describes and explains how its curriculum content (relevant theories and conceptual frameworks, values, and skills) implements the operational definition of each of its competencies.*

Accreditation Standard 2.1—Field Education

The program discusses how its field education program

- 2.1.1** *Connects the theoretical and conceptual contribution of the classroom with the practice setting, fostering the implementation of evidence-informed practice.*
- B2.1.2** *Provides generalist practice opportunities for students to demonstrate the core competencies.*
- M2.1.2** *Provides advanced practice opportunities for students to demonstrate the program's competencies.*
- 2.1.3** *Provides a minimum of 400 hours of field education for baccalaureate programs and 900 hours for master's programs.*
- 2.1.4** *Admits only those students who have met the program's specified criteria for field education.*
- 2.1.5** *Specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; maintaining field liaison contacts with field education settings; and evaluating student learning and field setting effectiveness congruent with the program's competencies.*
- 2.1.6** *Specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program competencies. Field instructors for baccalaureate students hold a baccalaureate or master's degree in social work from a CSWE-accredited program. Field instructors for master's students hold a master's degree in social work from a CSWE-accredited program. For cases in which a field instructor does not hold a CSWE-accredited social work degree, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.*
- 2.1.7** *Provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.*
- 2.1.8** *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.*

3. Implicit Curriculum

Educational Policy 3.0—Implicit Curriculum: The Learning Environment

The implicit curriculum refers to the educational environment in which the explicit curriculum is presented. It is composed of the following elements: the program's commitment to diversity; admissions policies and procedures; advisement, retention, and termination policies; student participation in governance; faculty; administrative structure; and resources. The implicit curriculum is manifested through policies that are fair and transparent in substance and implementation, the qualifications of the faculty, and the adequacy of resources. The culture of human interchange; the spirit of inquiry; the support for difference and diversity; and the values and priorities in the educational environment, including the field setting, inform the student's learning and development. The implicit curriculum is as important as the explicit curriculum in shaping the professional character and competence of the program's graduates. Heightened awareness of the importance of the implicit curriculum promotes an educational culture that is congruent with the values of the profession.⁵

Educational Policy 3.1—Diversity

The program's commitment to diversity—including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation—is reflected in its learning environment (institutional setting; selection of field education settings and their clientele; composition of program advisory or field committees; educational and social resources; resource allocation; program leadership; speaker series, seminars, and special programs; support groups; research and other initiatives; and the demographic make-up of its faculty, staff, and student body).

Accreditation Standard 3.1—Diversity

- 3.1.1** *The program describes the specific and continuous efforts it makes to provide a learning environment in which respect for all persons and understanding of diversity and difference are practiced.*
- 3.1.2** *The program describes how its learning environment models affirmation and respect for diversity and difference.*
- 3.1.3** *The program discusses specific plans to improve the learning environment to affirm and support persons with diverse identities.*

⁵ Eisner, E. W. (2002). *The educational imagination: On the design and evaluation of school programs* (3rd ed.). New York: Macmillan.

Educational Policy 3.2—Student Development

Educational preparation and commitment to the profession are essential qualities in the admission and development of students for professional practice. To promote the social work education continuum, BSW graduates admitted to MSW programs are presented with an articulated pathway toward a concentration. Student participation in formulating and modifying policies affecting academic and student affairs are important for the student's professional development.

Accreditation Standard 3.2—Student Development: Admissions; Advisement, Retention, and Termination; and Student Participation

Admissions

B3.2.1 *The program identifies the criteria it uses for admission.*

M3.2.1 *The program identifies the criteria it uses for admission. The criteria for admission to the master's program must include an earned bachelor's degree from a college or university accredited by a recognized regional accrediting association.*

3.2.2 *The program describes the process and procedures for evaluating applications and notifying applicants of the decision and any contingent conditions associated with admission.*

M3.2.3 *BSW graduates entering MSW programs are not to repeat what has been mastered in their BSW programs. MSW programs describe the policies and procedures used for awarding advanced standing. These policies and procedures should be explicit and unambiguous. Advanced standing is awarded only to graduates holding degrees from baccalaureate social work programs accredited by CSWE, those recognized through its International Social Work Degree Recognition and Evaluation Service, or covered under a memorandum of understanding with international social work accreditors.*

3.2.4 *The program describes its policies and procedures concerning the transfer of credits.*

3.2.5 *The program submits its written policy indicating that it does not grant social work course credit for life experience or previous work experience. The program documents how it informs applicants and other constituents of this policy.*

Advisement, retention, and termination

3.2.6 *The program describes its academic and professional advising policies and procedures. Professional advising is provided by social work program faculty, staff, or both.*

3.2.7 *The program spells out how it informs students of its criteria for evaluating their academic and professional performance, including policies and procedures for grievance.*

3.2.8 *The program submits its policies and procedures for terminating a student's enrollment in the social work program for reasons of academic and professional performance.*

Student participation

3.2.9 *The program describes its policies and procedures specifying students' rights and responsibilities to participate in formulating and modifying policies affecting academic and student affairs.*

3.2.10 *The program demonstrates how it provides opportunities and encourages students to organize in their interests.*

3.4.5 *The program identifies the field education director.*

- 3.4.5(a)** *The program describes the field director's ability to provide leadership in the field education program through practice experience, field instruction experience, and administrative and other relevant academic and professional activities in social work.*
- 3.4.5(b)** *The program documents that the field education director has a master's degree in social work from a CSWE-accredited program and at least 2 years of post baccalaureate or postmaster's social work degree practice experience.*
- B3.4.5(c)** *The program describes the procedures for determining the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field at least 25% assigned time is required for baccalaureate programs. The program demonstrates this time is sufficient.*
- M3.4.5(c)** *The program describes the procedures for determining the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field at least 50% assigned time is required for master's programs. The program demonstrates this time is sufficient.*

Educational Policy 3.5—Resources

Adequate resources are fundamental to creating, maintaining, and improving an educational environment that supports the development of competent social work practitioners. Social work programs have the necessary resources to support learning and professionalization of students and program improvement.

Accreditation Standard 3.5—Resources

- 3.5.1** *The program describes the procedures for budget development and administration it uses to achieve its mission and goals. The program submits the budget form to demonstrate sufficient and stable financial supports that permit program planning and faculty development.*
- 3.5.2** *The program describes how it uses resources to continuously improve the program and address challenges in the program's context.*
- 3.5.3** *The program demonstrates sufficient support staff, other personnel, and technological resources to support itself.*
- 3.5.4** *The program submits the library form to demonstrate comprehensive library holdings and/or electronic access and other informational and educational resources necessary for achieving its mission and goals.*
- 3.5.5** *The program describes and demonstrates sufficient office and classroom space and/or computer-mediated access to achieve its mission and goals.*
- 3.5.6** *The program describes its access to assistive technology, including materials in alternative formats (e.g., Braille, large print, books on tape, assistive learning systems).*

Educational Policy 3.3—Faculty

Faculty qualifications, including experience related to the program's competencies, and an appropriate student-faculty ratio are essential for developing an educational environment that promotes, emulates, and teaches students the knowledge, values, and skills expected of professional social workers. Through their teaching, scholarship, and service—as well as their interactions with one another, administration, students, and community—the program's faculty models the behavior and values expected of professional social workers.

Accreditation Standard 3.3—Faculty

- 3.3.1** *The program identifies each full and part-time social work faculty member and discusses her/his qualifications, competence, expertise in social work education and practice, and years of service to the program. Faculty who teach social work practice courses have a master's degree in social work from a CSWE-accredited program and at least two years of social work practice experience.*
- 3.3.2** *The program discusses how faculty size is commensurate with the number and type of curricular offerings in class and field; class size; number of students; and the faculty's teaching, scholarly, and service responsibilities. To carry out the ongoing functions of the program, the full-time equivalent faculty-to-student ratio is usually 1:25 for baccalaureate programs and 1:12 for master's programs.*
- B3.3.3** *The baccalaureate social work program identifies no fewer than two full-time faculty assigned to the program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. The majority and no fewer than two of the full-time faculty has either a master's degree in social work from a CSWE-accredited program, with a doctoral degree preferred, or a baccalaureate degree in social work from a CSWE-accredited program and a doctoral degree preferably in social work.*
- M3.3.3** *The master's social work program identifies no fewer than six full-time faculty with master's degrees in social work from a CSWE-accredited program and whose principal assignment is to the master's program. The majority of the full-time master's social work program faculty has a master's degree in social work and a doctoral degree preferably in social work.*
- 3.3.4** *The program describes its faculty workload policy and discusses how the policy supports the achievement of institutional priorities and the program's mission and goals.*
- 3.3.5** *Faculty demonstrate ongoing professional development as teachers, scholars, and practitioners through dissemination of research and scholarship, exchanges with external constituencies such as practitioners and agencies, and through other professionally relevant creative activities that support the achievement of institutional priorities and the program's mission and goals.*
- 3.3.6** *The program describes how its faculty models the behavior and values of the profession in the program's educational environment.*

Educational Policy 3.4—Administrative Structure

Social work faculty and administrators, based on their education, knowledge, and skills, are best suited to make decisions regarding the delivery of social work education. They exercise autonomy in designing an administrative and leadership structure, developing curriculum, and formulating and implementing policies that support the education of competent social workers.

Accreditation Standard 3.4—Administrative Structure

- 3.4.1** *The program describes its administrative structure and shows how it provides the necessary autonomy to achieve the program's mission and goals.*
- 3.4.2** *The program describes how the social work faculty has responsibility for defining program curriculum consistent with the Educational Policy and Accreditation Standards and the institution's policies.*
- 3.4.3** *The program describes how the administration and faculty of the social work program participate in formulating and implementing policies related to the recruitment, hiring, retention, promotion, and tenure of program personnel.*
- 3.4.4** *The program identifies the social work program director. Institutions with accredited BSW and MSW programs appoint a separate director for each.*
 - B3.4.4(a)** *The program describes the BSW program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master's degree in social work from a CSWE-accredited program with a doctoral degree preferred or a baccalaureate degree in social work from a CSWE-accredited program and a doctoral degree, preferably in social work.*
 - B3.4.4(b)** *The program provides documentation that the director has a full-time appointment to the social work program.*
 - B3.4.4(c)** *The program describes the procedures for determining the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions of the program, a minimum of 25% assigned time is required at the baccalaureate level. The program demonstrates this time is sufficient.*
 - M3.4.4(a)** *The program describes the MSW program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master's degree in social work from a CSWE-accredited program. In addition, it is preferred that the MSW program director have a doctoral degree, preferably in social work.*
 - M3.4.4(b)** *The program provides documentation that the director has a full-time appointment to the social work program.*
 - M3.4.4(c)** *The program describes the procedures for determining the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions of the program, a minimum of 50% assigned time is required at the master's level. The program demonstrates this time is sufficient.*

4. Assessment

Educational Policy 4.0— Assessment

Assessment is an integral component of competency-based education. To evaluate the extent to which the competencies have been met, a system of assessment is central to this model of education. Data from assessment continuously inform and promote change in the explicit and implicit curriculum to enhance attainment of program competencies.

Accreditation Standard 4.0—Assessment

- 4.0.1** *The program presents its plan to assess the attainment of its competencies. The plan specifies procedures, multiple measures, and benchmarks to assess the attainment of each of the program's competencies (AS B2.0.3; AS M2.0.4).*
- 4.0.2** *The program provides evidence of ongoing data collection and analysis and discusses how it uses assessment data to affirm and/or make changes in the explicit and implicit curriculum to enhance student performance.*
- 4.0.3** *The program identifies any changes in the explicit and implicit curriculum based on the analysis of the assessment data.*
- 4.0.4** *The program describes how it makes its constituencies aware of its assessment outcomes.*
- 4.0.5** *The program appends the summary data for each measure used to assess the attainment of each competency for at least one academic year prior to the submission of the self-study.*

Code of Ethics of the National Association of Social Workers

Approved by the 1996 NASW Delegate Assembly and
revised by the 2008 NASW Delegate Assembly

Preamble

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

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

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

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

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

Purpose of the NASW Code of Ethics

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

The NASW Code of Ethics serves six purposes:

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

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

Further, the *NASW Code of Ethics* does not specify which values, principles, and standards are most important and ought to outweigh others in instances when they conflict. Reasonable differences of opinion can and do exist among social workers with respect to the ways in which values, ethical principles, and ethical standards should be rank ordered when they conflict. Ethical decision making in a given situation must apply the informed judgment of the individual social worker and should also consider how the issues would be judged in a peer review process where the ethical standards of the profession would be applied. Ethical decision making is a process. There are many instances in social work where simple answers are not available to resolve complex ethical issues. Social workers should take into consideration all the values, principles, and standards in this *Code* that are relevant to any situation in which ethical judgment is warranted. Social workers' decisions and actions should be consistent with the spirit as well as the letter of this *Code*.

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

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

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

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

Ethical Principles

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

Value: *Service*

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

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

Value: *Social Justice*

Ethical Principle: *Social workers challenge social injustice.*

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

Value: *Dignity and Worth of the Person*

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

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

Value: *Importance of Human Relationships*

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

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

Value: *Integrity*

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

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

Value: *Competence*

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

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

Ethical Standards

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

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

1. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO CLIENTS

1.01 Commitment to Clients

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

1.02 Self-Determination

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

1.03 Informed Consent

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

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

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

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

(e) Social workers who provide services via electronic media (such as computer, telephone, radio, and television) should inform recipients of the limitations and risks associated with such services.

(f) Social workers should obtain clients' informed consent before audiotaping or videotaping clients or permitting observation of services to clients by a third party.

1.04 Competence

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

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

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

1.05 Cultural Competence and Social Diversity

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

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

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

1.06 Conflicts of Interest

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

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

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

(d) When social workers provide services to two or more people who have a relationship with each other (for example, couples, family members), social workers should clarify with all parties which individuals will be considered clients and the nature of social workers' professional obligations to the various individuals who are receiving services. Social workers who anticipate a conflict of interest among the individuals receiving services or who anticipate having to perform in potentially conflicting roles (for example, when a social worker is asked to testify in a child custody dispute or divorce proceedings involving clients) should clarify their role with the parties involved and take appropriate action to minimize any conflict of interest.

1.07 Privacy and Confidentiality

(a) Social workers should respect clients' right to privacy. Social workers should not solicit private information from clients unless it is essential to providing services or conducting social work evaluation or research. Once private information is shared, standards of confidentiality apply.

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

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

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

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

(f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual's right to confidentiality and obligation to preserve the confidentiality of information shared by others. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements

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

1.08 Access to Records

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

1.09 Sexual Relationships

(a) Social workers should under no circumstances engage in sexual activities or sexual contact with current clients, whether such contact is consensual or forced.

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

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

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

1.10 Physical Contact

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

1.11 Sexual Harassment

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

1.12 Derogatory Language

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

1.13 Payment for Services

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

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

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

1.14 Clients Who Lack Decision-Making Capacity

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

1.15 Interruption of Services

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

1.16 Termination of Services

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

2. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO COLLEAGUES

2.01 Respect

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

2.02 Confidentiality

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

2.03 Interdisciplinary Collaboration

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

2.04 Disputes Involving Colleagues

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

2.05 Consultation

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

2.06 Referral for Services

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

2.07 Sexual Relationships

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

2.08 Sexual Harassment

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

2.09 Impairment of Colleagues

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

2.10 Incompetence of Colleagues

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

2.11 Unethical Conduct of Colleagues

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

3. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES IN PRACTICE SETTINGS

3.01 Supervision and Consultation

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

3.02 Education and Training

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

3.03 Performance Evaluation

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

3.04 Client Records

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

3.05 Billing

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

3.06 Client Transfer

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

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

3.07 Administration

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

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

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

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

3.08 Continuing Education and Staff Development

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

3.09 Commitments to Employers

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

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

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

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

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

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

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

3.10 Labor-Management Disputes

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

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

4. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES AS PROFESSIONALS

4.01 Competence

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

4.02 Discrimination

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

4.03 Private Conduct

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

4.04 Dishonesty, Fraud, and Deception

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

4.05 Impairment

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

4.06 Misrepresentation

- (a) Social workers should make clear distinctions between statements made and actions engaged in as a private individual and as a representative of the social work profession, a professional social work organization, or the social worker's employing agency.
- (b) Social workers who speak on behalf of professional social work organizations should accurately represent the official and authorized positions of the organizations.
- (c) Social workers should ensure that their representations to clients, agencies, and the public of professional qualifications, credentials, education, competence, affiliations, services provided, or results to be achieved are accurate. Social workers should claim only those relevant professional credentials they actually possess and take steps to correct any inaccuracies or misrepresentations of their credentials by others.

