FIELD INSTRUCTION IS THE

OF SOCIAL WORK EDUCATION
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Dear JMSW Student,

As you prepare to enter the next phase of your social work education, we congratulate you on your accomplishments. Education for professional social work practice requires that all students complete internships. In our Joint Master of Social Work program, you will complete a minimum of either 1112 or 672 (Advanced Standing plan of study) clock hours of field instruction under the supervision of a Master-level social worker. Your JMSW Field Instruction Manual will be your guide during your field instruction experiences. Please review this document carefully.

We would like to thank our Co-Directors of Field Instruction who have arranged for a wide variety of internship sites appropriate for MSW field instruction. We also thank the internship sites and field instructors that have taken on this important task. We assure you that your internships will provide you with the experiences and instruction you will need to become a multiculturally competent Master-level clinical social worker. Combined with your coursework in the classroom, your internship learning experiences during your matriculation in this program will be exciting and challenging.

On behalf of our faculty, we wish you success as you begin our JMSW field instruction program. Please take advantage of the opportunities you will have to develop knowledge, skills, values, and competencies with your field instructor and your faculty field liaison. Together, we look forward to your successful completion of our Joint Master of Social Work program.

Jeffrey Shears, Ph.D.
JMSW Program Director
NCA&T SU Department of Sociology & Social Work
UNC at Greensboro Department of Social Work
Dear Students and Colleagues,

Welcome to the Field Instruction Program of our Joint MSW Program. This *Field Instruction Manual* contains basic information you will need to know in order to have a rewarding field experience. It is to be used by students, field instructors, faculty field liaisons, and field advisory committee members as a resource. It is supplementary to the universities’ bulletins and handbooks. Any feedback that you may have about this manual would be appreciated and valued.

Field instruction is truly the *heart of social work education*. It is where students learn to apply the theory they have been taught in the classroom. It is about teaching, learning, and contributing to individuals, groups, and communities. The field is where students have the opportunity to develop and demonstrate competence as a social worker.

We wish for all of you a successful year of teaching, learning, and providing services that will make a difference in the lives of the people you serve. Let us know if we can be of assistance to you.

Sincerely,

Professor Alicia Kaplan, MSW, LCSW  
Co-Director of Field Instruction  
UNCG

Professor Maruka Rivers, MSW, LCSW  
Co-Director of Field Instruction  
NCA&TSU
THE JMSW PROGRAM

Grounded in the liberal arts, the JMSW curriculum program provides students with a theoretical and applied education in social work. The advanced curriculum ensures that students are prepared to engage in multicultural clinical social work practice.

Competency Basis of the JMSW Curriculum

The JMSW Program’s competency-based curriculum complies with the Council on Social Work Education’s (CSWE) Educational Policy and Accreditation Standards (EPAS). This is a transition year for the JMSW Program from the 2008 EPAS to the 2015 EPAS. The first-year students, or generalist year, will follow the new 2015 EPAS, while the advanced year students will continue to follow the 2008 EPAS. In 2018-2019, the entire curriculum will reflect the 2015 EPAS.

CSWE has delineated 9 core competencies in the 2015 EPAS, listed below, that must be adequately addressed in all BSW and MSW curricula.

Nine Core Social Work Competencies Identified by CSWE (Generalist Year)

1. Demonstrate ethical and professional behavior.
2. Engage diversity and difference in practice.
3. Advance human rights and social, economic, and environmental justice.
4. Engage in practice-informed research and research-informed practice.
5. Engage in policy practice.
6. Engage with individuals, families, groups, organizations, and communities.
7. Assess individuals, families, groups, organizations, and communities.
8. Intervene with individuals, families, groups, organization, and communities.
9. Evaluate practice with individuals, families, groups, organization, and communities.

Competency-based social work education provides a curriculum through which students can demonstrate the integration and application of the 9 competencies in practice with individuals, families, groups, organizations, and communities. CSWE defines “competency” as “a set of measurable practice behaviors that are comprised of knowledge, values, and skills” (CSWE, 2015, p. 3). CSWE has operationalized these core competencies by identifying 31 generalist practice behaviors. These 31 practice behaviors are addressed in the JMSW generalist curriculum, which is comparable to the preparation BSW students receive as generalist practitioners. These 31 practice behaviors are incorporated into the Generalist Field Internship Learning Agreement and Field Evaluation Form which are located in Appendix C.

CSWE has delineated 10 core competencies in the 2008 EPAS, listed below, that must be adequately addressed in all BSW and MSW curricula.

Ten Core Social Work Competencies Identified by CSWE (Advanced Year)

1. Identify as a professional social worker and conduct oneself accordingly.
2. Apply social work ethical principles to guide professional practice.
3. Apply critical thinking to inform & communicate professional judgments.
4. Engage diversity and difference in practice.
7. Apply knowledge of human behavior and the social environment.
8. Engage in policy practice to advance social and economic well-being and to deliver effective social services.
9. Respond to contexts that shape practice.
10. Engage, assess, intervene and evaluate with individuals, families, groups, organizations and communities.

MSW education is designed to produce advanced practitioners who:

“synthesize and apply a broad range of interdisciplinary and multidisciplinary knowledge and skills in specialized areas of practice. In areas of specialization [concentration], 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” (CSWE, 2008, p. 8).

Therefore, CSWE requires that MSW programs identify advanced-level practice behaviors that reflect the focus of their concentration (specialization) curriculum. The JMSW Program has 36 advanced-level practice behaviors, which are unique to the Program’s concentration: multicultural clinical practice. These practice behaviors are incorporated into the JMSW Advanced Internship Learning Agreement and Field Evaluation Form, located in Appendix C.

**JMSW Multicultural Clinical Practice Model**

The JMSW faculty’s mission is to collaborate with consumers and colleagues in the development of practices that promote social and economic justice and benefit the citizens of North Carolina; and to conduct research and community-engaged scholarship. The context for this mission is an intentional, multicultural learning community in which difference is understood as a defining value and diversity is celebrated. The signature pedagogy is field education.