4.07 Solicitations

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

4.08 Acknowledging Credit

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

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

5.01 Integrity of the Profession

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

5.02 Evaluation and Research

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

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

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

6. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO THE BROADER SOCIETY

6.01 Social Welfare

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

6.02 Public Participation

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

6.03 Public Emergencies

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

6.04 Social and Political Action

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

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

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

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

**OHIO COUNSELOR, SOCIAL WORKER
& MARRIAGE AND FAMILY
THERAPIST BOARD
LAWS
&
RULES
As of September 1, 2010**

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4757.01. 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 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.

HISTORY: 140 v H 205 (Eff 10-10-84); 142 v S 155 (Eff 6-24-88); 146 v S 223 (Eff 3-18-97); 149 v H 374. Eff 4-7-2003; 2008 HB427 04-07-2009

4757.02. Unauthorized practice as counselor, social worker, or marriage and family therapist.

(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 professional clinical counselor or 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 "professional clinical counselor," "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: professional clinical counselors, professional counselors, independent social workers, social workers, and social work assistants.

HISTORY: 140 v H 205 (Eff 10-10-84); 146 v S 223 (Eff 3-18-97); 149 v H 374. Eff 4-7-2004.

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

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. Four of the members shall be individuals licensed under this chapter as professional clinical counselors or professional counselors. At all times, the counselor membership shall include at least two licensed professional clinical counselors, 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, and at least two individuals who have received at least a master's degree in counseling from an accredited educational institution recognized by the board. Two of the members shall be individuals licensed under this chapter as independent marriage and family therapists and two shall be individuals licensed under this chapter as marriage and family therapists or, if the board has not yet licensed independent marriage and family therapists or marriage and family therapists, eligible for licensure as independent marriage and family therapists or marriage and family therapists. They shall have, during the five years preceding appointment, actively engaged in the practice of marriage and family therapy, in educating and training master's, doctoral, or postdoctoral students of marriage and family therapy, or in marriage and family therapy research and, during the two years immediately preceding appointment, shall have devoted the majority of their professional time to the activity while residing in this state.

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. 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.

Not more than eight members of the board may be members of the same political party or sex. At least one member of the board shall be of African, Native American, Hispanic, or Asian descent. Of the initial appointees, three shall be appointed for terms ending October 10, 1985, four shall be appointed for terms ending October 10, 1986, and four shall be appointed for terms ending October 10, 1987. Of the two initial independent marriage and family therapists appointed to the board, one shall be appointed for a term ending two years after the effective date of this amendment and one for a term ending three years after that date. Of the two initial marriage and family therapists appointed to the board, one shall be appointed for a term ending two years after the effective date of this amendment and one for a term ending three years after that date. After the initial appointments, 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. 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 or until a period of sixty days has elapsed, whichever occurs first. 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.

HISTORY: 140 v H 205 (Eff 10-10-84); 143 v H 623 (Eff 7-24-90); 146 v S 223 (Eff 3-18-97); 149 v H 374. Eff 4-7-2003.

4757.07. Discrimination prohibited.

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.

HISTORY: 146 v S 223 (Eff 3-18-97); 148 v H 264 (Eff 3-17-2000); 149 v H 374. Eff 4-7-2003.

4757.12. Professional disclosure statement to be provided and displayed.

(A) A person who is licensed or registered under this chapter, and a person or agency that employs a person licensed or registered under this chapter, may charge a client or receive remuneration for professional counseling, social work, or marriage and family therapy services only if one of the following applies:

(1) Prior to the performance of services, the client is furnished a copy of a professional disclosure statement containing the information described in division (B) of this section;

(2) A professional disclosure statement containing the information described in division (B) of this section is displayed in a conspicuous location at the place where the services are performed and a copy of the statement is provided to the client upon request.

(B) The professional disclosure statement required by division (A) of this section shall contain the following:

(1) The name, title, business address, and business telephone number of the professional clinical counselor, professional counselor, social work assistant, social worker, independent social worker, independent marriage and family therapist, or marriage and family therapist performing the services;

(2) The formal professional education of the person performing the services, including the institutions the person attended, the dates attended, and the degrees received from them;

(3) The areas of competence in the field in which the person is licensed or registered and the services the person provides;

(4) In the case of a person who is engaged in a private individual practice, partnership, or group practice, the person's fee schedule, listed by type of service or hourly rate;

(5) At the bottom of the first page of the disclosure statement, the words, "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." and, immediately beneath those words, the name, address, and telephone number of the board.

HISTORY: 140 v H 205 (Eff 10-10-84); 146 v S 223 (Eff 3-18-97); 149 v H 374. Eff 4-7-2003.

4757.26. Authorized 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, 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, 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, professional clinical counselor, 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.

HISTORY: 146 v S 223. Eff 3-18-97. 2008 HB427 04-07-2009

4757.27. Independent social worker license.

(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 from an accredited educational institution a master's degree or a doctorate in social work.
- (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.

HISTORY: 146 v S 223 (Eff 3-18-97); 149 v H 374. Eff 4-7-2003.

4757.28. Social worker license.

(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 or, prior to October 10, 1992, a baccalaureate degree in a program closely related to social work and approved by the committee;
 - (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 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. However, the committee may issue a temporary license to an applicant who provides the board with a statement from the applicant's academic institution indicating that the applicant is in good standing with the institution, that the applicant has met the academic requirements for the applicant's degree, and the date the applicant will receive the applicant's degree.

(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.

HISTORY: RC § 4757.09, 140 v H 205 (Eff 10-10-84); RC § 4757.28, 146 v S 223 (Eff 3-18-97); 149 v H 374. Eff 4-7-2003.

4757.29. Certificate of registration as social work assistant.

(A) 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.

(B) On and after March 18, 1997, a counselor assistant certificate of registration issued under former section 4757.08 of the Revised Code shall be considered a certificate of registration as a social work assistant. The holder of the certificate is subject to the supervision requirements specified in section 4757.26 of the Revised Code, the continuing education requirements specified in section 4757.33 of the Revised Code, and regulation by the social workers professional standards committee. On the first renewal occurring after March 18, 1997, the committee shall issue a certificate of registration as a social work assistant to each former counselor assistant who qualifies for renewal.

(C) The social workers professional standards committee shall issue a certificate of registration as a social work assistant to any person who, on or before March 18, 1998, meets the requirements for a certificate of registration as a counselor assistant pursuant to division (A)(3) of former section 4757.08 of the Revised Code, submits a properly completed application, pays the fee established under section 4757.31 of the Revised Code, and is of good moral character.

HISTORY: 146 v S 223 (Eff 3-18-97); 149 v H 374. Eff 4-7-2003.

**OHIO COUNSELOR, SOCIAL WORKER & MARRIAGE AND FAMILY THERAPIST BOARD
LAWS AND RULES as of September 1, 2010**

4757-3-02 Abbreviations and titles.

(A) Counselors, social workers, and marriage and family therapists licensed or registered by the board shall use the following abbreviations to designate their titles as defined in paragraphs (Q)(1) to (Q)(7), (S), (T) and (AA) of rule 4757-3-01 of the Administrative Code:

- (1) "L.P.C.C." or "P.C.C." means a "Professional Clinical Counselor";
- (2) "L.P.C.C.-S." or "P.C.C.-S" means a "Supervising Professional Clinical Counselor";
- (3) "L.I.S.W." or "I.S.W." means an "Independent Social Worker";
- (4) "L.I.S.W.-S." means a "Supervising Independent Social Worker";
- (5) "L.P.C." or "P.C." means a "Professional Counselor";
- (6) "L.P.C.-S." or "P.C.-S." means a "Supervising Professional Counselor";
- (7) "L.S.W." or "S.W." means a "Social Worker";
- (8) "S.W.A." means a "Registered Social Work Assistant";
- (9) "R.C.T." means a "Registered Counselor Trainee";
- (10) "C.R." means a "Registered Clinical Resident";
- (11) "I.M.F.T." means an "Independent Marriage and Family Therapist";
- (12) "M.F.T." means "Marriage and Family Therapist";
- (13) "S.W.T." means a registered "Social Worker Trainee".
- (14) "P.C.-PROV" or "L.P.C.-PROV" means a "Professional Counselor" with a provisional license.
- (15) "L.S.W.-TEMP" or "S.W.-TEMP" means a "Social Worker" with a temporary license.
- (16) "M.F.T.-TEMP" means a "Marriage and Family Therapist" with a temporary license.

(B) Licensees shall indicate after their name on official documents the appropriate abbreviations of the current active license, or licenses, issued to them by this board.

(C) No person licensed by this board shall use after their name the title of abbreviation for any license, certification, or registration that they do not hold at the time of the use of said title or abbreviation.

(D) A person whose license has been suspended or revoked by the board or its professional standards committee shall not use with their name the abbreviation or title of that license while it is under suspension or revocation, nor shall any person whose license has expired use its abbreviation or title.

(E) The use of any abbreviation or title contained in this rule by persons unlicensed by this board shall be considered a violation of divisions (A) to (C) of section 4757.02 of the Revised Code.

HISTORY: Eff 12-19-85; 7-3-97; 9-20-02; 4-10-04; 11-4-06; 11-7-07; 3-4-10

Rule promulgated under: RC 119.03

Rule authorized by: RC 4757.10

Rule amplifies: RC 4757.02

RC 119.032 review dates: 9/20/2014

4757-5-01 Standards of ethical practice and professional conduct.

(A) The code of ethical practice and professional conduct constitutes the standards by which the professional conduct of counselors, social workers, and marriage and family therapists shall be measured. Each subject area is in a separate rule within Chapter 4757-5 of the Administrative Code.

(B) The rules of standards of ethical practice and conduct shall apply to the conduct of all counselor, social worker, and marriage and family therapist licensees and registrants.

(C) A violation of these rules of standards of ethical practice and professional conduct constitutes unprofessional conduct and is sufficient reason for a reprimand, suspension, revocation, other disciplinary action, or for restrictions placed upon a license or for the denial of the initial license or renewal, or reinstatement of a license.

(D) The board subscribes to codes of ethics and practice standards for counselors, social workers, and marriage and family therapists promulgated by the "American Counseling Association" and the "National Association of Social Workers" and the "American Association for Marriage and Family Therapy". These association standards shall be used as aids in resolving ambiguities which may arise in the interpretation of the rules of professional ethics and conduct, except that the board's rules of standards of ethical practice and professional conduct shall prevail whenever any conflict exists between these rules and the professional association standards.

HISTORY: Eff 9-19-85 (Emer.); 12-19-85; 5-22-86; 6-11-95 (Emer.); 7-3-97; 8-2-01; 9-20-02; 4-10-04; 1-1-06; 11-8-07; 10/18/09

Rule promulgated under: RC 119.03

Rule authorized by: RC 4757.11

Rule amplifies: RC 4757.11

RC 119.032 review dates: 9/20/12

4757-5-02 Standards of ethical practice and professional conduct: clients/consumers of services.

(A) Responsibility to clients/consumers of services as to competency:

(1) Licensees and registrants shall be able to present reliable and substantial evidence of competency in the areas in which they practice. Licensees and registrants shall not misrepresent directly, indirectly or by implication their professional qualifications such as education, specialized training, experience, or area(s) of competence. Licensees or registrants shall not use a doctorate designation in their professional capacity unless it is related to the field of mental health and is from a recognized accredited educational institution.

(2) Licensees and registrants shall practice only within the competency areas for which they are qualified by education and training. Licensees and registrants shall maintain appropriate standards of care based on their individual professional license. Standards of care shall be defined as what an ordinary, reasonable professional with similar training would have done in a similar circumstance.

(3) While developing new skills in specialty areas, a counselor, social worker, or marriage and family therapist shall take steps to ensure the competence of their work and to protect the clients from possible harm. A counselor, social worker, or marriage and family therapist shall develop skills in specialty areas only after appropriate education, training, and while receiving approved supervision.

(4) Licensees and registrants do not diagnose, treat, or advise on problems outside the recognized boundaries of their competencies. Licensees and registrants shall make appropriate referrals when the client's needs exceed the counselor's, social worker's, or marriage and family therapist's competence level or scope of practice. The referrals shall be made in a timely manner.

(5) All counselors, social workers and marriage and family therapists shall use techniques/ procedures/ modalities in diagnosing and treating mental and emotional disorders that are grounded in theory and/or have an empirical or scientific foundation, otherwise, they shall define the techniques/ procedures as "unproven" or "developing" and explain to their clients the potential risks and ethical considerations of using such techniques/procedures and take steps to protect clients from possible harm. Individuals licensed at the level of professional counselor, social worker and marriage and family therapist shall diagnose and treat mental and emotional disorders only under proper supervision.

(B) Responsibility to clients/consumers of services as to informed consent:

(1) Counselors, social workers, or marriage and family therapists shall inform clients/consumers of services the extent and nature of services available to them, as well as the limits, rights, opportunities and obligations associated with the services to be provided which might effect the clients/consumers of services decisions to enter into or continue the relationship.

(2) Licensees and registrants shall provide services to clients only in the context of a professional relationship based on valid informed consent. Licensees and registrants shall use clear and understandable language to inform clients of the purposes of services, limit to the services due to legal requirements, relevant costs, reasonable alternatives, the clients' rights to refuse or withdraw consent, and the timeframe covered by the consent.

(3) In instances when clients are unable to read or understand the consent document or have trouble understanding the primary language contained in the informed consent document, licensees shall take steps to ensure the client's comprehension including providing a detailed verbal explanation or arranging for a qualified interpreter or translator as needed. If a client because of age or mental condition is not competent to provide informed consent the licensee shall obtain consent from the parent, guardian, or court appointed representative. Best professional practice dictates that a counselor, social worker, or marriage and family therapist shall adhere to the court documents. If a counselor, social worker, or marriage and family therapist does not understand the court document, they shall contact the court for clarification before proceeding with treatment.

(4) In situations when clients are receiving services involuntarily, counselors, social workers, and marriage and family therapists shall provide information about the nature and extent of the services and about the client's right to refuse services and the consequences of that refusal.

(5) Counselors, social workers, and marriage and family therapists who provide services via electronic means shall inform the clients and recipients of the limitations and risks associated with such services.

(6) When a counselor, social worker, or marriage and family therapist provides services to two or more clients who have a relationship with each other and who are aware of each other's participation in treatment (for example couples, family members), a counselor, social worker, or marriage and family therapist shall clarify with all parties the nature of the licensee's professional obligations to the various clients receiving services, including limits of confidentiality. A counselor, social worker, or marriage and family therapist who anticipates a conflict of interest among the clients receiving services or anticipates having to perform in potentially conflicting roles (for example a licensee who is asked or ordered to testify in a child custody dispute or divorce proceeding involving clients) shall clarify their role with the parties involved and take appropriate action to minimize any conflict of interest.

(7) When a counselor, social worker, or marriage and family therapist sees clients for individual or group treatment, there may be reason for a third party to join the session for a limited purpose. The licensee shall ask the client or legal guardian to provide written authorization that describes the purpose and need for the third party to join the session and describes the circumstances and extent to which confidential information may be disclosed to the third party. The counselor, social worker, or marriage and family therapist shall make it clear that the third party is not a client and there is no confidentiality between the licensee and the third party. The counselor, social worker, and marriage and family therapist shall make it clear to the third party that he/she shall not have rights to access any part of the client's file including any session in which they participated unless the client signs a release. A counselor, social worker, or marriage or family therapist shall not make recommendations to courts, attorneys or other professional concerning non-clients.

(8) When a court or other judicial body orders an evaluation, assessment or other official report, the licensee shall inform the client of the parameters of the court order. The counselor, social worker, or marriage and family therapist shall not go beyond the parameters of the court order without obtaining written permission from the court or other judicial body.

(9) A counselor, social worker, or marriage and family therapist shall only make recommendations to a court, attorney or other professional concerning a client.

(10) Counselors, social workers, or marriage and family therapists shall communicate information in ways that are both developmentally and culturally appropriate. Counselors, social workers, or marriage and family therapists shall use clear and understandable language when discussing issues related to informed consent. When clients have difficulty understanding the language used by counselors, social workers, or marriage and family therapists, they shall provide necessary services (e.g., arranging for a qualified interpreter or translator) to ensure comprehension by clients. In collaboration with clients, counselors, social workers, or marriage and family therapists shall consider cultural implications of informed consent procedures and, where possible, counselors, social workers, or marriage and family therapists shall adjust their practices accordingly.