The faculty has defined the JMSW Multicultural Clinical Practice model as:

recognizing the culture, history, and identities of all peoples with emphasis on people who are oppressed, marginalized, and traumatized, as well as contemporary patterns of social, economic, and health inequalities. This knowledge is applied in establishing culturally sensitive therapeutic relationships that promote resiliency. Assessments in multicultural clinical practice are derived from psychological, ecological, and community contextual perspectives. Through the application of a broad range of culturally responsive social work assessment and intervention approaches, multicultural clinical practice strives to enhance
social functioning and improve the quality of life for people and communities. Practice is evaluated through the use of culturally responsive methodologies.

**JMSW Plans of Study**

The JMSW Program offers two plans of study within which students can master the core competencies and practice behaviors: a two year full-time plan and an advanced standing plan. The two-year plan requires 60 credit hours and includes a first-year generalist curriculum. These courses provide the educational foundation for the advanced (concentration) curriculum, and, when combined, provide students with opportunities to learn and demonstrate all 31 generalist practice behaviors. The advanced standing program plan, which is open to highly qualified students with a BSW degree from a CSWE-accredited program, requires 42 credit hours. Students with such a BSW degree are presumed to have mastered the 9 core competencies at the generalist level, along with all 31 of the CSWE-defined generalist practice behaviors. Upon completion of the summer bridge courses, advanced standing students enter the concentration curriculum in the fall and take 2 semesters of full-time coursework. The two plans of study are located in Appendix G.

**THE JMSW FIELD INSTRUCTION PROGRAM**

**Field Instruction as Signature Pedagogy**

According to CSWE (2008), a “signature pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner” (p. 8). In social work, this signature pedagogy is field instruction.

**Field Instruction**

The JMSW Field Instruction Program provides directed learning opportunities through social work internships. Students perform professional generalist and advanced practice activities which allow them to develop the core competencies required to be effective master’s level social workers. Through structured internships, they have the opportunity to apply the knowledge, values, theory, and skills they have developed from their coursework to evidence based practice. Evidence based practice refers to models of practice based on research findings related to effectiveness as well as client context, values, expectations, and desires. On-site supervision is provided by a field instructor. All field instructors also have master’s degrees in social work. The roles for each of these positions are described later in this section.

Field instruction socializes graduate students to the internship site, to practice, and to the profession. Students develop skills in direct and indirect services, including in policy, planning, and administration. Supervision will be an interactive process where students will assume responsibility for their professional growth and practice decisions.
Upon completion of the field instruction program, two year students will have a total of 1,112 hours in field internships. Advanced standing students will complete a total of 672 hours.

The generalist internship is two semesters. Two-year students complete this internship in their first year. The purpose of the generalist field internship is to provide opportunities for students to develop and demonstrate the nine core competencies (2015 EPAS) and 31 generalist practice behaviors. Students are typically placed in an internship site that is different from where they would be placed in their advanced internship, which helps students develop a broader and deeper understanding of the nature and spheres of social work practice. Students must complete a total of 440 hours of practice in their generalist internship.

The advanced internship is in a setting that is appropriate to the multicultural clinical practice concentration. Two-year students complete this internship in their second year. Advanced standing students complete the concentration internship only. Students work 24 hours per week in an advanced internship for two semesters. The purpose of the concentration internship is to provide opportunities for students to further develop and demonstrate the ten core competencies (2008 EPAS) and 36 advanced practice behaviors. Students must complete 672 hours of practice in their concentration internship.

Field Seminar

Both internships are accompanied by a field seminar, which is taught by the student’s faculty field liaison. The field seminar courses provide students with the opportunity to process learning in their internship with an emphasis on application of social work theory, knowledge, ethical principles, and skills to practice. The faculty field liaison also works with the student and field instructor to assure that the student’s educational needs are being met and that the student is performing satisfactorily in the field. Throughout the generalist and advanced internships, field instruction is directed, monitored, assessed and educationally supported by the JMSW faculty field liaison.

Roles and Responsibilities

Co-Directors of Field Instruction

The Co-Directors of Field Instruction (one from each university) are responsible for planning, implementing, monitoring, and evaluating the field instruction program, in collaboration with the JMSW Program Director and faculty. Their specific responsibilities include:

1. Locating and approving qualified internship sites and field instructors.
2. Assessing students’ eligibility and readiness for field internship.
3. Assigning students to internship sites.
4. Developing and distributing a field instruction calendar.
5. Training new field instructors.
6. Developing and facilitating in-service workshops for field instructors.
7. Planning and coordinating the field instruction seminar.
8. Assigning students to faculty field liaisons.
10. Conversing with field instructors and others at internship sites throughout the semester.
11. Providing guidelines to faculty field liaisons, field instructors, and students for students’ performance evaluations.
12. Providing for continued evaluation of internship sites, field instructors, faculty field liaisons, and the field instruction program.
13. Writing, updating, and distributing the field instruction manual.
14. Developing and distributing the field instruction directory (www.runipt.com).
15. Maintaining appropriate records for the program.
16. Selecting a field advisory committee.
17. Co-chairing the field advisory committee.
18. Participating in the resolution of faculty field liaison/field instructor/student problems that cannot be resolved at the faculty field liaison level.
19. Designing all forms for the program.
20. Writing program reports, memos, statistics, etc.
21. Planning and directing end-of-year field instructors’ appreciation activities.

**Faculty Field Liaisons**

Faculty liaisons are faculty members from both universities whose primary responsibility is to ensure that students’ internship experiences meet their educational needs and students have the opportunity to develop and demonstrate competency in social work practice. They serve as links between the JMSW Program and the field internship site and must maintain regular contact with students and field instructors in order to assess field performance and provide supportive services and resources as needed. Faculty field liaisons may serve as advisers, monitors, consultants, teachers, mediators, and advocates. Their specific responsibilities include:
1. Visiting assigned students in their field internship sites and conferring with students and field instructors regarding students’ performance. A minimum of two visits/contacts per semester are required, more visits/contacts may take place if there is a need.