(C) Responsibility to clients/consumers of services as to delegation: Counselors, social workers, or marriage and family therapists shall delegate professional responsibilities to another person only when the licensee delegating the responsibilities knows that the task is within the person's scope of practice and the person qualifies by training, experience and/or licensure to perform them.

(D) Responsibility to clients/consumers of services as to confidentiality:

(1) Counselors, social workers, and marriage and family therapists shall have a primary obligation to protect the client's right to confidentiality as established by law and the professional standards of practice. Confidential information shall only be revealed to others when the clients or other persons legally authorized to give consent on behalf of the clients, have given their informed consent, except in those circumstances in which failure to do so would violate other laws or result in clear and present danger to the client or others. Unless specifically contraindicated by such situations, clients shall be informed and written consent shall be obtained before the confidential information is revealed.

(2) Counselors, social workers, and marriage and family therapists shall discuss with clients and the client's legally authorized representatives, the nature of confidentiality and the limitation of the client's right to confidentiality. Licensees shall review with clients circumstances where confidential information may be requested and where disclosure of confidential information is legally required. This discussion shall occur as soon as possible in the professional relationship and as needed throughout the course of the relationship.

(3) When counselors, social workers, and marriage and family therapists provide counseling services to families, couples, or groups, licensee's shall seek agreement among the parties involved concerning each individual's right to confidentiality and obligations to preserve the confidentiality of information shared by others. Licensees shall inform participants in family, group, or couples counseling that the licensee cannot guarantee that all participants shall honor such agreements.

(4) Counselors, social workers, and marriage and family therapists shall take reasonable and appropriate steps to protect the confidentiality of information transmitted to other parties when using computers, electronic mail, facsimile machines, telephones and telephone answering machines, and other electronic or computer technology.

(E) Responsibility to clients/consumers of services as to termination:

(1) Counselors, social workers, and marriage and family therapists shall terminate services only after giving careful consideration to factors affecting the relationship and making effort to minimize possible adverse effects. If an interruption or termination of services is anticipated, reasonable notification and appropriate referral for continued services shall be provided to the client/consumer of services.

(2) Counselors, social workers, and marriage and family therapists employed by an agency or practice, may not solicit or refer a current client of the agency or practice, to the licensee's private practice. Licensees and registrants when leaving the employment of an agency or practice may offer referrals to the client. The referral shall include multiple options for the client to choose from, and the agency where the client is currently being seen shall be included as an option, the licensee's private practice may be one of the multiple options.

(3) In the event that a licensee or registrant is terminated for cause from a position as a volunteer or paid licensee, it is not the responsibility of the licensee or registrant to provide continuation of services or appropriate referrals. Licensees who are terminated for cause shall not contact their ex-clients.

(F) Responsibility to clients/consumers of services as to sexual harassment: Counselors, social workers, and marriage and family therapists shall not sexually harass clients/consumers of services family members of clients, ex-clients or other persons encountered in professional settings. Licensees shall not sexually harass supervisees, students, or colleagues. Sexual harassment includes sexual advances, sexual solicitation, requests for sexual favors, and other verbal, non-verbal or physical conduct of a sexual nature. A client of the agency is considered a client of each counselor, social worker, or marriage and family therapist employed or contracted by the agency for purposes of ethics under the sexual harassment section of this chapter. The duty of the licensee is based on that particular licensee's knowledge of a client's identity prior to starting a relationship.

(G) Responsibility to clients/consumers of services as to discrimination: Counselors, social workers, and marriage and family therapists shall not practice, condone, facilitate or collaborate with any form of discrimination on the basis of race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, veteran status, or mental or physical challenge.

(H) Responsibility to clients/consumers of services as to conduct with clients and other individuals:

(1) Counselors, social workers, and marriage and family therapists shall not physically or verbally abuse or threaten clients family members of clients, ex-clients or other persons encountered in professional settings. Licensees shall be aware that any physical touching between the professional and the client is subject to review for appropriate professional boundaries. The professional shall have the burden of proof to explain why physical touching was professionally necessary.

(2) Counselors, social workers, and marriage and family therapists shall not use derogatory language in their written or verbal communications to or about clients, ex-clients or family members of clients or ex-clients. Licensees shall use accurate and respectful language in all communications to and about clients and other persons in professional settings.

HISTORY: 9/19/85 (Emer.), 12/19/85, 5/22/86, 6/11/95 (Emer.), 7/3/97,8/2/01, 9/20/02, 4/10/04, 1/1/06, 11/8/07, 10/18/09
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Replaced: 4757-5-01(B)

4757-5-03 Standards of ethical practice and professional conduct: multiple relationships.

(A) Counselors, social workers, or marriage and family therapists shall avoid multiple relationships and conflicts of interest with any client/consumer-of-services, ex-clients, family members of clients or ex-clients, or other persons encountered in professional or nonprofessional setting which are not in the best interest of the client and might impair professional judgment or which increases the risk of client/consumer-of-services exploitation.

(1) When a multiple relationship is first recognized or cannot be avoided, counselors, social workers, and marriage and family therapists shall take the following appropriate professional precautions:

(a) All potential multiple relationship and/or conflicts of interest shall be discussed with the client as soon as possible after being first recognized and shall only continue with both parties agreement;

(b) All multiple relationships and/or conflicts of interest shall be noted in the client record with reasoning as to why it is in the best interest of the client and/or not harmful;

(c) Such notation shall be continually reassessed and justified in the record;

(d) Issues such as informed consent, consultation, and supervision shall be considered to ensure that judgment is not impaired and that no exploitation occurs.

(2) A client of the agency is considered a client of each counselor, social worker, or marriage and family therapist employed or contracted by the agency for purposes of ethics under the multiple relationships rule of this chapter.

(3) The licensed professional shall not undertake or continue a professional relationship with a client/consumer-of-services when the objectivity or competency of the counselor, social worker, or marriage and family therapist is, or could reasonably be expected to be, impaired or where the relationship with the client/consumer-of-services is exploitative.

(4) Examples of multiple relationships that shall be avoided include but are not limited to those listed below.

(a) Familial relationships;

(b) Social relationships;

(c) Emotional relationships;

(d) Financial relationships including bartering;

- (e) Supervisory relationships;
- (f) Political relationships;
- (g) Administrative relationships; and/or
- (h) Legal relationships.

(5) The list of relationships in paragraph (A)(4) of this rule as well as others require careful consideration to insure that impaired judgment or exploitation is not involved and that the best interest of the client is served at all times.

(B) Counselors, social workers, and marriage and family therapists shall avoid potentially harmful effects of non-client contacts on their practice that would reasonably impair the professional's objectivity or otherwise interfere with the professional's effectiveness as a counselor, social worker, or marriage and family therapist or would reasonably harm or exploit the other party. The standard to be used shall be what an ordinary, reasonable professional with similar education and training would have considered in similar circumstances.

(C) When counselors, social workers, and marriage and family therapists provide services to two or more people who have a relationship with each other (for example couples, family members), licensees shall clarify with all parties which individuals shall be considered clients and the nature of the licensee's professional obligations to the various individuals who are receiving services. Licensees who anticipate a conflict of interest among the individuals receiving services or who anticipate having to perform in potentially conflicting roles (for example, a licensee who is asked or ordered to testify in a child custody dispute or divorce proceeding involving clients) shall clarify their role with the parties involved and take appropriate action to minimize any conflict of interest.

HISTORY: 9/19/85 (Emer.), 12/19/85, 5/22/86, 6/11/95 (Emer.), 7/3/97,8/2/01, 9/20/02, 4/10/04, 1/1/06, 11-8-07, 10-18-09

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Replaced: 4757-5-01©

4757-5-04 Standards of ethical practice and professional conduct: sexual relationships.

(A) Counselors, social workers, and marriage and family therapists shall not engage in sexual activities or sexual contact with current clients, whether such contact is consensual or forced. A client of the agency is considered a client of each counselor, social worker, or marriage and family therapist employed or contracted at the agency for purposes of ethics under the sexual relationships section of this chapter. The duty of the licensee is based on that particular licensee's knowledge of a client's identity prior to starting a relationship.

(B) Counselors, social workers, and marriage and family therapists shall not have sexual intimacies with clients and shall not counsel persons with whom they have had a sexual relationship.

(C) Counselors, social workers, and marriage and family therapists shall not engage in sexual intimacies with former clients within five years after terminating the therapeutic relationship. Counselors, social workers, and marriage and family therapists who choose to engage in such a relationship after five years following termination have the responsibility to thoroughly examine and document in the clients record that such a relationship does not have an exploitative nature, based upon factors such as, duration of therapy, amount of time since therapy, termination circumstances, client's personal history and mental status, adverse impact on the client, power differentials, and actions by the professional suggesting a plan with the client after termination.

(D) A client of the agency is considered a client of each counselor, social worker, or marriage and family therapist employed or contracted by the agency for purposes of ethics under the sexual harassment, multiple relationships and sexual relationships sections of this rule. Counselors, social workers and marriage and family therapists shall 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 the client maintains a personal relationship has the potential to be harmful to the client and may make it difficult for the counselor, social worker or marriage and family therapist to maintain appropriate professional boundaries. Counselors, social workers and marriage and family therapists, 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. The duty of the licensee is based on that particular licensee's knowledge of a client's identity prior to starting a relationship.

(E) If the counselor, social worker or marriage and family therapist engages in conduct contrary to this prohibition or claims that an exception to this prohibition is warranted because of extraordinary circumstances, the counselor, social worker, or marriage and family therapist not his or her clients assumes the full burden of demonstrating that the client or former client has not been exploited, coerced, or manipulated, intentionally or unintentionally. The licensee shall document how this is so in the client's record.

HISTORY: 9/19/85 (Emer.), 12/19/85, 5/22/86, 6/11/95 (Emer.), 7/3/97,8/2/01, 9/20/02, 4/10/04, 1/1/06, 11-8-07,10-18-09

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4757-5-05 Standards of ethical practice and professional conduct: impaired practice.

In impaired practice situations: counselors, social workers and marriage and family therapists shall not undertake or continue professional relationships with a client, supervisee, or student when the objectivity or competency of the counselor, social worker, or marriage and family therapist is or could reasonably be expected to be, impaired due to mental, emotional, physiological, pharmacological, or substance abuse conditions. If such a condition develops after a professional relationship has been initiated, the counselor, social worker, or marriage and family therapist shall terminate the professional relationship in an appropriate manner, shall notify the client of termination in writing, and shall assist the client in obtaining services from another professional.

HISTORY: 9/19/85 (Emer.), 12/19/85, 5/22/86, 6/11/95 (Emer.), 7/3/97,8/2/01, 9/20/02, 4/10/04, 1/1/06, 11-8-07

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4757-5-06 Standards of ethical practice and professional conduct: assessment and testing instruments.

(A) General use of assessment and testing instruments:

(1) Appraisal techniques: the primary purpose of educational and psychological assessment is to provide measures that are objective and interpretable in either comparative or absolute terms. Counselors, social workers, and marriage and family therapists shall interpret the statements in this rule as applying to the whole range of appraisal techniques, including test and non-test data.

(2) Client welfare: counselors, social workers, and marriage and family therapists shall promote the welfare and best interests of the client in the development, publication, and utilization of educational and psychological assessment results and interpretations and take reasonable steps to prevent others from misusing the information these techniques provide. They shall respect the client's rights to know the results, of the interpretations made, and the bases for their conclusions and recommendations.

(B) Competence to use and interpret assessment and testing instruments:

(1) Limits of competence: Counselors, social workers, and marriage and family therapists shall recognize the limits of their competence and perform only those testing and assessment services for which they have training. They shall be familiar with reliability, validity, related standardization, error of measurement, and proper application of any technique utilized.

Counselors, social workers, and marriage and family therapists using computer-based test interpretations shall be trained in the construct being measured and the specific instrument being used prior to using this type of computer application.

Counselors, social workers, and marriage and family therapists shall take reasonable measures to ensure the proper use of psychological assessment techniques by persons under their supervision.

(2) Appropriate use: Counselors, social workers, and marriage and family therapists are responsible for the appropriate selection, application, scoring, interpretation, and use of assessment instruments, whether they score and interpret such tests themselves or use computerized or other services.

(3) Decisions based on results: Counselors, social workers, and marriage and family therapists responsible for decisions involving individuals or policies that are based on assessment results shall have a thorough understanding of educational and psychological measurement, including validation criteria, test research, and guidelines for test development and use.

(4) Accurate information: Counselors, social workers, and marriage and family therapists shall provide accurate information and shall not make false claims when making statements about assessment instruments or techniques. Counselors, social workers, and marriage and family therapists shall seek to identify and correct client misconceptions about assessment instruments or techniques and about the meaning of scores, charts, or graphs given to them as assessment product. Special efforts shall be made to avoid unwarranted connotations of such terms as "IQ" and grade equivalent scores.

(C) Informed consent in the use of assessment and testing instruments:

(1) Explanation to clients: Prior to assessment, counselors, social workers, and marriage and family therapists shall explain the nature and purposes of assessment and the specific use of results in language the client (or other legally authorized person on behalf of the client) can understand, unless an explicit exception to this right has been agreed upon in advance. Regardless of whether scoring and interpretation are completed by counselors, social workers, marriage and family therapists, by assistants, or by computer or other outside services, counselors, social workers, and marriage and family therapists shall take reasonable steps to ensure that appropriate explanations are given to the client.

(2) Recipients of results: The examinee's welfare, explicit understanding, and prior agreement shall determine the recipients of test results. Counselors, social workers, and marriage and family therapists shall include accurate and appropriate interpretations with any release of individual or group test results.

(D) Release of information to competent professionals of assessment and testing instrument results:

(1) Misuse of results: Counselors, social workers, and marriage and family therapists shall not misuse assessment results, including test results, and interpretations, and take reasonable steps to prevent the misuse of such by others.

(2) Release of raw data: Counselors, social workers, and marriage and family therapists shall ordinarily release data (e.g. protocols, counseling or interview notes, or questionnaires) in which the client is identified only with the consent of the client or the client's legal representative. Such data shall usually be released only to persons recognized by counselors, social workers, and marriage and family therapists as competent to interpret the data.

(E) Proper diagnosis of mental disorders with the use of assessment and testing instruments:

(1) Proper diagnosis: Counselors and social workers shall take special care to provide accurate diagnosis of mental disorders. Assessment techniques (including personal interview) used to determine client care (e.g., locus of treatment, type of treatment or recommended follow-up) shall be carefully selected and appropriately used.

(2) Cultural sensitivity: Counselors and social workers shall recognize that culture affects the manner in which client's problems are defined. Clients' socioeconomic and cultural experience shall be considered when diagnosing mental disorders.

(F) Test selection in the use and interpretation of assessment and testing instruments:

(1) Appropriateness of instruments: Counselors, social workers, and marriage and family therapists shall carefully consider the validity, reliability, psychometric limitations and appropriateness of instruments when selecting tests for use in a given situation or with a particular client.

(2) Culturally diverse populations: Counselors, social workers, and marriage and family therapists recognize that the psychometric characteristics of a test (e.g., reliability, validity) are a function of the cultural composition of the population in which they were evaluated, validated, or normed. Licensees shall exercise due diligence in selecting tests to be used within a culturally diverse population in order to minimize the risk of inappropriate interpretation of test scores.

(G) Conditions of test administration when using assessment and testing instruments:

(1) Administration conditions: Counselors, social workers, and marriage and family therapists shall administer tests under the same conditions that were established in their standardization. When tests are not administered under standard conditions or when unusual behavior or irregularities occur during the testing session, those conditions shall be noted in interpretation, and the results may be designated as invalid or of questionable validity.

(2) Computer administration: Counselors, social workers, and marriage and family therapists shall be responsible for ensuring that assessment administration programs function properly to provide clients with accurate results when a computer or other electronic methods are used for test administration.

(3) Unsupervised test-taking: Counselors, social workers, and marriage and family therapists shall not permit unsupervised or inadequately supervised use of tests or assessments unless the tests or assessments are designed, intended, and validated for self administration and/or scoring.

(4) Disclosure of favorable conditions: prior to test administration, conditions that produce most favorable test results shall be made known to the examinee.