2. Assisting students and field instructors in identifying and implementing educational opportunities and tasks that will allow students to develop and demonstrate competence.

3. Interpreting the JMSW Program’s policies, procedures, and expectations of field internship sites.

4. Participating in the resolution of student/internship problems.

5. Maintaining contact with students through field instruction seminars, additional internship visits as required, and student field logs.

6. Assigning grades for field instruction.

7. Participating in the student’s performance evaluation process.

8. Participating in the ongoing evaluation of the field instruction program.

9. Assisting Co-Directors of Field Instruction in identifying field internship sites.

Field Instructors

The primary field instructor for all JMSW students must have the MSW from a CSWE-accredited program. When there is no MSW on-site, another master’s level professional may provide task supervision, and one to two hours per week of face-to-face supervision must be provided by an MSW. All field instructors must also have a minimum of two to three years of post-master’s practice experience and one year of employment in the internship site.

Field instructors are responsible for the students’ training in the internship. They must be interested in teaching and be supportive of students. Field instructors are assigned by the internship site and approved by the Co-Directors of Field Instruction. All new field instructors are strongly encouraged to attend field instructors’ orientation and training offered by the JMSW Field Instruction Program. Field instructor responsibilities include:

1. Orienting the student to the internship.

2. Providing adequate working space for the student.

3. Assisting the student in developing appropriate learning experiences related to the appropriate competencies and practice behaviors (generalist and advanced).
4. Selecting appropriate assignments that will allow the student to develop and demonstrate the core competencies and practice behaviors.

5. Early in the internship, assigning culturally diverse cases that offer varying degrees of complexity to draw upon students’ practice skills.

6. Monitoring and coordinating the student’s work in the internship.

7. Holding planned weekly supervisory conferences with students for a minimum of one to two hours and collaborating with the student to identify issues to be addressed in supervision.

8. Providing written feedback on student’s process recording and other field assignments.

9. Participating in the evaluation of the student’s performance.

10. Conferring with the student’s faculty field liaison.

11. Attending orientation and training.

12. Working collaboratively with the student and field faculty liaison to resolve any student performance issues that may arise, as outlined in the policy on due process.

13. Participating in the ongoing evaluation of the field instruction program.

**Students**

Students are the most important part of the field instruction process and are regarded as adult learners who must take a great deal of responsibility for their education in their internships. Their responsibilities include:

1. Committing to the required hours of internship per week and being present at the internship during designated times.

2. Actively participating in field seminar and completing all field seminar assignments, including maintaining a field log.

3. Developing a learning agreement that includes specific learning tasks that will provide students with the opportunity to develop and demonstrate social work competencies and practice behaviors appropriate to the generalist or advanced internship.

4. Functioning professionally in accordance with the NASW Code of Ethics.

5. Complying with all field instruction policies and procedures.
7. Complying with all internship site policies and procedures, including confidentiality, dress code, and internship hours.

8. Participating actively in weekly supervisory conferences with field instructor and taking responsibility, along with the field instructor, for identifying issues to be addressed in supervision.


10. Evaluating field instructor, internship site, faculty field liaison, and the internship assignment process.

**Field Advisory Committee**

The Field Advisory Committee is comprised of social work practitioners and administrators from various human service agencies, including internship sites; JMSW faculty; JMSW alumni; and students currently enrolled in the JMSW program. This committee is one of the ways that current JMSW students have input into policies and practices involved in the JMSW Field Instruction Program. Further, this committee serves a supportive function and assists with ongoing evaluation of the JMSW Field Instruction Program. Its responsibilities include:

1. Maintaining awareness of the changing social work environment and its implications for staffing needs and educational preparation.

2. Meeting at designated times to assess, plan, and evaluate the JMSW Field Instruction Program.

3. Recommending changes in program content and administration of the field instruction program with the knowledge that final decisions are made by the Co-Directors of Field Instruction in consultation with the JMSW faculty.
JMSW FIELD INSTRUCTION POLICIES

General Information

1. Students are not to secure their internship sites. Internships are assigned by the Co-Directors of Field Instruction. Students will be provided necessary information for contacting internship sites and scheduling an interview.

2. Internship assignments will be dependent upon the availability of appropriate agencies and other organizations that provide social work services.

3. Agencies/organizations that are owned/operated/managed by friends, family members, or other students cannot be used as internship sites. Family members or friends of a student cannot serve as a field instructor.

4. Access to dependable, reliable transportation is critical. Students should possess a valid driver’s license with appropriate automobile insurance coverage. Transportation to agencies and transportation costs are the sole responsibility of students. Some agencies, however, will reimburse for mileage.

5. The Co-Directors of Field Instruction make every effort to ensure appropriate matches between student interests and internship sites. Sometimes, during the process of assigning students to internships either the student or the internship site may question the match. Should this occur, either or both parties may request an internship re-assignment.

6. The JMSW Program is under no obligation to arrange interviews for more than three field internship interviews per student.

7. Students are required to complete 440 generalist internship hours. Advanced (Concentration) year students are required to complete 672 internship hours.

8. Students must obtain professional liability insurance, available at a low student rate through NASW or through a state sponsored insurance plan, prior to the beginning of an internship. Students must provide proof of coverage to the Co-Directors of Field Instruction before they will be allowed to begin their internship.

9. Some sites may require students to have a background check, immunizations, and/or drug testing and submit the results before the internship begins. Some internship sites cover these costs. If not, JMSW students are responsible for paying for these fees. Students must be aware that some sites may require ongoing random drug testing throughout the internship.
Professional Ethics and Conduct

Students are expected to adhere to the standards regarding professional values, ethical conduct, and behaviors identified in the National Association of Social Work Code of Ethics and the National Association of Black Social Workers Code of Ethics while in their internship. Students are expected to be familiar with these codes and demonstrate their understanding of these standards in the application of knowledge and practice skills in their internship settings. See Appendix H for the NASW Code of Ethics and Appendix I for the NABSW Code of Ethics.