(H) Diversity when using assessment and testing instruments: Counselors, social workers, and marriage and family therapists shall be cautious in using assessment techniques, making evaluations, and interpreting the performance of populations not represented in the norm group on which an instrument was standardized. They shall recognize the effects of age, color, culture, disability, ethnic group, gender, race, religion, sexual orientation and socioeconomic status on test administration and interpretation and place test interpretation results in proper perspective with other relevant factors.

(I) Test scoring and interpretation when using assessment and testing instruments:

(1) Reporting reservations: In reporting assessment results, counselors, social workers, and marriage and family therapists, shall indicate any reservations that exist regarding validity or reliability because of the circumstances of the assessment or the inappropriateness of the norms for the person tested.

(2) Research instruments: counselors, social workers, and marriage and family therapists shall exercise caution when interpreting the results of research instruments possessing insufficient technical data to support respondent results. The specific purposes for the use of such instruments shall be stated explicitly to the examinee.

(3) Testing services: counselors, social workers, and marriage and family therapists who provide test scoring and test interpretation services to support the assessment process shall confirm the validity of such interpretations. They shall accurately describe the purpose, norms, validity, reliability, and applications of the procedures and any special qualifications applicable to their use. The public offering of an automated test interpretations service is considered a professional-to professional consultation. The formal responsibility of the consultant is to the consultee, but the ultimate and overriding responsibility is to the client.

(J) Test security when using assessment and testing instruments: Counselors, social workers, and marriage and family therapists shall maintain the integrity and security of tests and other assessment techniques consistent with legal and contractual obligations. Counselors, social workers, and marriage and family therapists shall not appropriate, reproduce, or modify published tests or parts thereof without acknowledgment and permission from the publisher.

(K) Obsolete tests and outdated test results when using assessment and testing instruments: Counselors, social workers, and marriage and family therapists shall not use data or test results that are obsolete or outdated for the current purpose. Counselors, social workers, and marriage and family therapists shall make every effort to prevent the misuse of obsolete measures and test data by others.

(L) Test construction for assessment and testing instruments: Counselors, social workers, and marriage and family therapists shall use established scientific procedures, relevant standards, and current professional knowledge for test design in the development, publication, and utilization of educational and psychological assessment techniques.

HISTORY: 9/19/85 (Emer.), 12/19/85, 5/22/86, 6/11/95 (Emer.), 7/3/97,8/2/01, 9/20/02, 4/10/04, 1/1/06, 11-8-07, 10/18/09

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Replaced: 4757-5-01(F)

4757-5-07 Standards of ethical practice and professional conduct: research and publication.

(A) Responsibilities in conducting research:

(1) Use of human subjects: Counselors, social workers, and marriage and family therapists shall plan, design, conduct, and report research in a manner consistent with pertinent ethical principles, federal and state laws, host institutional regulations, and scientific standards governing research with human subjects. Counselors, social workers, and marriage and family therapists shall design and conduct research that reflects cultural sensitivity appropriateness.

(2) Deviation from standard practices: Counselors, social workers, and marriage and family therapists shall seek consultation and observe stringent safeguards to protect the rights of research participants when a research problem suggests a deviation from standard acceptable practices.

(3) Precautions to avoid injury: Counselors, social workers, and marriage and family therapists who conduct research with human subjects are responsible for the subjects' welfare throughout the experiment and shall take reasonable precautions to avoid causing injurious psychological, physical, or social effects to their subjects. Counselors, social workers, and marriage and family therapists shall warn clients of any possible harm that might come from being involved in a research project.

(4) Principal researcher responsibility: The ultimate responsibility for ethical research practice lies with the principal researcher. All others involved in the research activities share ethical obligations and full responsibility for their own actions.

(5) Minimal interference: Counselors, social workers, and marriage and family therapists shall take reasonable precautions to avoid causing disruptions in subjects' lives due to participation in research.

(6) Diversity: Counselors, social workers, and marriage and family therapists shall be sensitive to diversity and research issues with special populations. They seek consultation when appropriate.

(B) Informed consent in conducting research and publishing:

(1) Topics disclosed: In obtaining informed consent for research, counselors, social workers, and marriage and family therapists shall use language that is understandable to research participants and that:

(a) Accurately explain the purpose and procedures to be followed;

(b) Identify any procedures that are experimental or relatively untried;

(c) Describe the attendant discomforts and risks;

(d) Describe the benefits or changes in individuals or organizations that might be reasonably expected;

(e) Disclose appropriate alternative procedures that would be advantageous for subject;

(f) Offer to answer any inquiries concerning the procedures;

(g) Ascribe any limitations on confidentiality, and;

(h) Instruct that subjects are free to withdraw their consent and discontinue participation in the project at any time.

(2) Deception: Counselors, social workers, and marriage and family therapists shall not conduct research involving deception unless alternative procedures are not feasible and the prospective value of the research justifies the deception. When the methodological requirements of a study necessitate concealment or deception, the investigator shall explain clearly the reasons for this action as soon as possible.

(3) Voluntary participation: Participation in research shall typically be voluntary and without any penalty for refusal to participate. Involuntary participation shall be appropriate only when investigators can demonstrate that participation shall have no harmful effects on subjects and is essential to the investigation.

(4) Confidentiality of information: Information obtained about research participants during the course of an investigation shall be confidential. When the possibility exists that others may obtain access to such information, ethical research practice requires that the possibility, together with the plans for protecting confidentiality, shall be explained to participants as a part of the procedure for obtaining informed consent.

(5) Persons incapable of giving informed consent: When a person is not capable of giving informed consent, counselors, social workers and marriage and family therapists shall provide an appropriate explanation, obtain agreement for participation and obtain appropriate consent from a legally authorized person.

(6) Commitments to participants: Counselors, social workers, and marriage and family therapists shall take reasonable measures to honor all commitments to research participants.

(7) Explanations after data collections: After data is collected, counselors, social workers, and marriage and family therapists shall provide participants with full clarifications of the nature of the study to remove any misconceptions. Where scientific or human values justify delaying or withholding information, counselors, social workers and marriage and family therapists shall take reasonable measures to avoid causing harm.

(8) Agreements to cooperate: Counselors, social workers, and marriage and family therapists who agree to cooperate with another individual in research or publication incur an obligation to cooperate as promised in terms of punctuality of performance and with regard to the completeness and accuracy of the information required.

(9) Informed consent for sponsors: In the pursuit of research, counselors, social workers, and marriage and family therapists shall give sponsors, institutions, and publication channels the same respect and opportunity for giving informed consent that they accord to individual research participants. Counselors, social workers, and marriage and family therapists shall be aware of their obligation to future research workers and ensure that host institutions are given feedback information and proper acknowledgment.

(C) Reporting results of research and publishing:

(1) Information affecting outcome: When reporting research results, counselors, social workers, and marriage and family therapists shall explicitly mention all variables and conditions known to the investigator that may have affected the outcome of a study or the interpretation of this data.

- (2) Accurate results: Counselors, social workers, and marriage and family therapists shall plan, conduct and report research accurately and in a manner that minimizes the possibility that results will be misleading. They shall provide thorough discussions of the limitations of their data and alternative hypotheses. Counselors, social workers, and marriage and family therapists shall not engage in fraudulent research, distort data, misrepresent data, or deliberately bias their results.
- (3) Obligation to report unfavorable results: Counselors, social workers, and marriage and family therapists shall communicate to other counselors, social workers, and marriage and family therapists the results of any research judged to be of professional value. Results that reflect unfavorably on institutions, programs, services, prevailing opinions, or vested interests shall not be withheld.
- (4) Identity of subjects: Counselors, social workers, and marriage and family therapists who supply data, aid in the research of another person, report research results, or make original data available shall take due care to disguise the identity of respective subjects in the absence of specific authorization from the subjects to do otherwise.
- (5) Replication studies: Counselors, social workers, and marriage and family therapists shall make available sufficient original research data to qualified professionals who may wish to replicate the study.
- (D) Publication of research results:
- (1) Recognition of others: When conducting and reporting research, counselors, social workers, and marriage and family therapists shall be familiar with, and give recognition to, previous work on the topic, observe copyright laws, and give full credit to those to whom credit is due.
- (2) Contributors: Counselors, social workers, and marriage and family therapists shall give credit through joint authorship, acknowledgment, footnote statements, or other appropriate means to those who have contributed significantly to research or concept development in accordance with such contributions. The principal contributor shall be listed first and minor technical or professional contributions shall be acknowledged in notes or introductory statements.
- (3) Student research: For an article that is substantially based on a student's dissertation or thesis, the student shall be listed as the principal author.
- (4) Duplicate submission: Counselors, social workers, and marriage and family therapists shall submit manuscripts for consideration to only one journal at a time. Manuscripts that are published in whole or in substantial part in another journal or published work shall not be submitted for publication without acknowledgment and permission from the previous publication.
- (5) Professional review: Counselors, social workers, and marriage and family therapists who review material submitted for publication, research, or other scholarly purposes shall respect the confidentiality and proprietary rights of those who submitted it.

HISTORY: 9/19/85 (Emer.), 12/19/85, 5/22/86, 6/11/95 (Emer.), 7/3/97,8/2/01, 9/20/02, 4/10/04, 1/1/06, 11-8-07, 10-18-09

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4757-5-08 Standards of ethical practice and professional conduct: payment for services.

- (A) Payment for services: When setting fees, counselors, social workers, and marriage and family therapists shall ensure that the fees are fair, reasonable, and commensurate with the services performed.
- (B) Counselors, social workers, and marriage and family therapists shall not accept goods or services as payment for professional services unless those transactions comply with the multiple relationship rule 4757-5-03 of the Administrative Code. Bartering arrangements are a form of multiple relationship and shall be documented per rule 4757-5-03 of the Administrative Code. Counselors, social workers, and marriage and family therapists 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) Counselors, social workers, and marriage and family therapists shall not solicit a private fee or other remuneration for providing services to clients who are entitled to such available services through the counselor's, social worker's, or marriage and family therapist's employer or agency.

HISTORY: 9/19/85 (Emer.), 12/19/85, 5/22/86, 6/11/95 (Emer.), 7/3/97,8/2/01, 9/20/02, 4/10/04, 1/1/06, 11-8-07, 10-18-09

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4757-5-09 Standards of ethical practice and professional conduct: record keeping.

(A) Record keeping requirements: For each client/consumer of services, a licensee or registrant shall keep records of the dates of counseling, social work, or marriage and family therapy services, types of counseling, social work, or marriage and family therapy services, termination, and billing information. Records held by the licensee shall be kept for seven years. Records held or owned by government agencies or educational institutions are not subject to this requirement. Licensees shall keep all records in a secure location and shall allow only authorized persons access to records.

(B) Counselors, social workers, and marriage and family therapists shall take reasonable steps to ensure that documentation in records is accurate and reflects the services provided. Dates reflected in case notes shall be accurate with respect to dates of service and the dates the case notes were written. Clinical records shall include but not be limited to appropriate diagnosis, if any; individual service plans; in-take assessments; informed consent documents; and releases of information documents.

(C) Counselors, social workers, and marriage and family therapists shall 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.

(D) Counselors', social workers', and marriage and family therapists' documentation shall protect clients' privacy to the extent that it is possible and appropriate and shall include only information that is directly relevant to the delivery of services.

(E) Counselors, social workers, and marriage and family therapists shall store records following termination of services to ensure reasonable future access. Records should be maintained as required by this rule unless a longer retention period is required by statute or relevant contracts

(F) Counselors, social workers, and marriage and family therapists shall provide clients with reasonable access to records concerning the client. Counselors, social workers, and marriage and family therapists who are concerned that clients' access to their records could cause serious misunderstanding or harm to the client shall provide assistance in interpreting the records and consultation with the client regarding the records. Licensees 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 the clients' requests and the rationale for withholding some or all of the records shall be documented in the clients' files. When providing clients with access to their records, licensees shall take steps to protect the confidentiality of other individuals identified or discussed in such records.

(G) A counselor, social worker, or marriage and family therapist shall not condone, partake, or assist in billing irregularities or fraud with respect to insurance companies or direct billing.

(H) Counselors, social workers and marriage and family therapists shall be aware of and adhere to divisions (H)(1) and (H)(2) of section 3109.051 of the Revised Code. That section in part states: "a parent of a child who is not the residential parent of the child is entitled to access, under the same terms and conditions under which access is provided to the residential parent, to any record that is related to the child and to which the residential parent of the child legally is provided access...unless the court determines that it would not be in the best interest of the child for the parent who is not the residential parent to have access to the records under those same terms and conditions...any keeper of a record who knowingly fails to comply with the order or division (H) of this section is in contempt of court." A complete reading and understanding of this section is mandatory for any counselor, social worker or marriage and family therapist providing services for children.

(I) When counselors, social workers, or marriage and family therapists leave a practice, they shall follow a prepared plan for transfer of clients and files. Counselors, social workers, or marriage and family therapists shall prepare and disseminate to an identified colleague or "records custodian" a plan for the transfer of clients and files in the case of their incapacitation, death, or termination of practice. Licensees at agencies that close can reference division (A)(14) of section 5122.31 of the Revised Code for proper transfer of records.

HISTORY: 9/19/85 (Emer.), 12/19/85, 5/22/86, 6/11/95 (Emer.), 7/3/97,8/2/01, 9/20/02, 4/10/04, 1/1/06, 11-8-07, 11-2-08, 10-18-09

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Replaced: 4757-5-01(I)

4757-5-10 Standards of ethical practice and professional conduct: reporting unethical actions.

(A) Mandatory reporting: All licensees, registrants, supervisors and trainees have a responsibility to report any alleged violations of this act or rules adopted under it to the counselor, social worker, and marriage and family therapist board. Also, if they have knowledge or reason to suspect that a licensed colleague or other licensee is acting in an unethical way or is incompetent or impaired they shall report that practitioner to the board. All mandatory reporting shall be in writing and bear the name and license number or registration of the reporter. When client confidentiality limits the licensee's ability to provide details the licensee is still mandated to report the allegations against another licensee without breaching client confidentiality.

(B) Counselors, social workers, and marriage and family therapists are required to comply with all mandatory reporting requirements set forth in the Revised Code to include, but not limited to:

(1) Section 2305.51 of the Revised Code - Immunity of mental health professional for reporting violent behavior by a client or patient;

(2) Section 2151.421 of the Revised Code - Duty to report child abuse or neglect;

(3) Section 5101.61 of the Revised Code - Duty to report abuse, neglect or exploitation of an adult;

(4) Section 2317.02 of the Revised Code - Privileged communications; and

(5) Section 5123.61 of the Revised Code - Mandatory "duty to report abuse, neglect and other major incidents for a person with mental retardation or a developmental disability."

HISTORY: 9/19/85 (Emer.), 12/19/85, 5/22/86, 6/11/95 (Emer.), 7/3/97,8/2/01, 9/20/02, 4/10/04, 1/1/06, 11-8-07

Rule promulgated under: RC 119.03

Rule authorized by: RC 4757.11

Rule amplifies: RC 4757.11

RC 119.032 review dates: 06/11/14

Replaced: 4757-5-01(J)

4757-5-11 Standards of ethical practice and professional conduct: change of name and/or address.

All licensees or registrants are required to notify the board of any changes of name or information to ensure that the board has their current name and mailing address within ninety days of those events. Failure to do so may result in disciplinary action by the board.

HISTORY: 9/19/85 (Emer.), 12/19/85, 5/22/86, 6/11/95 (Emer.), 7/3/97,8/2/01, 9/20/02, 4/10/04, 1/1/06, 11-8-07

Rule promulgated under: RC 119.03

Rule authorized by: RC 4757.11

Rule amplifies: RC 4757.11

RC 119.032 review dates: 06/11/14

Replaced: 4757-5-01(k)

4757-7-01 Renewal of license or certificate of registration.

Any license or certificate of registration issued by the board expires two years from the date it is issued or renewed. The provisions of section 4757.32 of the Revised Code shall apply to all applications for renewal of licenses and certificates of registration.

(A) The renewal applicant shall file the required renewal forms in a manner prescribed by the board and shall pay the appropriate renewal fee. For the purposes of renewing online, the board shall supply the applicant with a user identification and password. The use of the user identification and password provided by the board is solely the responsibility of the licensee to whom it is issued and shall be limited to filing a renewal application or updating the address. The user identification and password shall constitute the legally recognized signature for the purposes of this rule and may not be transferred, distributed or shared with any other person. Any person who knowingly makes a false statement on a renewal application or electronic application may be found guilty of falsification under section 2921.13 of the Revised Code, a misdemeanor of the first degree.