An important issue for internship students concerns confidentiality of case records and recordings. Work on case records and documentation should occur at the internship; client or organizational records should not be removed for any purpose. Summaries of case records and video- and audio-taping of clients for course assignments should be conducted with the knowledge and written consent of the field instructor, the knowledge of the faculty field liaison, and with the permission of clients. Students should follow their internship site’s policies and procedures in regard to record confidentiality.

Academic Integrity Policy

Academic integrity is important to success in graduate school as well as later in students’ professional life as social workers. Academic integrity is based on five values: honesty, trust, fairness, respect, and responsibility. If students are to fully benefit from their internship experiences and be properly evaluated for their field performance, the field instructor, field liaison, and student must work together in an environment that affirms these values. Work that violates these values is incompatible with the goals of field instruction and the NASW Code of Ethics and will not be tolerated. Violations of the academic integrity policy will be considered serious academic and ethical offenses and will be dealt with as such. All students are expected to foster the spirit of academic honesty at all times and to encourage that spirit among others.

Students are encouraged to review both the UNCG Academic Integrity Policy online at https://osrr.uncg.edu/academic-integrity/ and the NCA&TSU Academic Dishonesty Policy in the Student Handbook online http://www.ncat.edu/divisions/academic-affairs/bulletin/2014-2015/academic-info-and-regs/academic-dishonesty-policy.html. Students are encouraged to discuss the meaning of academic integrity with your field instructor and faculty liaison. If any work or assignment appears unclear or presents questions related to academic integrity, students must talk with the field instructor and/or field liaison to obtain further clarification.

Liability Issues & Insurance Coverage Requirements

Personal Automobile Liability Coverage

Many internship sites require that students transport clients. Students are therefore encouraged to consult with their insurance company regarding the need to obtain any additional liability coverage. Students should address the issue of transporting clients during the interview with internship site staff.
**Personal Risk and Injury**

On-the-job (i.e., internship) injuries may occur. Students who become injured while at the internship site, or out on internship-related business, are to notify their field instructor and faculty field liaison immediately.

The universities expect internship sites to provide students with access to first aid and emergency care for illness or accidents occurring on the property operated or owned by the internship site. The site may charge students normal fees for health care services. Such fees may be waived or later reimbursed should it be found that the internship site was negligent in providing a safe working environment.

**Professional Liability Insurance**

We live in a litigious society where professional liability insurance coverage has become more and more necessary for helping professionals. Students are required to purchase coverage that will protect them against possible lawsuits. JMSW students can purchase this professional liability insurance through one of two sources:

- NASW provides a reasonably priced policy for student members. Applications for NASW membership and professional liability insurance through NASW are available in the JMSW offices at both universities. Refer to NASW website (www.socialworkers.org) for more information.

- University Professional Liability Insurance is available through the University where the student is officially enrolled. Information about how to purchase this type of insurance can be obtained through the Field Instruction Office on the appropriate campus.

Students must show proof of professional liability coverage to the Co-Directors of Field Instruction before they will be allowed to begin an internship.

**Statement on Attendance**

The field internship is designed across an extended period of time. Students must complete the hours expected weekly for each field course and be in field internship for the total number of designated hours and total number of weeks required by the course. Students may not start field internship early or accumulate excessive hours during any week in order to end the practicum early, decrease the total number of weeks, or build up excessive hours for a future shortage. **All students must complete field logs and required agency paperwork in a timely manner to accurately document their hours or those hours may not be counted.**
**Illness/Emergency**

Occasional illness and other emergencies may cause students to be absent from their internship. Students are expected to work out these arrangements with the field instructor. The faculty field liaison will be informed of absences by the student. Plans for making up extended absences (e.g., prolonged illness) must be discussed with the faculty field liaison and the field instructor. The faculty field liaison, in collaboration with the field instructor, will determine how prolonged absences due to illness, death in the family, etc., will need to be made up.

**Inclement Weather/Snow Days**

Students are expected to be in their internship placements on the designated times outlined in their learning contract and the Field calendar. Any absence must be immediately reported to the field instructor. **Absences due to inclement weather must be made up.** In cases of extreme weather events, the Field Education Program will follow University guidelines and procedures regarding the specific weather event. Students will be informed by the Field Directors and faculty field liaisons about the expectations for making up the required time.

**Internship Site Holidays/University Holidays/Other Closings**

Students may take any holiday or other closing observed by the internship site without penalty as long as the student is able to verify that the minimum required clock hours for internship are met. Students are not required to be present at their field sites on University holidays. If students need to take a religious holiday off and this date is not observed by the field site or University then students must notify their field instructor in advance and make appropriate arrangements.

**Early Completion of Internship**

Students and field agencies are expected to adhere to the official Field Instruction Calendar for the current academic year. The generalist internship takes place during the first year from August/September to April/May for two-year full-time students. The advanced internship occurs August through April/May for all students during their last year of the program. Any deviation from the printed calendar must be discussed in a timely manner with the faculty field liaison and approved by the Co-Directors of Field Instruction. Students are responsible for documenting their field instruction hours using the Field Log form provided by the faculty field liaison.

**Compensatory Time/Overtime**

Some students may need to work over time in the internship, depending on the internship site and students’ assigned tasks. Such overtime may earn compensatory time for students. Students and field instructors must discuss compensatory time and overtime early in the internship. Any time given to the student as compensatory must also be approved by the faculty field liaison. When an internship regularly requires more than 24 hours per week, this situation should be carefully considered and evaluated by both the field instructor and faculty field liaison as to its impact on the student’s educational and learning experience. Students are to be aware that
generally, regardless of their compensatory time, they are not allowed to finish their total internship hours before the ending date for field internships as posted on the field calendar.

**Monetary Compensation**

In accordance with written University policy, as stipulated in the JMSW Standard Instructional Agreement (VIII), provision for monetary compensation to students must be arranged under separate agreement between the student and the internship site. The site must stipulate that any such agreement between itself and the student will comply with state and federal laws, including the Fair Labor Standard Act, if such Act is applicable to the internship site.

**Stipend Supported Internships**

Stipend supported internship experiences are not routinely available. However, there are some sites, especially for advanced internships, that may offer paid internships. The JMSW Co-Directors of Field Instruction will always present such stipend supported internship opportunities to all qualified JMSW students during the orientation to the JMSW Program. This information is also shared with all students during the field orientations and the annual field agency fair. Students who have further questions about applying for these internships should consult with the Co-Directors of Field Instruction.

**Social Media Policy**

Students and faculty are expected to utilize social media in a responsible manner, in accordance with emerging guidelines from NASW: http://www.socialworkers.org/practice/standards/technology.asp. In most cases, faculty will not engage in cyber “friendships” with current students; though social may be employed for recruitment and communication purposes in a professional way.

**Sexual Harassment**

The sexual harassment of internship students by any field instructor, employee, or representative of the internship site will not be tolerated. To ensure students are placed in an internship that affords an environment conducive to learning and free of sexual harassment, field sites and field instructors will receive a copy of the universities’ policies on sexual harassment (see Appendix E 1 & 2). If the internship site does not currently have such a policy, the JMSW Field Instruction Program will strongly urge its development.

**Nondiscrimination**

The JMSW Field Instruction Program must abide by the nondiscrimination policies as set forth in the Graduate School Bulletin at each university and the Universities/Agency Instructional Agreement. The JMSW Program is committed to equality of educational opportunity and does not discriminate against applicants, students, or employees on the basis of race, color, gender, age, creed, ethnic or national origin, disability, political orientation or sexual orientation (see Appendix E 3 & 4).
Students with Disabilities/Requests for Accommodations

Students with disabilities who anticipate that they will need a reasonable accommodation in field education or in a field placement, should contact Disability Services on their home campus. Reasonable accommodations will be provided for students with documented physical, sensory, systemic, cognitive, learning, and psychiatric disabilities. Students with disabilities receiving accommodations for field education must contact the Co-Directors of Field Instruction to discuss implementation of any accommodations. Students are encouraged to speak with their field instructors within the first two weeks of the semester to discuss their individual needs for accommodations. The aforementioned process is required prior to making any request for accommodations of the agency or field instructor.

Life/Work Experience

No field instruction credit will be allowed for student’s life and/or work experience.

Employment

During the semesters in which students are enrolled in field instruction, it is recommended that they do not engage in any outside employment in order to make optimum use of the field instruction experience. When employment is essential, it is recommended that work hours be scheduled on Friday evenings and the weekend. Work schedules must not conflict with field instruction assignments or the field seminar.
GUIDELINES AND CRITERIA FOR APPROVAL OF INTERNSHIP SITES AND FIELD INSTRUCTORS

The Co-Directors of Field Instruction are continuously searching for possible internship sites. New sites come to the attention of the field directors through inquiries and by recommendations from faculty, students, alumni, and/or the Field Advisory Committee. Following are the criteria and procedures for approving new internship sites.

Internship and Field Instructor Criteria

1. The site should be located within a geographic area currently used by the JMSW Program. Sites more than 150 miles from the campuses will require special evaluation.

2. Field instructors must have an MSW with a minimum of two to three years of post-MSW practice and at least one year in their current position.

3. The internship site should be willing to provide necessary release time for the field instructor to attend required orientations and training workshops, supervisory conferences with students, and evaluation conferences with faculty field liaisons and students.

4. The internship site must be able to provide structured learning experiences deemed appropriate for graduate level social work students and which meet JMSW Program expectations and allow students opportunities to develop and demonstrate CSWE designated competencies and practice behaviors.

5. The internship site and field instructor must be willing to allow the student to have early hands-on experience with internship clientele.

Procedures for Approval of New Internship Sites

1. Initial requests or recommendations of new sites will be made to the Co-Directors of Field Instruction.

2. The Co-Directors of Field Instruction will make an initial visit to potential internship sites for the purpose of meeting administrators and prospective field instructors.

3. If the Co-Directors of Field Instruction approve the internship site, program information and forms will be sent to the site for completion and return.

Procedures for Approval of New Field Instructors

1. Prospective new field instructors should send the completed Field Instructor Profile to the Co-Directors of Field Instruction to document that they meet the criteria for field instructors.
2. Co-Directors of Field Instruction confirm whether potential field instructors meet requirements.

3. Field Instructors that meet all criteria for field instructor selection are asked to complete Field Instruction Orientation training within their first year of participating in the field instruction program.

**JMSW and Field Placement Non-Discrimination Policy Agreement**

The field placement agency must abide by the nondiscrimination policies as set forth in the Agency Instructional Agreement signed by both the agency and the JMSW Program. The agency agrees to consider interns from the JMSW program without discrimination on the basis of race, sex, religion, national origin, age, and disability. The Agency agrees to accept qualified students with disabilities from the Universities in accordance with Section 504 of the Rehabilitation Act of 1973 and The Americans with Disabilities Act of 1990, and as amended. If the student has self-reported his/her disability to the Universities, the University’s Department of Disability Services will consult with Agency’s fieldwork supervisor on a case-by-case basis to determine whether the University or the Agency will provide reasonable accommodation(s). In the event the Agency furnishes the reasonable accommodation(s) for the student, the University agrees to reimburse the Agency for costs incurred by the Agency for providing the reasonable accommodation(s), except for accommodations involving permanent structural alterations to the Agency’s property.
FIELD INTERNSHIP PROCEDURES

Generalist Field Internship

Criteria for Admission to the Generalist Field Internship

Only students who have met the following criteria will be admitted to the Generalist Field Instruction program:

1. Enrolled concurrently in required generalist courses.
2. Successfully interviewed with the JMSW Co-Directors of Field Instruction.
3. Successfully interviewed with potential field instructor to confirm internship and return either a signed JMSW Field Internship Assignment form or receive an email from their field instructor confirming their acceptance to the Co-Directors of Field Instruction.

Planning for the Generalist Internship

In planning for the Generalist Internship, students participate in the following sequential process:

Step 1: The Co-Directors of Field Instruction will provide information about the generalist internship via email prior to the fall semester.