(B) The renewal applicant shall demonstrate in a manner prescribed by the board that the applicant has met the continuing professional education requirements for any license or certificate of registration that the applicant holds.

(1) The continuing professional education required for renewal shall have been acquired subsequent to the issue of, or the last renewal of, the license or certificate of registration.

(2) Renewal applicants who hold two or more licenses issued by this board shall satisfy the continuing professional education requirements for each license they wish to renew. Continuing professional education used to renew one license or certificate of registration issued by this board may be used to renew another license or certificate of registration if it is approved for that license or certificate of registration.

(3) The board may waive the continuing professional education requirements for persons unable to meet them because of disability, residence abroad, military service, or other reasonable cause. Such requests for waiver shall be accompanied by documentation acceptable to the board per paragraph (D) of this rule.

(C) Except as stated in paragraph (B)(3) of this rule, the licenses or certificates of registration of persons who do not meet their continuing professional requirements shall expire two years from the date of issuance. The board shall restore any license or certificate of registration that has been lapsed for two years or less upon application by the former licensee or registrant, documentation that the continuing professional education requirement for renewal has been met, and payment of the renewal fee. That restoration shall be for the remainder of the two years from the expiration date of that license. Any licensee eligible to restore their license may not apply for a new license. Many licensees may be confused by the term 'restoration' or 'restore', which is often thought of as a late renewal, but is actually a restoration of their license from that day forward for the remainder of the two year original month and day of licensure expiration.

(1) Thirty hours of continuing professional education shall be required to restore a license or certificate of registration that has been lapsed, unless it is the first renewal of an individual who was licensed as a social worker with a related degree. Those individuals shall be required to complete the social work coursework requirement.

(2) For all restorations, licensees and registrants shall complete three hours of the thirty required hours in the area of social work, counseling, or marriage and family therapy ethics whichever applies.

(3) Licensees who fail to restore within two years following the expiration date of their license are not eligible to restore their license per the third paragraph of section 4757.32 of the Revised Code. These expired licensees in order to be licensed shall apply as if never licensed. They shall comply with the current education, examination, supervision and other requirements as applicable for the license desired and meet all requirements of rule 4757-1-04 of the Administrative Code.

(D) Waiver of continuing education requirements shall be processed as delineated in this rule. Waivers shall be requested using forms delineated by the board. Waiver of continuing education may be for the full thirty hours or any part thereof or a partial waiver of any or all of the hours that shall be completed by a future date per a consent agreement. Waivers should be requested with at least thirty days lead-time to allow processing prior to the expiration of a license for those licensees practicing in Ohio. A licensee whose license renewal date has passed shall not practice until they have renewed or they shall be in violation of section 4757.02 of the Revised Code and subject to administrative action up to and including revocation of their license.

(1) Licensees who are disabled during a renewal period may receive a full waiver for renewal following disability. Proof of inability to work shall be provided for this waiver. A waiver shall be required for each subsequent renewal. Once the licensee is practicing he/she shall be required to complete the continuing education requirements unless they are granted another waiver.

(2) Licensees residing abroad may take appropriate continuing education courses in that country and submit post approval requests per paragraph (C) of rule 4757-9-05 of the Administrative Code. Should appropriate courses not be available they may apply for a complete or partial waiver of continuing education hours needed for renewal. Once he/she returns to the United States the licensee shall complete the required continuing education hours for the next renewal.

- (3) Military members on active duty outside of Ohio may receive a complete or partial waiver of all continuing education hours upon providing proof of orders outside of Ohio. Military members in Ohio may provide proof that they are unable to complete continuing education in order to receive a full or partial waiver of continuing education hours required.
- (4) Other reasonable causes may be submitted in writing requesting full or partial waiver of continuing education or future completion of continuing education hours needed to complete the thirty hours required.
- (5) If a waiver is granted, the licensee shall renew immediately, and their file annotated as to the status of their waiver and any due date for completion of additional continuing education hours. Any licensee required to complete future continuing education hours shall complete a consent agreement prior to renewing their license.
- (6) If a licensee is not practicing, a waiver shall not be granted unless the licensee is a military member or disabled and unable to work.

HISTORY: 5-22-86; 7-3-97; 2-9-98; 9-20-02; 4-10-04; 1-10-08; 11-2-08; 11-18-09

Rule promulgated under: RC 119.03

Rule authorized by: RC 4757.10

Rule amplifies: RC 4757.32, 4757.33

RC 119.032 review dates: 9/20/14

4757-7-02 Practice with expired license or certificate of registration is prohibited.

Persons whose licenses or certificates or registration have lapsed or expired and who continue to hold themselves out as counselors, social workers, or marriage and family therapists, or who engage in counseling, social work, or marriage and family therapy without a license or certificate of registration, shall be in violation of Chapter 4757. of the Revised Code. Persons who practice counseling, social work, or marriage and family therapy while their licenses or certificates of registration are under suspension or revocation shall be in violation of Chapter 4757. of the Revised Code.

HISTORY: 5-22-86; 7-3-97; 2-9-98; 4-10-04

Rule promulgated under: RC 119.03

Rule authorized by: RC 4757.10

Rule amplifies: RC 4757.02, 4757.32

RC 119.032 review dates: 06/11/14

4757-9-01 Continuing education requirements for renewal of a marriage and family therapist or independent marriage and family therapist license.

(A) Marriage and family therapists and independent marriage and family therapists require thirty hours of approved continuing professional education in the following program areas listed in section 4757.30 of the Revised Code: research, professional ethics, marriage and family studies, marriage and family therapy, human development, appraisal of individuals and families, systems theory, and supervision.

(B) Three of the thirty hours must be taken in the area of professional ethics for marriage and family therapists.

HISTORY: 4-10-04; 10-18-09

Rule promulgated under: RC 119.03

Rule authorized by: RC 4757.10

Rule amplifies: RC 4757.32, 4757.33

RC 119.032 review date: 9/20/14

4757-9-02 Continuing education requirements for renewal of a professional counselor or a professional clinical counselor.

For professional counselors and for professional clinical counselors, the requirements for license renewal are thirty clock hours of approved continuing professional education in the following program areas of counselor training listed in section 4757.22 of the Revised Code: human growth and development; counseling theory: counseling techniques; group dynamics, processing, and counseling; appraisal of individuals; research and evaluation; professional, legal and ethical responsibilities; social and cultural foundations; lifestyles and career development; clinical psychopathology, personality and abnormal behavior; evaluation of mental and emotional status; diagnosis of mental and emotional disorders; methods of intervention and prevention of mental and emotional disorders; treatment of mental and emotional disorders; supervision, and administration.

(A) For those professional clinical counselors with supervising counselor status, six of the thirty clock hours shall be in supervision.

(B) For all renewals after January 1, 2004, three of the thirty hours shall be taken in the area of legal and ethical responsibilities for professional counselors.

HISTORY: 5-22-86; 7-3-97; 9-20-02

Rule promulgated under: RC 119.03

Rule authorized by: RC 4757.10

Rule amplifies: RC 4757.33

R.C. 119.032 review dates: 9/20/12

Social Work Ohio Licensure Fact Sheet

Chapter 4757 of the Ohio Revised Code established licensure for social workers in October 1984. It also created a Counselor and Social Worker Board to issue these licenses and to regulate the practice of social work. The information contained in this fact sheet is summarized from that law and from the Board's rules, copies of which can be downloaded from this site and are available in print upon request.

THE PRACTICE OF SOCIAL WORK: The law defines social work as "the application of specialized knowledge of human development and behaviors and social, economic, and cultural systems in directly assisting individuals, families and groups to improve or restore their capacity for social functioning including counseling and the use of psychosocial interventions and social psychotherapy for a fee, salary, or other consideration."

WHO MUST BE LICENSED AND WHO IS EXEMPT: *Persons using the title of "social worker" or persons performing social work "for a fee, salary, or other consideration" must be licensed by the Counselor and Social Worker Board, except for the following categories of people who are exempt from the licensure requirements:*

1. Persons certified by the State Board of Education who perform social work as a school employee or in a program for training developmentally disabled persons;
2. any other professionals licensed or certified by the State of Ohio while performing services within the recognized scope, standards and ethics of their professions;
3. clergy and other religious practitioners and persons participating with them in pastoral counseling as part of their ministerial duties and under the auspices of a federally recognized church or auxiliary,
4. persons employed in the civil service as defined in section 124.01 of the Ohio Revised Code;
5. students from accredited educational institutions who are performing supervised activities as part of their prescribed course of study;
6. certified alcoholism or drug abuse counselors;
7. American Red Cross employees providing services to military families, veterans, and disaster relief;
8. counselors from labor organizations who hold union counselor certificates while performing in that official capacity;
9. hospital or nursing home employees who perform social services other than counseling, psychosocial interventions or social psychotherapy.

SOCIAL WORKER: Performs counseling, psychosocial interventions and social psychotherapy under supervision. Social Workers cannot be private practitioners. If they are employees of a private practitioner or group practice, their social work must be supervised by a Professional Clinical Counselor, a psychologist, an Independent Social Worker, a psychiatrist or an RN with a masters degree in psychiatric nursing.

Eligibility Requirements: A Social Worker must have at least a bachelors degree in social work or in a field related to social work from an accredited educational institution. **If the degree is in a related field, the degree must have been awarded on or before October 10, 1992.** Fields related to social work are degrees in which the applicant has coursework totaling at least 30 quarter hours (20 semester hours) in three of the following areas: (1) Human Development and Behavior - The social, psychological and physiological growth of an individual, and effects on the growth of a personality in a social environment; (2) Methods of Social Intervention - Casework, groupwork, community organization and practice, social research and administration; (3) Social Welfare and Policy - The history of social welfare and policy; (4) Social Work Theory - The study of the principles which demonstrate various types of socio-psychological interventions. Applicants must also have a course in Field Work - Not less than four hundred hours of supervised practicum and/or field experience, with a primary focus on social intervention, structured or regulated by a department or program in the behavioral or social sciences. All necessary coursework must have been completed prior to October 10, 1992 and have a passing score of "C" or higher. All related degree applicants must pass the "Bachelor" examination required for Social Worker.

Application Procedure: You have to apply online at license.ohio.gov in order to receive pre-approval to take the licensure examination. You may sit for the examination once you are approved by the board. You may apply prior to graduation with a letter from your school stating that you are scheduled to graduate in the current term, if you have completed an application. Related degree applicants will have to apply for a license in order for the board to review their qualifications; please remember that you must have graduated with your related degree prior to October 10, 1992 to be eligible. Go here for more information [Related Degree Application Instructions](#).

INDEPENDENT SOCIAL WORKER: Performs counseling, psychosocial interventions and social psychotherapy without supervision in an agency setting, as a private practitioner, or as an independent contractor.

Eligibility Requirements: To obtain this license you must have a masters or doctoral degree in social work from an accredited educational institution. In addition, you must have two years (3000 hours) of social work experience obtained after your graduate degree under the supervision of an Independent Social Worker. **Applicants for this license who receive their experience in Ohio will need to work as a Licensed Social Worker while they acquire the qualifying experience for independent licensure.** Applicants must pass the "advanced" or "clinical" examination required for Licensed Independent Social Worker.

Application Procedure: You have to apply online at license.ohio.gov in order to receive pre-approval to take the licensure examination unless you are currently licensed by the Board.

- If you were licensed with a MSW send a letter or email requesting approval to take the examination.
- If you were licensed with a BSW, then submit your transcript for your MSW and a request to take the examination.

If you are in your last term and provide a letter from your school that you will graduate that term and are a licensed LSW, send a request to take the examination with proof of imminent graduation.

You may sit for the examination once you are approved by the board. You may apply prior to completing your two years of supervised experience.

DEFIANCE COLLEGE SOCIAL WORK PROGRAM
SW 397 Junior Field Experience
Syllabus
Fall 2010

Prerequisites: Enrolled or Taken SW 355 Generalist Practice I;
Admission into the Social Work Program;
Cumulative GPA of 2.25 overall and 2.25 within the social work major;
Completed Application to Field Placement as submitted to Field Coordinator.

Instructor: Alesia Yakos – Brown, MSW / LISW

Office: 207 Schauffler Hall

Phone: Office: 419-783-2425; Cell: 419-203-1621

E-Mail: aybrown@defiance.edu

Office Hours: MTWRF 2-3pm; W 11-noon, or by appointment

Class Time: T 12:45 – 2pm

Classroom: 126 Schauffler Hall

Required Text: FIELD INSTRUCTION: A Guide for Social Work Students, (6th ed.), (2010).
By David Royse, Surjit Singh Dhooper, and Elizabeth Lewis Rompf

Course Description: The course serves as the first required level of field placement. The student is placed for 10 hours per week, or a total of 140 hours within a social work setting. The student begins to utilize social work knowledge, values, and skills through observation and participation in supervised activities of the assigned agency.

Grading Policy: Pass / Fail

Course Expectations: Junior Field expectations are provided within the field manual and student contract.

Accommodations Policy for Students with Disabilities;

Defiance College is committed to providing educational opportunities for qualified students with documented disabilities through the provision of reasonable accommodations, in compliance with the provisions of the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973 (Section 504). The purpose of accommodations is to provide equal access to educational opportunities without altering essential elements of programs or courses. All requests for accommodations are evaluated on an individual basis after review and evaluation of documentation. It is the responsibility of the student to request necessary accommodations and the student should do so as early as possible, as some accommodations may require time to implement. Students with a documented physical, psychological, or learning disability must submit appropriate documentation to Defiance College's Accessibility Services Coordinator, Lisa Marsalek, Assistant Dean of Students/Director of Career Development at Ext. 2366 or lmarsalek@defiance.edu. Please refer to pages 20-21 of the Course Catalog for Defiance College's Accommodations Policy for Students with Disabilities which includes the documentation required for accommodations.

Graded Assignments:

Agency Paper

Guideline in Field Manual

Due: October 5, 2010

COURSE OBJECTIVES:

Note: Reference to the corresponding Council on Social Work Education (CSWE) Foundation Program Objectives found in the Educational Policy Statement follow each course objective. Please refer to the Defiance College Social Work Student Handbook for a complete listing

Course Learning Objective: at the successful completion of this course, students should be able to:	CSWE EPAS Competency	Assignment, Classroom Exercise, or Grade Factor	Course Readings of Required Text
1. Identify as a developing social work professional and conduct oneself accordingly within an agency setting.	2.1.1.1 2.1.1.4 2.1.1.5 2.1.1.6	140 hr Field Placement Completion of Weekly Conference Sheets Completion of Monthly Time Logs Demonstration of Skill Competencies on Field Evaluation Tool Examples of Professionalism. Identification of Roles of a Social Work Student. Mock Interviews & Resume. Identification of Secondary Traumatic Stress. Problems in the Field and Use of Supervision/Consultation. Review of Social Work Values and NASW Code of Ethics. Examples of Life Long Learning from the Field. Sr. Field Selection	Chapters 1-9, Speaker: Lisa Marsalek Dir. Career Office
2. Apply social work ethical principles to guide professional practice.	2.1.1.4 2.1.1.5 2.1.2.1 2.1.2.2 2.1.2.3 2.1.2.4	140 hr Field Placement Completion of Weekly Conference Sheets Re: Generalist Practice Demonstration of Skill Competencies on Field Evaluation Tool Review of Social Work Values and NASW Code of Ethics. Discussion of 3 CEUs per License Renewal on Ethics – Life Long Learning. Analyze Ethical Dilemmas Commonly Observed in Practice. Apply Model for Conceptualizing and Addressing Ethical Dilemmas (Ethical Screens).	Chapters 4 – 5, 8
3. Apply critical thinking to inform and communicate professional judgments in the classroom and within an agency setting.	2.1.3.2 2.1.3.3	140 hr Field Placement Completion of Weekly Conference Sheets Re: Generalist Practice Demonstration of Skill Competencies on Field Evaluation Tool Utilization of Appropriate Interviewing & Documentation. Addressing Challenging Situations with Clients. Crisis Intervention & Suicide Prevention.	Chapter 6 & 7

<p>4. Engage diversity and difference in practice, and demonstrate self reflection & self correction toward cultural competency.</p>	<p>2.1.4.1 2.1.4.2 2.1.4.3 2.1.4.4</p>	<p>140 hr Field Placement Completion of Weekly Conference Sheets Re: Generalist Practice Demonstration of Skill Competencies on Field Evaluation Tool Discussion of Best Practices with Diverse Clientele. Identification of How Difference Oppresses or Privileges Clients in Practice Settings. Identification of Personal Bias in Working with Diverse Clients</p>	<p>Chapter 6</p>
<p>5. Identify and articulate techniques for advancing human rights and social and economic justice in an agency setting.</p>	<p>2.1.5.1</p>	<p>140 hr Field Placement Completion of Weekly Conference Sheets Re: Generalist Practice Demonstration of Skill Competencies on Field Evaluation Tool Identification of Vulnerable Populations within Practice Settings. Identification of How Difference Oppresses or Privileges Clients in Practice Settings. Identification of Action to Increase Social & Economic Justice within Practice Settings.</p>	<p>Chapter 6</p>
<p>6. Apply knowledge of human behavior and the social environment to guide professional practice.</p>	<p>2.1.7.1 2.1.7.2</p>	<p>140 hrs Field Placement Completion of Weekly Conference Sheets Re: Generalist Practice Demonstration of Skill Competencies on Field Evaluation Tool HBSE: Student Examples of Application of Theory to Practice.</p>	<p>Chapter 6</p>
<p>7. Demonstrate an understanding of planned change frameworks for preparing, implementing, and evaluating change in practice with individuals, families, groups, organizations and communities.</p>	<p>2.1.10.1 2.1.10.2 2.1.10.4 2.1.10.5 2.1.10.10 2.1.10.11 2.1.10.12 2.1.10.13</p>	<p>140 hr Field Placement Completion of Weekly Conference Sheets Re: Generalist Practice Demonstration of Skill Competencies on Field Evaluation Tool Agency Overview Presentation Examination of Contexts in which Social Workers Operate. Students Provide Examples of Agency Assessments, Intervention Plans, Progress Notes, Discharge Summaries.</p>	<p>Chapter 7</p>

COURSE OBJECTIVES

Students will:

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

- 2.1.1.4 Learn and value professional conduct appropriate to the profession.
 - Demonstrate an integration of the code of ethics and appropriate professional conduct in the field.
- 2.1.1.5 Learn that lifelong growth and development is integral to the professional identity of a social worker. Exhibit an ongoing attitude of responsibility for developing professional knowledge toward enhancement of services to client systems.
 - Participate in professional development activities, organizations, or/and service learning.
- 2.1.1.6 Learn the purposes and processes of supervision in the profession of social work. Value establishing and maintaining professional relationships with field instructors, colleagues, and agencies.
 - Demonstrate appropriate professional relationships with field instructors and colleagues within practice settings including the appropriate use of supervision and consultation.