Step 2: Students complete the Field Instruction Application package by the deadline listed in the email from the Co-Directors of Field Education.

Step 3: The Co-Directors of Field Instruction will interview each field applicant.

Step 4: The student will receive a prospective internship site assignment and schedule an interview with the prospective field instructor.

Step 5: The student will visit the internship site and interview with the prospective field instructor.

Step 6: The internship site will notify the Co-Directors of Field Instruction whether the student will be accepted for an internship. One of the Co-Directors of Field Instruction will then notify students of their final internship assignment.

Advanced (Concentration) Internship

Criteria for Admission to the Advanced Internship

Students will be eligible for the Advanced Internship when the following criteria are met:
1. Successful participation and completion of Generalist Field Internship (2 year cohort) and all first-year coursework.

2. Completion of an Advanced Internship application package and a resume. This package is returned to the Co-Directors of Field Instruction.

3. Upon receipt of the field application, the Co-Directors of Field Instruction will assist students in planning their individualized, educationally directed internship, centered around students’ area of interest.

**Planning for the Advanced Internship**

In planning for the **Advanced Internship**, students participate in the following sequential process:

**Step 1:** The student will use the JMSW Field Fair to select three internship sites of interest.

**Step 2:** The student will complete the Advanced Internship Application and submit the completed application, including an updated resume, to the Co-Directors of Field Instruction by the deadline listed.

**Step 3:** The student will receive a prospective field internship assignment and schedule an interview with the prospective field instructor(s).

**Step 4:** The student will visit the site and interview with the prospective field instructor(s).

**Step 5:** The internship site will notify the Co-Directors of Field Instruction whether the student will be accepted. One of the Co-Directors of Field Instruction will notify students of their final internship assignment.

**Learning Agreements**

The JMSW Generalist Internship Learning Agreement and JMSW Advanced Internship Learning Agreement are both agreed upon between the student and the field instructor with the approval of the faculty field liaison. The purpose of these learning agreements, which includes the JMSW Generalist or Advanced Internship Task Plan, is to plan the internship so the assigned tasks address the 9 or 10 core competencies and the related practice behaviors (i.e., 31 generalist practice behaviors or 36 advanced practice behaviors). Learning experiences delineated for each internship will integrate theory with practice so that students are able to develop and demonstrate the appropriate competencies and related practice behaviors.

The Learning Agreement should be written by the **third week** of the semester. The faculty field liaison will inform the student of the exact due date. The Learning Agreements are located in Appendix C and can be found on the JMSW website (www.jmsw.org) and the Alcea database (www.runipt.com).
Internship Evaluation

The JMSW Generalist Internship Evaluation and the JMSW Advanced Internship Evaluation are completed at the end of each semester of field instruction and provide an opportunity for the student and the field instructor to assess the extent to which the student is demonstrating either the 31 generalist practice behaviors or the 36 advanced practice behaviors. This evaluation also provides an opportunity for field instructors to identify the student’s strengths, challenges, and future learning needs. In addition, any extenuating circumstances that have affected the student’s professional learning can be documented. The internship evaluation ensures accountability between the internship site, the field instructor, the JMSW Program, and the student. Ongoing evaluation of the student’s performance is an integral part of the field instructor’s responsibilities and is a frequent part of weekly supervision sessions.

During the formal evaluation conference near the end of each semester the student and the field instructor should share responsibility in evaluating the student’s performance. Ideally, both the field instructor and student complete the field evaluation form and share their evaluations with each other. Both the field instructor and student must have time to read, reflect, and assimilate feedback from one another. They will then meet together to review the evaluation. Changes to the field instructor’s evaluation may be made if the field instructor feels they are warranted. All changes are to be included in the final copy of the evaluation which is provided to the faculty field liaison. Students must see the evaluation in its final form and indicate whether they agree or disagree with the field instructor’s evaluation, indicating this in Alcea (online field instruction website) on the JMSW Generalist/Advanced Internship Evaluation. The faculty field liaison uses the evaluation as part of the criteria for assigning a grade of Satisfactory/Pass or Unsatisfactory/Fail for field.

The JMSW Generalist Internship Evaluation is designed around the 9 core social work competencies and the 31 generalist practice behaviors as identified by CSWE. The JMSW Advanced Internship Evaluation also organized by the 2008 10 core competencies, and includes the 36 advanced practice behaviors that are unique to the JMSW Program’s multicultural competence curriculum. The generalist and advanced field evaluation forms are located in Appendix C, on the JMSW website (www.jmsw.org), and on the Alcea website (www.runipt.com).

Grading

Field Instruction

Grades for the field instruction courses will be assigned by the faculty field liaison. In determining the final grade, the faculty field liaison will take into account the field instructor’s evaluation of the student’s ability to demonstrate the generalist or advanced practice behaviors at an acceptable level. The Satisfactory (Pass)/Unsatisfactory (Fail) grading system is used for all field instruction courses.
Field Seminar

Students are required to attend semi-monthly seminars that will be conducted by the faculty field liaison. The time and place of the seminars will be determined by individual faculty field liaisons. Seminar topics are relevant to students’ field instruction experiences, and students are required to take an active part in discussions. Seminar attendance and the quality of participation as well as grades earned on specific assignments will be included in the final grade for the Field Seminar courses. Generalist field and seminar are combined and graded on a Satisfactory/Pass or Unsatisfactory/Fail basis. In the advanced field seminars, letter grades are used (A, B, C, F).

The biweekly Field Log is the student’s record of her/his experiences and hours in field for the designated time period. The field log is an ongoing reflection of the students work in field and needs to be completed concurrently while in field internship. Failure to turn in the field log by the grace period due date on their field seminar course syllabus will result in the field hours not being recorded, and therefore, not counting towards their total number of field hours for the semester. The faculty field liaison may offer some flexibility with this policy, in unusual or exceptional circumstances.

Grading Scale Followed in All JMSW Courses

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
</tr>
<tr>
<td>F</td>
<td>0-69</td>
</tr>
</tbody>
</table>

NOTE: Incomplete course work and withdrawals will be governed by the assigned faculty field liaison and the Co-Directors of Field Instruction.

Denial of Admission to, Suspension from, Withdrawal or Termination from Field Instruction

Reasons for denial of admission to field instruction or suspension or termination from field instruction may include the following:

1. Unsatisfactory academic performance. The appeals process does not apply. ¹
2. Failure to complete field instruction prerequisites. The appeals process does not apply.

¹ The UNCG Grade Appeal Policy for Graduate Students is in the Graduate School Bulletin at http://grs.uncg.edu/bulletin/. The NCA&T Grade Appeal Policy can be found in the Graduate Catalog at http://www.ncat.edu/academics/grad/graduate-catalog/index.html.
3. Failure to complete the application to field process. The appeals process does not apply.
4. Unprofessional behavior and/or impairment. The appeals process does apply.
5. To withdraw from field after the add/drop period the student must receive approval from her/his field liaison and the co-directors of field education. Students who perform poorly and/or are not making sufficient progress and withdraw after the add/drop period will be given a grade that reflects their performance at the time of their withdrawal.

**Any unsuccessful completion of field instruction, including withdrawal, will require application for re-admittance to the JMSW Program.**

**Unprofessional Behavior**

Unprofessional behavior is defined as the inability or unwillingness on the part of a student to abide by the standards of professional conduct delineated in the National Association of Social Workers’ *Code of Ethics* or the standards of personal behavior as presented in the UNCG *Student Code of Conduct* (http://sa.uncg.edu/dean/code/) and the NCA&TSU *Student Handbook* (http://www.ncat.edu/student-affairs/student-services/dean/student-handbook.html).

**Examples of Unprofessional Behavior**

Behaviors which may indicate a lack of professionalism may include, but are not limited to, the following:

1. Unethical professional behavior (i.e., as delineated in the NASW Code of Ethics).
2. Threat of physical harm to self or others.
3. Discriminatory behavior or harassment toward others on the basis of race, gender, age, sexual orientation, disability, or any other characteristic that is protected by law or University policy.
4. Inability to accept appropriate evaluation from superiors or to modify one’s professional behaviors as requested.
5. Habitual tardiness to class or to an internship.
6. Habitual unexcused absences from class or from an internship.
7. Impaired judgement, decision-making, or problem-solving in one’s professional life (also see *Examples of Impairment* below).
8. Inappropriate or disruptive behavior toward colleagues, faculty, staff, peers, or clients.
9. Consistent failure to demonstrate interpersonal skills necessary to form effective professional relationships.


Examples of Impairment

Conditions which may indicate impaired ability to function professionally as a social worker may include, but are not limited to, the following:

1. Personal problems that affect functioning.
2. Psychosocial distress, substance abuse, or mental health conditions that affect functioning.
3. Medical conditions that affect functioning.
4. Other conditions or circumstances that affect functioning.

Suspension or Termination from the Field Instruction Program Due to Unprofessional Behavior and/or Impairment in an Internship

Following are the procedures to be followed in a situation involving possible unprofessional behaviour and/or impairment of a JMSW student in an internship:

1. The field instructor should first attempt to address this problem with the student in an arranged meeting.

   If after this meeting, in the professional judgment of the faculty field liaison, a student has failed to make sufficient progress with identified problems the field instructor should immediately contact the faculty field liaison so a joint meeting with the student can be arranged.

2. At this meeting, the field instructor and faculty field liaison will inform the student of specific details regarding the unprofessional behavior or impairment that is causing concern. The field instructor and faculty field liaison should also elicit the student’s perception of the problem at this meeting. The student will be informed about the specific changes that will be expected of him/her in terms of the unprofessional/impaired behavior and the date at which student’s behavior will be re-evaluated.

3. The faculty field liaison should prepare a written summary of this conference and send it to the student, the student’s educational advisor, and the field instructor, and place a copy in the student’s file. The summary must include a description of specific behaviors or incidents which are deemed problematic and a plan, including targeted goals, with the date of re-evaluation, to restore professional standards on the part of the student. The faculty field liaison will also indicate to the student in writing the consequences if the problem is not resolved.

4. If, in the professional judgment of the faculty field liaison, a student has failed to make sufficient progress in following the written plan, the faculty field liaison will request that the JMSW faculty discuss the student during the next faculty meeting as part of the student advancement discussion. The JMSW faculty will decide if the student is professionally impaired or unprofessional to the extent that suspension or termination from the field instruction program is necessary. Students who are dismissed will have to
follow appropriate termination procedures in their field internship. In emergency situations, the Co-Directors of Field Instruction and field faculty liaison may temporarily remove the student from an internship pending discussion at the next faculty meeting.

5. When unprofessional behaviour or impairment has surfaced in the internship, the JMSW faculty field liaison or the faculty involved in the student advancement discussion may recommend to the JMSW Co-Directors of Field Instruction that the student be reassigned to another field internship.

6. The JMSW Co-Directors of Field Instruction will communicate any decision regarding suspension or termination from the field instruction program or reassignment to a different internship to the student in writing and place a copy of the letter in the student’s field file.

When a site unilaterally terminates a student from an internship for unprofessional behavior or impairment, without following the above process, the faculty field liaison, in consultation with the Co-Directors of Field Instruction, must review the situation, develop further plans for reassignment or notify the student of his/her termination from the field instruction program.

7. The faculty field liaison and Co-Directors of Field Instruction determine if reassignment of the student is appropriate in light of the student’s record of behavior, professional standards and availability/suitability of alternate sites.

If the decision to reassign is made, the student is notified in writing from the field liaison or Co-Directors of Field Instruction and a copy of the letter is placed in the student’s field file.

If the decision to reassign is made, the Co-Directors of Field Instruction initiate the reassignment process by contacting a new internship site and field instructor. The Co-Directors of Field Instruction will share information about the previous internship, when appropriate, with the new site and field instructor. The Co-Directors of Field Instruction will inform the student of the new assignment. The student will then follow steps 5 and 6 in the planning for internship process. The student may be required to complete extra internship days/hours to make up time lost and/or to take other steps designed to remediate observed impaired or unprofessional behavior. The student’s new field instructor and faculty field liaison will make these arrangements.