CSWE 2.1.2. Apply social work ethical principles to guide professional practice.

- 2.1.2.1 ➤ Assess competing obligations of the client, employee, profession, and third parties against the requirements of their own conscience.
- 2.1.2.2/4 Demonstrate a commitment to NASW's professional values and ethical standards of practice.
 - Analyze a range of practice situations and demonstrate ethical-decision making in generalist practice.
- 2.1.2.3 ➤ Demonstrate tolerance with ambiguity in ethical decision making in generalist practice.
- 2.1.2.4 ➤ Analyze ethical dilemmas commonly observed in practice and apply a model for conceptualizing and addressing.

CSWE 2.1.3. Apply critical thinking to inform and communicate professional judgments.

- 2.1.3.2 ➤ Demonstrate the skill of analysis of assessment, prevention, intervention, and evaluation models.
- 2.1.3.3 ➤ Demonstrate effective oral and written communication skills in working with individuals, families, groups, organizations, and communities.

CSWE 2.1.4. Engage diversity and difference in practice.

- 2.1.4.1 Learn the various dimensions and intersectionality of diversity, including how societal structures may enhance or impede privilege and power. Value choice and opportunity for all people with special regard to the vulnerable, disadvantaged, oppressed, and exploited toward the realization of social justice.
 - Demonstrate an understanding of cultural differences and how such differences oppress or privilege client systems within practice settings.
- 2.1.4.2 Value the importance of personal reflection and self correction toward cultural competency.
 - Demonstrate sufficient self-awareness to eliminate the influence of personal biases in working with diverse client systems.
- 2.1.4.4 Appreciate client cultural differences.
 - Treat diverse clients with dignity and respect and actively engage with clients and colleagues toward cultural competency.

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

- 2.1.7.1 Articulate the importance of using the knowledge of human behavior and the environment to guide professional practice.
- 2.1.7.2 Value how the knowledge and theories of the biological, psychological, spiritual, social and cultural domains guide professional practice.

CSWE 2.1.10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

- 2.1.10.1 Appreciate how preparing for client service in substantive and affective ways is critical for effective practice.
- 2.1.10.2 Understand and value the necessity of strong interpersonal skills for effective practice at all stages.
- 2.1.10.4 Learn about the different sources of client data; different methods and techniques for gathering client data; different approaches of interpreting client data; and different models of comprehensive assessment of client systems at all levels. Value ongoing assessment as an integral part of generalist practice at all levels.
- 2.1.10.5 Students value a strengths-based practice framework that enhances client system empowerment.
- 2.1.10.10 Appreciate the usefulness and value of frameworks that help client systems resolve problems.
- 2.1.10.11 Value the social worker roles as integral responsibilities in serving client systems.
- 2.1.10.12 Appreciate the importance of the role of endings and transitions with client systems.
- 2.1.10.13 Appreciate the role of evaluation in generalist practice.

➤ Demonstration of practice behaviors will be evaluated within the *Junior Field Evaluation Tool* as provided in the *Field Manual*.

COURSE OUTLINE

[This is a preliminary schedule only. The instructor reserves the right to make changes to this schedule as needed]

WEEK 1: August 24 & 26

[CSWE: 2.1.1.4]

Chapter 1: Field Instruction and the Social Work Curriculum
Chapter 2: Partnership with Social Service Agencies
Chapter 3: Getting Started
Scheduling of Initial and Final Site Visitations
Field Manuals and Website
Field Expectations
Background Checks & Personal Disclosure: Criminal History; Professional License
Technology (My Space, Facebook, Cell Phones)
Field Instructor Documentation: resumes; degree(s); proof of licensure; professional disclosure statement.
Student SWA Certification
Generalist Model
Levels of Social Work Interventions
Planned Change Process
Oral & Written Communication Skills
Orientation and Safety Precautions
Ohio NASW Newsletter; <http://www.osha.gov/Publications/OSHA3148/osha3148.html>
Agency Anti-Harassment// Equal Opportunity/ Anti-Discrimination Policies
Standards of Student Professionalism: DC Social Work Handbook
Dress Codes & Professional Language
Time Logs
Completion of Agency Commitments
Field Assignments
Agency Paper

WEEK 2: August 31

[CSWE: 2.1.1.4; 2.1.1.6; 2.1.2.2/4; 2.1.10.4]

Chapter 4 Student Intern: Learning New Roles
Chapter 5: Contexts in Which Social Workers Operate
Stages of Internships: Adapted from Sweitzer, F. H. and King, M. A. (1999). *The Successful Internship*. Pacific Grove, CA: Brooks/Cole.
Student and Field Contracts
Field Instructors Backgrounds
Agency Overview Assignment [Agency Staff Interviews; Brochure; Website; Annual Reports; Community Guides]
Field Evaluations
Weekly Conferencing

WEEK 3: September 7

[CSWE: 2.1.4.1; 2.1.4.2; 2.1.4.4; 2.1.7.1; 2.1.7.2]

Chapter 6 Recipients of Service: Clients
Challenging Situations with Clients
HBSE: Student Examples of Application of Theory to Practice
Diversity, Populations-At-Risk, and Social & Economic Justice

WEEK 4: September 14

[CSWE: 2.1.10.1/2/4/5/10/11/12/13]

Chapter 7: Acquiring Needed Skills
Interviewing
Students Submit Examples of Agency Interviewing Techniques; Client Empowerment; Strengths Perspective
Documentation
Planned Change Process
Students Submit Examples of Agency Assessments, Intervention Plans, Progress Notes, Discharges Summaries
Social Worker Roles
Crisis Intervention and Suicide Prevention

WEEK 5: September 21

[CSWE: 2.1.1.4; 2.1.1.6]

Chapter 9 Pragmatic Concerns
Agency Policy
Problems in Placement
Recognizing Secondary Traumatic Stress
Stoesen, L. (2007, June). Recognizing secondary traumatic stress. *NASW News*, 52(6): 4.

WEEK 6: September 28

[CSWE: 2.1.2.2/4; 2.1.1.6]

Chapter 8 Legal and Ethical Concerns
Social Work Values
NASW Code of Ethics
Review in Preparation for Midterm
Midterm Evaluation
Weekly Conferencing
Time Logs

WEEK 7 & 8: October 5

[CSWE: 2.1.1.5]

No midterm exam
Agency Paper Due
Reports of Practicum Hours Completed

WEEK 9 & 10: October 19

[CSWE: 2.1.1.4]

Resume and Job Interviewing
Presentation: Lisa Marsalek: Director of Career Development

WEEK 11 & 12: November 2

[CSWE: 2.1.1.5]

Senior Field Instruction Preparation
Agency Selection
Agency Interview
Resume
Liability Insurance
Placement Expectations
Scheduling
Paid Practicum and Employment
Learning Contract (Areas in need of development from Jr. Field)
Case Presentation
Senior Seminar and Assignments
Social Work Program ACAT and BEAP; DC Institutional Exit Survey
Licensing
Senior Seminar Texts & Resources
Honors Symposium
Leadership and Experience Opportunities
Review
Final Evaluation
Time Logs

WEEK 13: November 16

[CSWE: 2.1.1.4]

Mock Interviews

WEEK 14

Thanksgiving Holiday Break

WEEK 15: November 30

[CSWE: 2.1.1.5; 2.1.1.6]

Final Site Visitations
Final Field Evaluations Submitted (field instructors and student)
Weekly Conference Sheets Submitted
Time Logs Submitted (140 hours)

WEEK 16: FINALS WEEK: DECEMBER 6-9

No Final Exam
Grades Due by Monday, December 13, Noon.

SW 397 FIELD EXPERIENCE ASSIGNMENT

Junior Field Placement
Agency/Policy Discussion

Student should come prepared to the junior field seminar (SW 397) to discuss the following in regards to his/her field agency. In class discussion due around midterm as established on syllabus.

- A. Purpose, Mission, Year Establish, Why Established
- B. Funding Sources
- C. Sponsorship
- D. Days and Hours of Operation
- E. Programs and Services
- F. Diversity of Populations Served and Numbers
- G. Staff Composition and Hierarchy, Job Descriptions, Education, Licenses/Certifications
- H. Referrals within the Network of Social Services
- I. Agency Strengths and Limitations
- J. Cultural Sensitivity
- K. Clients' Perception of Agency
- L. What/Who Establishes Policies
- M. Policies Effect on Service Delivery
- N. Policy Compatibility with Social Work Values
- O. Changes to Enhance Policies

Defiance College Social Work Program

SW 488 SOCIAL WORK SENIOR SEMINAR

Spring 2011

PREREQUISITES: SW 355, 356, 379, 457, 476 to be taken concurrently with SW 486

INSTRUCTOR: Alesia Yakos-Brown, MSW/LISW
CLASS TIME: Monday, 9:00 am – 11:30 am
CLASS ROOM: Schauffler Hall 126
OFFICE: Schauffler Hall 207
OFFICE HOURS: MTR 1-3pm; or by appointment
PHONE: 419-783-2425; Cell: 419-203-1621; Home: 419-749-2955
E-MAIL: aybrown@defiance.edu

REQUIRED TEXTS: Coggins, K. & Hatchett, B. (2002). Field Practicum: Skill Building From A Multicultural Perspective. Peosta, IA: Eddie Bowers.

Devore, Wynetta & Schlesinger, Elfriede G. (1999). Ethnic Sensitive Social Work Practice, (5th ed.). Needham Heights, MA: Allyn & Bacon.

Recommended Texts: Sue, Derald Wing and Sue, David (2003). Counseling the Culturally Diverse: Theory and Practice, (4th ed.). New York, NY: John Wiley & Sons.
Sue, Derald Wing. (2006). Multicultural Social Work Practice, Hoboken, New Jersey: John Wiley & Sons. [On sale at bookstore or on reserve in library.] From SW 265 Cultural Diversity

DESCRIPTION AND RATIONALE

The emphasis is to be given to integration of all previous course content in social work with concurrent senior field instruction. This course requires regular reporting of field activities and assists students in achieving learning objectives of the field practicum. Consideration is given to the application of the generalist practice model of social work to the field.

ATTENDANCE POLICY

Required, including senior case presentations. One letter grade for each *unexcused* absence. Students are expected to attend class and should inform their practicum site as to the necessity of release time in order to do so. Absences should be discussed with the instructor. The student is responsible for assignments and lectures missed. Participation in classroom discussions is an essential component for learning and benefiting from the senior seminar. Students should come to class prepared to share related aspects of their field practicum in a group discussion

GRADING SCALE:

93% to 100% = A
90% to 92% = A-
87% to 89% = B+
83% to 86% = B
80% to 82% = B-
77% to 79% = C+
73% to 76% = C
70% to 72% = C-
60% to 69% = D
0% to 59% = F

COURSE OBJECTIVES

Institutional Learning Outcomes

7. Develop an understanding of the role of the citizen in communities through practical application of service, research and leadership.

C. Engage in a project within one's major which benefits a community or communities and demonstrate professional skills including research and leadership in implementing the project.

CSWE Competencies

Note: Reference to the corresponding Council on Social Work Education (CSWE) Foundation Program Objectives found in the Educational Policy Statement follow each course objective. Please refer to the Defiance College Social Work Student Handbook for a complete listing.

2.1.1.4

Demonstrate professional demeanor in behavior, appearance and communication. Knowledge

2.1.1.5

Engage in career-long learning. Knowledge & Value

2.1.1.6

Use supervision and consultation. Knowledge & Value

2.1.2.2

Make ethical decisions by applying standards of NASW Code of Ethics. Knowledge

2.1.3.1

Distinguish, appraise, and integrate multiple sources of knowledge. Knowledge, Value, & Skill

2.1.3.2

Analyze models of assessment, prevention, intervention, and evaluation. Value & Skill

2.1.4.1

Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.

Value & Skill

2.1.4.2

Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups. Value

2.1.4.3

Recognize and communicate their understanding of the importance of difference in shaping life experiences. Skill

2.1.6.1

Use practice experience to inform scientific inquiry. Knowledge & Skill

➔2.1.6.2

Use research evidence to inform practice. Value & Skill

➔2.1.7.1

Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation. Value & Skill

➔2.1.7.2

Critique and apply knowledge to understand person and environment. Value & Skill

2.1.10.1

Substantively and affectively prepare for individuals, families, groups, organizations, and communities. Skill

2.1.10.2

Use empathy and other interpersonal skills. Value & Skill

2.1.10.3

Develop a mutually agreed focus of work and desired outcomes. Skill

2.1.10.4

Collect, organize, and interpret data. Skill

2.1.10.5

Assess client strengths and limitations. Skill

2.1.10.6

Develop mutually agreed on intervention goals and objectives. Skill

2.1.10.7

Select appropriate intervention strategies. Skill

2.1.10.9

Implement prevention interventions that enhance client capacities. Skill

2.1.10.10

Help clients resolve problems. Skill

2.1.10.11

Negotiate, Mediate, and advocate for clients. Skill

2.1.10.12

Facilitate transitions and endings. Skill

2.1.10.13

Critically analyze, monitor, and evaluate interventions. Skill

Course Learning Objective: at the successful completion of this course, students should be able to:	CSWE EPAS Competency	Assignment, Classroom Exercise, or Grade Factor	Course Readings of Required Texts
1. Demonstrate integration of the NASW Code of Ethics in professional conduct, communication, and career-long learning.	2.1.1.4 2.1.1.5 2.1.1.6 2.1.2.2	Classroom discussions of professionalism. Discussion of available resources, workshops, conferences. Mini-Papers Case Presentation	Coggins & Hatchett Chapters 1-5 Devore & Schlesinger Chapters 1-6
2. Apply critical thinking to inform & communicate professional judgments.	2.1.3.1 2.1.3.2	Diversity, Theory, & Research Mini-Papers Case Presentation	Coggins & Hatchett Chapters 3-6 Devore & Schlesinger Chapters 7, 8, & 9
3. Exhibit an appreciation for how diversity shapes the human experience, and demonstrate personal reflection and self-correction toward cultural competency.	2.1.4.1 2.1.4.2 2.1.4.3	Classroom Discussions Agency & Policy Diversity Mini-Paper Case Presentation	Coggins & Hatchett Chapters 4 & 5 Devore & Schlesinger Chapters 1-13
4. Use research evidence to inform and evaluate practice interventions.	2.1.6.1 2.1.6.2	➔ Research Mini-Paper Case Presentation	Coggins & Hatchett Chapters 4 & 6
5. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation	2.1.7.1	➔ Case Presentation	Coggins & Hatchett Chapters 4 & 6 Devore & Schlesinger Chapters 7, 8, & 9
6. Critique and apply knowledge to understand person and environment	2.1.7.2	Classroom Discussions Theory Mini-Paper ➔ Case Presentation	Coggins & Hatchett Chapters 3 & 6 Devore & Schlesinger Chapters 2 - 6
7. Demonstrate ability to engage, assess, intervene, and evaluate client systems.	2.1.10.1 2.1.10.2 2.1.10.4 2.1.10.5 2.1.10.6 2.1.10.7 2.1.10.9 2.1.10.10 2.1.10.11 2.1.10.12 2.1.10.13	Classroom Discussions Mini-Papers Case Presentation	Coggins & Hatchett Chapters 4 & 6 Devore & Schlesinger Chapters 7-9

CLASSROOM EXERCISES

Come prepared to class with a typed outline to address the following.

1. Agency Overview [CSWE 2.1.4.1; 2.1.10.1]

1. Purpose, Mission Statement, Year Founded; Services,
2. Population & Numbers Served; Issues of Diversity & Numbers Served
3. Role in Community, Network & Referral Systems
4. Accreditations or Certifications
5. Strengths/Limitations of Services & Service Delivery; Suggestions on How to Address Limitations.
6. Funding Sources
7. Hierarchical Structure and Task Distribution, Impact on Agency Functioning; Diversity of Staff
8. Job Requirements (Education, Certifications, Licenses); Salary Range & Benefits
9. Standards of Practice (NASW, Ohio Revised Code, etc...)
10. Volunteer Utilization

2. Policy Critique [CSWE 2.1.4.1; 2.1.10.11]

Identify & critique a policy. (Policy can be agency, local/county/city, state or federal). Include the results of dialog with agency personnel regarding the impact of the policy on client services and/or service delivery. Provide recommendations for change. Consideration should be given to caseload and future case presentation.

GRADE FACTORS

↳Mini Papers [25 pts each paper, 100 total]

Mini papers are 3-5 pages typed. Please consult the evaluation tool for each mini-paper for further guidance.

All assignments to be reviewed by Agency Field Instructor as evidenced by initials on paper or email to College Field Coordinator.

Paper #1 **Diversity** (Race, ethnicity, gender, religion, sexual orientation, age, physical/mental ability, or social class)

Address the following within the paper: [CSWE 2.1.4.1; 2.1.4.2; 2.1.4.3]

1. Diversity and numbers served at agency. Diversity of staff.
2. Resources within the agency to address the needs of the diversity of clientele.
3. Extent agency's structures and values may oppress, marginalize or alienate clients of diversity.
4. Professional literature review on how to best serve the diversity represented within the agency.
5. Agency dialog on diversity represented within the agency, literature review in regards to diversity represented, and best practices to best address the needs of a diverse clientele.
6. Personal past experience with diverse population(s) explored. Areas of personal bias or value conflict. Steps needed to increase one's own cultural competence.

Paper #2 **Community** – Follow the outline provided from SW 457 text to gather data.

[CSWE 2.1.3.1; 2.1.3.2; 2.1.7.1; 2.1.10.4, 2.1.10.5]

Provide a **minimum** of 5 detailed strengths / 5 detailed limitations for the overall community **AND** 5 strengths/limitations for social services specific to the community. Include consideration for diversity, vulnerable populations, and social & economic justice; as well as agency dialog regarding perceived strengths/limitations.

Community Assessment Data Collection Model

Name of Community:

Location/Geography:

Location, boundaries, relation to other communities

History:

reasons people chose location; where people traveled from; important events; major changes over time

Population Characteristics:

size; distribution by age, gender, race/ethnicity; religion

Income:

overall median income;
median incomes by age, gender, race/ethnicity;
poverty rates

Education:

median educational levels for total adult population;
levels by age, gender, race/ethnicity; schools within area;
building conditions, student-teacher ratios, administration
and faculty characteristics by degree, age, gender,
race/ethnicity, religion; special needs, cultural sensitivity
and extracurricular programming; graduation/drop out rates,
higher education availability

Commerce/Industry:

major employers and industries; stability, role of unions,
unemployment rates; renewal or development efforts

Housing:

types, conditions; percentage of owning vs. renting
avg. mortgage/rent

Transportation:

highways, bus routes, railroad, airports, waterways;
availability of public transportation

Government Type:

mayor, commissioners, city council, law enforcement

Political:

political parties; voting patterns; major issues; tax structure;
elected vs. appointed;

Spirituality/Religion:

churches & spiritual organizations; role & influence

Sources of Information:

radio; newspapers; TV; cable, satellite and Internet availability

Social/Cultural Systems:

parks & recreation; multicultural resources;
clubs and civic organizations, cultural events

Social/Health Systems:

hospitals and clinics, medical services; mental health services;
nursing facilities; social service agencies;

Paper #3

Theory – Provide a professional literature review on the main theory(ies) that surround(s) the rationale for treatment at your practicum. **Minimum** of 5 journals +/- or texts required. Give consideration to your caseload and approaching case presentation. Include agency dialog regarding theory, rationale for treatment, and literature review.

[CSWE 2.1.3.1; 2.1.3.2; 2.1.6.1; 2.1.6.2; 2.1.7.1; 2.1.7.2; 2.1.10.7; 2.1.10.9]

Paper #4

Research - Purpose and execute a research project to benefit your field agency regarding the evaluation of practice or client services. Project should clearly address a research question from practice. Include a meaningful analysis of collected data and practice inferences from results.

[CSWE 2.1.3.1; 2.1.3.2; 2.1.6.1; 2.1.6.2; 2.1.10.4; 2.1.10.13]

3. **Senior Case Presentations** [100 pts]

As the senior capstone project students are to complete a major case presentation. Utilizing material from the field, students are to follow a client system through the planned change process, explaining their rationale and theory behind their practice. Students are to follow the provided outline and review the rating sheets.

SENIOR CASE PRESENTATIONS OUTLINE

- I. Agency Overview** [CSWE 2.1.1.4]
Brief description of purpose/mission and services
Profit or Non-Profit
Student's roles & responsibilities
- II. Engagement and Assessment** [CSWE 2.1.10.1; 2.1.10.2; 2.1.10.3; 2.1.10.4; 2.1.10.5]
Brief description of preparation for individuals, families, groups, organizations, and/or communities.
Interpretation of client data (biological-psychological-social-cultural-spiritual)
Assessment of client strengths and limitations
Agreed focus of work and desired outcomes
Application of HBSE theory to understand person in environment
Include agency assessment tools such as behavior scales, checklists, genogram, ecomap, etc...
Must include a genogram **or** ecomap, even if not utilized by agency.
- III. Planning and Intervention** [CSWE 2.1.10.6; 2.1.10.7; 2.1.10.9; 2.1.10.10; 2.1.10.11]
Describe goals and objectives established with client
Discuss intervention strategies used

Rationale for Intervention [CSWE 2.1.4.1; 2.1.4.2; 2.1.4.3; 2.1.10.2; 2.1.10.9; 2.1.10.11]
Implement evidence-based interventions designed to achieve client goals
Cite resources to support theories/rationale for treatment; best practices.
Sensitivity to cultural competence / social and economic justice to vulnerable or marginalized populations.
- IV. Evaluation** [CSWE 2.1.6.1; **2.1.6.2**; 2.1.10.13]
Analyze, monitor, and evaluate interventions.
Evaluate program outcomes and practice effectiveness
- V. Termination and Follow-Up** [CSWE 2.1.10.11; 2.1.10.12]
Describe transitions and endings
Referrals
- VI. Social Work Values and Ethics** [CSWE 2.1.1.4; 2.1.2.2; 2.1.4.2; 2.1.10.2; 2.1.10.11]
Discuss how professional values guided practice
Integration of NASW Code of Ethics (Identity # within code that addresses issue)
Describe ethical dilemmas or value conflicts
- VII. Impact of Policy** (Agency, Local/County, State, Federal) [CSWE 2.1.3.1; 2.1.3.2; 2.1.4.1; 2.1.10.9; 2.1.10.11]
Role of policy in service delivery
How did policy enhance or impede practice
Difference of Profit from Non-Profit Agency

GUIDELINES

Approximately 20 minutes in length
5-10 minutes will be allowed for Q& A
Power Point mandatory; evaluated on all audio-visual aids
Handouts beneficial to audience
Respect confidentiality; Generalized demographics
No use of client names; Obtain informed consent
Review "Rating Sheet" for evaluation criteria

AUDIENCE

Social Work Program Faculty (evaluating)
Advisory Board (evaluating)
Agency Field Instructors (student guests)
Junior Level Social Work Majors (program guests)

DEFIANCE COLLEGE SOCIAL WORK PROGRAM

**Senior Seminar Case Presentations
Informed Consent**

I, the undersigned, give my permission for _____ (name of student) to utilize information from my life to complete a written and oral case presentation. **All attempts will be made to conceal my identity.** The case presentation will include the following.

Brief Agency Overview

Intake and Assessment

biological-psychological-social-cultural-spiritual

Goals

Interventions or Treatment

Rationale for Treatment

Theory

Sensitivity to Cultural Diversity and Social & Economic Justice

Policy

Social Work Values & Ethics

Goal Analysis and Evaluation

Discharge/Termination/Follow-Up

Supports, Resources and Referrals

The case presentation will be presented to a panel of program faculty, advisory board members, agency field instructors and social work majors. The written copy will be stored within the office of the Field Coordinator. The written copy also may be viewed by the college's academic dean and his/her assessment review group; in which case the copy would be secured within the academic dean's office.

I give permission for information of my life to be used within a written and oral case presentation as stated above.

Signature

Date

Witness Signature
(Witness cannot be the student or field instructor)

Date

The signed informed consent will be placed with the written copy of the case presentation and stored within the office of the Field Coordinator of the Defiance College Social Work Program.

RECOMMENDED READINGS

Human Behavior and Social Environment

Forte, J. A. (2007). *Human behavior in the social environment*. Belmont Calif.: Thomson/Brooks Cole.

Robbins, S. P.; Chatterjee, P. & Canda, E. R. (2006). *Contemporary human behavior theory: A critical perspective for social work, (2nd ed.)*. Boston, MA: Pearson/Allyn & Bacon.

Social Work Practice

Dhooper, S.S. & Moore, S.E. (2001). *Social work practice with culturally diverse people*. Thousand Oaks, CA: Sage Publications.

Dillon, C. (2003). *Learning from mistakes in clinical practice*. Pacific Grove, CA: Brooks/Cole.

Kilpatrick, A & Holland, T. (2006). *Working with families: An integrative model by level of need, (4th ed.)*. Needham Hts., MA: Allyn & Bacon.

Kirst-Ashman, K., Hull, G. & Vogel, V. (2009). *Understanding generalist practice, (5th ed.)*. Belmont, CA: Brooks/Cole, Cengage Learning.

Kirst-Ashman, K. K. & Hull, Jr., G. H. (2009). *Generalist practice with organizations & communities, (4th ed.)*. Belmont, CA: Brooks/Cole Cengage Learning.

Loewenberg, F.M.; Dolgoff, R. & Harrington, D. (2009). *Ethical decisions for social work practice, (8th ed.)*. Belmont, CA: Brooks/Cole-Thomson Learning.

Roysse, D.; Dhooper, S. S. & Rompf, E. L. (2010). *Field instruction: A guide for social work students. (6th ed.)*. Boston, MA: Pearson Allyn and Bacon

Strong, B., DeVault, C., & Cohen, T. (2011) *The marriage and family experience: Intimate relationships in a changing society, (11th ed.)*. Belmont, CA: Wadsworth/Thomson Learning.

Szuchman, L.T., & Thomlison, B. (2011). *Writing with style: APA style for social work. (4th Ed.)*. Brooks/Cole Cengage.

Toseland, R. & Rivas, R. (2005). *An introduction to group work practice, (5th ed.)*. Needham Hts., MA: Allyn & Bacon.

Social Research

Grinnell and Unrau. (2008). *Social work research and evaluation: Foundations of evidence based practice, (8th ed.)*. Oxford Press.

Salking, N. J. (2007). *Statistics for people who (think they) hate statistics, (3rd ed.)*. Sage.

Social Policy

Karger, H.J. & Stoesz, D. (2010). *American social welfare policy: A pluralist approach (6th ed.)*. Boston: Allyn and Bacon.

Karger, H.J., Midgley, J., Kindle, P., & Brown, C.B. (Eds.). (2007). *Controversial issues in social policy. (3rd ed.)*. Boston: Allyn & Bacon.

Karger, H.J. & Stoesz, D. (2002). *The internet and social welfare policy*. Boston: Allyn and Bacon.

Popple, P.R. & Leighninger, L. (2001). *The policy-based profession: An introduction to social welfare policy analysis for social workers, (2nd ed.)*. Needham Hts., MA: Allyn & Bacon.

Popple, P.R. & Leighninger, L. (2005). *Social work, social welfare, and American society (6th ed.)*. Boston: Pearson Education, Inc..

Human Diversity

Adams, M.; Bell, Lee, A & Griffin, P. (Eds.). (2007). *Teaching for diversity and social justice: A sourcebook. (2nd ed.)*. New York, NY: Routledge.

Diller, J. V. (2007). *Cultural diversity: A primer for the human services, (3rd ed.)*. Belmont, CA: Brooks/Cole-Thomas Learning.

Dhooper, S.S. & Moore, S.E. (2001). *Social work practice with culturally diverse people*. Thousand Oaks, CA: Sage Publications.

Kottak, C. P. & Kozaitis, K.A. (2008). *On being different: Diversity and multiculturalism in the North America mainstream, (3rd ed.)*. Boston, MA: McGraw-Hill.

McGoldrick, M., Giordano, J. & Pearce, J. K. (Eds.). (2006). *Ethnicity and family therapy, (3rd ed.)*. New York: Guilford.

Schaefer, R. T. (2011). *Racial and ethnic groups, (12th ed.)*. Upper Saddle River, NJ: Pearson/Prentice Hall

COURSE CALENDAR

JANUARY	10	Topics: Field Practicum & Seminar, Professionalism [CSWE 2.1.1.4; 2.1.1.6]; Field Evaluation Tool with Learning Activities; Career Long Learning Opportunities {CSWE 2.1.1.5}; Resume; NASW Student Professional Liability Insurance; Mini Papers & Case Presentation; Spring Break; and Scheduling Agency Initial Site Visits; <i>Point in Time</i> Homeless Survey. Prepare for Agency Classroom Discussion. Review Research Paper. Q& A Generalist Practice
	17	No Class. Read: Coggins & Hatchett, Chapter 1 The Purpose of the Field Practicum [CSWE 2.1.1.6]; Devore & Schlesinger Chapter 1 - We, the People; Chapter 2 – Ethnic Reality; and Chapter 3 – Ethnicity and the Life Course. [CSWE 2.1.4.1; 2.1.4.2; 2.1.4.3]
	24	Agency Classroom Discussion Point in Time Homeless Survey January 25 Read: Coggins & Hatchett, Chapter 2 – Social Work Values and Ethics [CSWE 2.1.1.4; 2.1.2.2]; and Devore & Schlesinger Chapter 4 – Layers of Understanding [CSWE 2.1.4.1; 2.1.4.2; 2.1.4.3; 2.1.7.1; 2.1.7.2]. Topics: Core Values of NASW; Blending Knowledge, Values & Skills. Prepare for Policy Classroom Discussion. Q& A Policy
	31	Social Policy Due Read: Coggins & Hatchett, Chapter 3 – Application of Theory to Practice [CSWE 2.1.7.2]; and Devore & Schlesinger Chapter 5 – Approaches to Practice [CSWE 2.1.4.1; 2.1.4.2; 2.1.4.3; 2.1.7.1; 2.1.7.2]. Topics: Theories of Personality & Human Behavior. Q & A HBSE
FEBRUARY	7	Read: Devore & Schlesinger Chapter 6 – Assumptions & Principles for Ethnic Sensitive Practice. [CSWE 2.1.4.1; 2.1.4.2; 2.1.4.3; 2.1.7.1; 2.1.7.2]. Topics: Sr. Field Evaluation & Learning Activities. Prepare for Diversity Paper. Q & A Culturally Competence
	14	Diversity Papers Due ACAT Examination
	21	Read: Coggins & Hatchett, Chapter 5 – Cultural Competence Skill Building [CSWE 2.1.4.1; 2.1.4.2; 2.1.4.3]; Devore & Schlesinger Chapter 7 – Ethnic Sensitive Generalist Practice [CSWE 2.1.3.1; 2.1.3.2; 2.1.4.1; 2.1.4.2; 2.1.4.3; 2.1.7.1; 2.1.7.2; 2.1.10.1,2,4,5,6,7,9,10,11,12,13] . Prepare for Community Paper. Remind of Research Paper. Q & A Community
	28	Midterm Site Visitations Community Papers Due Read: Coggins & Hatchett, Chapter 4 – Social Work Intervention Skills [CSWE 2.1.3.1; 2.1.3.2; 2.1.6.1; 2.1.6.2; 2.1.7.1; 2.1.10.1,2,4,5,6,7,9,10,11,12,13] Devore & Schlesinger Chapter 9 – Ethnic Sensitive Macro Practice; and Chapter 11 – Ethnic Sensitive Practice with Families [CSWE 2.1.3.1; 2.1.3.2; 2.1.4.1; 2.1.4.2; 2.1.4.3; 2.1.7.1; 2.1.7.2; 2.1.10.1,2,4,5,6,7,9,10,11,12,13] . Topics: Planned Change Process. Prepare for Theory Paper. Review Case Presentations Outline. Q & A Groups
MARCH	7	Spring Break – No Class
	14	Theory Papers Due Read: Coggins & Hatchett, Chap. 6 Evaluation of the Practicum [CSWE 2.1.6.1; 2.1.6.2; 2.1.7.1; 2.1.10.10,12, 13]. Devore & Schlesinger Chapter 8 – Adapting Strategies & Procedures for Direct Practice [CSWE 2.1.3.1; 2.1.3.2; 2.1.4.1; 2.1.4.2; 2.1.4.3; 2.1.7.1; 2.1.10.1,2,4,5,6,7,9,10,11,12,13] . Topics: Licensure/Exam
	21	EcoMap/Genogram Review [CSWE 2.1.3.1; 2.1.3.2; 2.1.7.1; 2.1.7.2, 2.1.10.1, 4, 5, 9]. Prepare for Research Paper and Case Presentation.
	28	Topics: Personal Disclosure Statements. Prepare for Research Paper and Case Presentation.
APRIL	4	Prepare for Research Paper. Review Senior Case Presentations Outline. Q & A Research
	11	➔ Research Papers Due. Prepare for Senior Case Presentations.
	18	Final Site Visitations Noel-Levitz Student /Satisfaction Inventory. AND Instructor Evaluation Senior Case Presentation Preparation
	25	➔ Senior Case Presentations – Chapel; Schaufler Hall; 9am – 4:30pm. Lunch Provided. [CSWE 2.1.1.4; 2.1.2.2; 2.1.3.1; 2.1.3.2; 2.1.4.1; 2.1.4.2; 2.1.4.3; 2.1.6.1; 2.1.6.2; 2.1.7.1; 2.1.7.2; 2.1.10.1,2,4,5,6,7,9,10,11,12,13] .

FIELD PLACEMENT SITES

AGENCY: Defiance Regional Medical Center - Coping Center
ADDRESS: 1200 Ralston Ave., Defiance, OH 43512
PHONE: 419-782-6955 or 419-783-6841 mary.young@promedica.org
AGENCY FIELD INSTRUCTOR: Mary Wenner Young MSW/LISW

AGENCY: NOCAC Richland Place PATH Center
ADDRESS: 1939 East Second Street, Defiance, Ohio 43512
PHONE: 419-782-6962
AGENCY FIELD INSTRUCTOR: Linda Mayer, LSW; Kris Bryant, SWA; Angie Franklin, LSW
lmayer@nocac.org afranklin@nocac.org kbryant@nocac.org

AGENCY: Defiance County Adult Probation Department ISP Unit
ADDRESS: 500 Court Street, Suite G, Defiance, Ohio 43512
PHONE: 419-782-6569; FAX: 419-782-6734
AGENCY FIELD INSTRUCTOR: Daniel M. Scribner, Chief Officer/Investigator

AGENCY: Maumee Valley Guidance Center
ADDRESS: 211 Beide Drive, Defiance, OH 43512
PHONE: 419-782-8856
AGENCY FIELD INSTRUCTOR: Rachele McDonald, LSW; mvgcrm@defnet.com

AGENCY: Legal Aid of Western Ohio / Justice Center
ADDRESS: 118 North Clinton Street, Defiance, OH 43512
PHONE: 1-800-544-7369; FAX: 419-782-5830; www.lawolaw.org; pweaner@lawolaw.org
AGENCY FIELD INSTRUCTOR: Kim Forward, MSW/LSW kforwardfjc@gmail.com

AGENCY: The Laurels of Defiance
ADDRESS: 1701 South Jefferson Avenue, Defiance, Ohio 43512
PHONE: 419-784-7879; FAX 419-782-6520; defiance@laurelhealth.com
AGENCY FIELD INSTRUCTOR: Kristy Stoller LSW

AGENCY: Twin Rivers Care and Rehabilitation Center—Sunbridge Health Care
ADDRESS: 395 Harding Street, Defiance, Ohio 43512
PHONE: 419-784-1450 FAX 419-7849190 www.sunbridgehealthcare.com
AGENCY FIELD INSTRUCTOR: Abbey Singer, LSW, email: abigail.singer@sunh.com
Michael Adams, MSW email: michael.adams@sunh.com

AGENCY: Good Samaritan / Defiance County Board of Developmental Disabilities
ADDRESS: 195 Island Park Avenue Defiance, OH 43512
PHONE: 419-782-6621
AGENCY FIELD INSTRUCTOR: Chris Palmer MSW, LSW email: def_mrdd_cp@nwoca.org

AGENCY: Recovery Services of Northwest Ohio [Formerly Five County Alcohol & Drug]
ADDRESS: 200 Van Gundy Drive, Bryan, OH 43506
PHONE: 419-636-0410; FAX: 419-636-6510
AGENCY FIELD INSTRUCTOR: Karen Moore LISW-S; KarenM@RSNWO.org; C:419-980-8206

AGENCY: Recovery Services of Northwest Ohio –Fulton County
ADDRESS: 560 W Linfoot St . Box 523, Wauseon, OH 43567
PHONE: 419-337-1973
AGENCY FIELD INSTRUCTOR: Randy Clements, MSW/LISW, LICDC randyc@rsno.org

AGENCY: Recovery Services of Northwest Ohio
ADDRESS: 511 Perry Street, Defiance, Ohio 43512
PHONE: 419-782-9920 Cell: 419-212-2827
AGENCY FIELD INSTRUCTOR: Jacqueline Whitman, CDCII/SWA; jackiew@rsnwo.org; Don Karcher, LSW

CCNO
ADDRESS: 03151 County Road 24-25 Stryker, OH 43557-9418
PHONE: 419-428-3800; FAX: 419-428-2119 www.ccnoregionaljail.org; ccno@bright.net
AGENCY FIELD INSTRUCTOR: Earl Grant LSW, Bruce Boger, LSW, Heidi Foster LISW-S, Rosslyn Burt, LSW

AGENCY: Adriel
ADDRESS: 22450 County Road F, Archbold, OH 43502
PHONE: 419-445-1980 FAX: 419-445-7215 Website: www.adriel.org
AGENCY FIELD INSTRUCTOR: Kay Wyse, LSW/MHSA kwyse@adriel.org

AGENCY: Acus Therapy Services
ADDRESS: 108 West High Street, Bryan, Ohio 43506
PHONE: 419-636-1713; scott@acustherapyservices.com
AGENCY FIELD INSTRUCTOR: Scott Acus, MA; MSW/LISW-S; LCDCIII

AGENCY: Inner Peace Homes, Inc.
ADDRESS: 136 ½ Main St., P.O. Box 895, Bowling Green, OH 43402 or 12541 Blosser Rd, Sherwood, OH 43556
PHONE: 419-354-6525; 419-658-2100 Website: www.Innerpeacehomes4kids.org
AGENCY FIELD INSTRUCTOR: Katie Sprow MSW/LISW 419-262-7730 e-mail: sprowarend@metalink.net

AGENCY: Community Hospitals of Williams County
ADDRESS: 433 West High Street, Bryan, OH 43506
PHONE: 419-636-1131; FAX: 419-630-2181
AGENCY FIELD INSTRUCTOR: Linda Trausch MSW/LISW email: lindatrausch@chwchospital.org
Teri Fraker MSW/LISW-S email: terifraker@chwchospital.org

AGENCY: Williams County Juvenile Probation Department
ADDRESS: One Courthouse Square, First Floor, Bryan, Ohio 43506
PHONE: 419-636-2934; dwillis@wmsco.org
AGENCY FIELD INSTRUCTOR: Deb Willis, LSW

AGENCY: Williams County Dept. of Job & Family Services – Children’s Protective Services
ADDRESS: 117 West Butler Street, Bryan, Ohio 43506
PHONE: 419-636-6725; severg@odjfs.state.oh.us
AGENCY FIELD INSTRUCTOR: Geraldine “Geri” L. Severs, LSW

AGENCY: The Center for Child & Family Advocacy (CCFA)
ADDRESS: 219 East Washington St, Napoleon, OH 43545
PHONE: 419-592-0540
AGENCY FIELD INSTRUCTOR: Beth Gerken, MSW/LISW; bethg@henry-net.com

AGENCY: Henry County Dept. of Job & Family Services – Children’s Protective Services
ADDRESS: 104 East Washington Street, P. O. Box 527, Napoleon, Ohio 43545
PHONE: 419-592-4210 ext. 116; petzor01@odjfs.state.oh.us
AGENCY FIELD INSTRUCTOR: Renee Petzoldt, LSW

AGENCY: HOPE Services of Henry Co. DD Board
ADDRESS: 135 E. Maumee Ave., Napoleon, OH 43545
PHONE: 419-599-2892; skarmol or shartswom @henrydd.org
AGENCY FIELD INSTRUCTOR: Sue Hartsworm MSW/LISW; Sandy Karmol MSW

AGENCY: Paulding County Dept. of Job & Family Services – Children’s Protective Services
ADDRESS: 303 West Harrison Street, Paulding, Ohio 45879
PHONE: 419-399-3756; chambj@odjfs.state.oh.us
AGENCY FIELD INSTRUCTOR: Janice Chambers, BSW

AGENCY: Community Health Professionals
ADDRESS: 6817 State Route 66 North, Defiance. OH 43512 www.comhealthpro.org
PHONE: 419-782-4131 or 419-782-5411 FAX: 419-782-6673
AGENCY FIELD INSTRUCTOR: Lindsey Allomong, LSW lindsey_allomong@comhealthpro.org

AGENCY: Community Health Professionals: Visiting Nurses & Hospice of Williams and Fulton Counties
ADDRESS: 230 Westfield Drive, Archbold, OH 43502
PHONE: 419-445-5128
AGENCY FIELD INSTRUCTOR: Rebecca Short, LSW rebecca_short@comhealthpro.org

AGENCY: Four County Family Center
ADDRESS: 7320 SH 108 Wauseon, OH 43567
PHONE: 419-335-3732; 1-800-693-6000
AGENCY FIELD INSTRUCTOR: Angie Wieland Burton, MSSA/LISW awieland@fsno.org

AGENCY: Four County Family Center
ADDRESS: 7320 SH 108 Wauseon, OH 43567
PHONE: 419-335-3732; 1-800-693-6000
AGENCY FIELD INSTRUCTOR: Kathy Short MSW, LISW kshort@fsno.org

AGENCY: Fulton County Dept. of Job & Family Services – Children’s Protective Services
ADDRESS: 604 South Shoop Avenue, Suite 200, Wauseon, Ohio 43567
PHONE: 419-337-0010; kaufmj@odjfs.state.oh.us x833 FAX:419-337-9628
AGENCY FIELD INSTRUCTOR: Aric Bidwell,MS Social Service Supervisor bidwea@odjfs.state.oh.us

AGENCY: Fulton Co. Stress Unit
ADDRESS: 725 S. Shoop Ave., Wauseon, OH 43567
PHONE: 1-800-323-2708; 419-337-8661
AGENCY FIELD INSTRUCTOR: Joy Vandock BSW/LSW; Sid Siebert LSW/LPCC

AGENCY: Vancrest Health Care Centers - Delphos
ADDRESS: 1425 East Fifth Street, Delphos, Ohio 45833
PHONE: 419-695-2871 FAX 419-692-0462 www.vancrest.com/delphos/Vancrest_of_Delphos.html
AGENCY FIELD INSTRUCTOR: Angie Grothouse, LSW
Cindy Langenkamp clangenkamp@vancrest.com

AGENCY: Gateway Woods
ADDRESS: P.O. Box 151, 14505 Klopfenstein Road, Leo, IN 46765
PHONE: 260-627-2159 888-443-GATE www.gatewaywoods.org
AGENCY FIELD INSTRUCTOR: Jeff Waibel, MSW Jeff.Waibel@gatewaywoods.org

AGENCY: Defiance City Schools Student Services
ADDRESS: 400 Carter Road, Defiance, OH 43512
PHONE: 419-785-2260; def_aca_rb@nwoca.org
AGENCY FIELD INSTRUCTOR: Reggie Beck MSW/LSW; 419-785-2276

AGENCY: Madison County Hospital
ADDRESS: 210 North Main Street, London, OH 43140
PHONE: 740-845-7000 (x7132); 866-357-4677 jrowe@mch-ohio.org
AGENCY FIELD INSTRUCTOR: Jill R. Rowe LSW Staff: Carly Stern, LSW

AGENCY: Van Wert County Hospital
ADDRESS: 1250 South Washington Street, Van Wert, Ohio 45891 vanwerthospital.org
PHONE: 419-238-2390
AGENCY FIELD INSTRUCTOR: Julia Gauvey, MSW/LSW jgauvey@vanwerthospital.org

AGENCY: Starfish
ADDRESS: 715 Inkster Road, Inkster, Michigan 48141
PHONE: 313-563-5005 www.starfishonline.org

Golden Living Center – Northcrest
240 Northcrest Drive
Napoleon, Ohio 43545
419-599-4070

Rural Opportunities, Inc
2-453 Co Rd V
Liberty Center, OH 43532
419-354-3548

AGENCY: First Call For Help
ADDRESS: 600 Freedom Dr., Napoleon, OH 43545
PHONE: 419-599-1660, 1-800-468-4357

AGENCY: Lucas County Children Services; Adoption Unit
ADDRESS: 705 Adams Street
PHONE: 419-213-3622
E-Mail: adoptlccs@co.lucas.oh.us

AGENCY: Children's Resource Center CRC
ADDRESS: 1045 Klotz Road, P.O. Box 738, Bowling Green, OH 43402
PHONE: 419-352-7588; 888-466-KIDS; Fax: 419-354-4977; www.wcnet.org/~crckids/

AGENCY: Help Me Grow of East Toledo Family Center
ADDRESS: Heffner Early Childhood Center at 255 Heffner Street, Toledo, Ohio 43605
PHONE: 419-691-4609

AGENCY: Valko and Associates
ADDRESS: 3131 Executive Parkway, Suite 303, Toledo, OH
PHONE: 419-720-9000; FAX: 419-720-9002

AGENCY: Family Counseling and Children's Services of Lenawee County
ADDRESS: 220 N. Main Street, Adrian, MI 49221
PHONE: 517-265-5352 FAX: 517-263-6090 Email: fccsoflenawee@hotmail.com

AGENCY: Department of Youth Services - Dayton
ADDRESS: 1133 South Edwin C. Moses Blvd, #400, Dayton, Ohio 45408
PHONE: 937-285-6525

AGENCY: Bureau of Vocational Rehabilitation
ADDRESS: 101 North Clinton Street, Suite 1100, Defiance, Ohio 43512-2165
PHONE: 419-784-2535

AGENCY: Greene County Children Services
ADDRESS: 601 Ledbetter Road, Xenia, Ohio 45385
PHONE: 937-562-6600

AGENCY: Hospice of the Western Reserve
ADDRESS: 300 East 185th Street, Cleveland, OH 44119
PHONE: 800-707-8922; FAX 216-383-5298
www.hospicewr.org