8. Notwithstanding steps 1-7 above, serious unprofessional behaviors and/or impairment, such as extremely rude or threatening outbursts or behavior, illegal activities, intoxication, possession, distribution, sale, and/or use of illegal drugs, and words or conduct that indicate a propensity to harm self or others may warrant immediate faculty intervention and/or dismissal from the program.
9. In all instances where a decision is made to terminate the student from the field instruction program due to unprofessional behavior or impairment, the student may appeal this decision (see below).

**Appeals Process for Denial of Admission to Field Instruction or Termination from Field Instruction**

Students have the right to appeal denial of admission to or suspension or termination decisions as outlined below:

1. Within five (5) business days (8am-5pm, Monday-Friday) of receiving the written letter regarding suspension or termination, the student must make a written request for an appeals hearing to the Program Director of the Joint Master of Social Work Program. If the JMSW Program Director is directly involved in the situation in question, that person shall recuse him/herself from the appeals process.

   The JMSW Program Director will assemble a JMSW Appeal Review Committee which will consist of three persons to hear the appeal. The Appeals Committee will consist of one (1) current JMSW student and two (2) JMSW faculty members. The JMSW Program Director will designate one JMSW faculty member to serve as the Appeals Committee chair. The faculty member who initiated the termination process will not be eligible to hear the appeal but may present written information and/or supporting documentation.

2. Within five (5) business days (8am-5pm, Monday-Friday) from the time that the JMSW Program Director receives the student’s written request for an appeal, the Committee will select a date and place for the hearing. The Chair of the Committee will notify the student of date of the hearing in writing or via email to the last known and updated address for the student on file with the JMSW Program.

3. During the hearing, the student will have an opportunity to present information and/or supporting documentation as to why the decision of the JMSW Program regarding denial, suspension, or termination should be changed. The burden of proof that this decision should be changed will rest with the student.

4. Students may involve an advisor/support person of their choice, including an attorney. The student may consult with this advisor/support; however the student must be the sole author of all written materials presented to the Committee and any advisor/support person will not be allowed to speak for the student during the hearing.

5. Following the hearing the Committee will convene to review the actions taken against the student for unprofessional behavior and/or impairment and make a decision to uphold or overturn the denial, suspension, or termination from the JMSW Field Instruction Program decision. The Committee will base its decision on the oral and/or written evidence presented at the hearing.
6. A simple majority of votes of the Committee present at the hearing will decide whether the appeal is upheld or overturned. The Chair of the Committee will provide a written report of the Committee findings and decisions and the reasons for those findings and decisions (hereinafter “Committee Report”) to the JMSW Program Director.

7. The JMSW Program Director will provide the student a copy of the Committee Report within three (3) business days (8am-5pm, Monday-Friday) of their receipt of the Committee Report. The JMSW Program Director will also place a copy of this Report in the student’s file. The JMSW Program Director will notify the JMSW Co-Directors of Field Instruction, JMSW faculty, and other relevant professionals (e.g., field instructor) of the Committee’s decision.

8. The Committee Report decision is final and no further appeal is allowed.

**Reassignment of Student Due to Non-Performance Issues**

A request for student reassignment to another internship may be made when problems unrelated to the student’s performance make continuation in the internship site an issue. The faculty field liaison is responsible for determining whether the problem is due to student performance or nonperformance factors.

Nonperformance factors include:

- a. Inadequate internship site resources to support the internship.
- b. Learning experiences in an internship site are too narrow.
- c. Internship site reorganization causes too much disruption in student internship.
- d. Student/internship site match is incompatible in terms of learning opportunities.
- e. Poor match of student with field instructor.

If factors other than student performance create problems in an internship, the following process will be used:

1. Student and field instructor will initially discuss the problem. When the field instructor has attempted to work with the student around challenges that are primarily unrelated to the student’s performance (see above examples) then the student’s faculty field liaison is contacted to set up a meeting to discuss this situation.

2. Student, field instructor, and faculty field liaison meet and discuss the problem. The faculty field liaison elicits the student and the field instructor, sometimes jointly, to clarify the problem and suggest ways of improving the situation, including the establishment of timelines for improvement. If the problem cannot be solved at this level, the faculty field liaison consults with the Co-Directors of Field Instruction. If a solution is not found, the
decision to terminate the internship is made by the field instructor and faculty field liaison in consultation with the Co-Directors of Field Instruction in a timely manner.

3. The student must complete the termination process in the original internship unless the field instructor requests otherwise. This process includes completing administrative requirements and termination contacts with assigned clients.

4. The original field instructor must submit to the faculty field liaison a written, up-to-date summary of the student’s internship experience, including the reason(s) for termination. This summary must be shared with the student, and it becomes a part of the student’s official record. The student may submit a response to the field instructor’s summary to the faculty field liaison.

5. When a site unilaterally terminates a student from an internship for reasons other than student nonperformance, the faculty field liaison, in consultation with the Co-Directors of Field Instruction, must review the situation and develop further plans for reassignment.

6. The Co-Directors of Field Instruction initiate the reassignment process by contacting a new internship site and field instructor. The Co-Directors of Field Instruction will share information about the previous internship, when appropriate, with the new site and field instructor. The Co-Directors of Field Instruction will inform the student of the new assignment. The student will then follow steps 5 and 6 in the planning for internship process. The student may be required to complete extra internship days/hours to make up time lost. The student, new field instructor, and faculty field liaison will make these arrangements.

Field Internship in Student’s Place of Employment

Field instruction is an educational experience and not an employment experience. Accrediting standards require that students who seek an internship in a site where they are employed must have “release time” for course work and field instruction. Accrediting standards further require that student’s internship assignment and field supervisor must differ from those that are associated with the student’s current or past employment in that site. The assignment must also involve the student working with a different client population.

Students interested in using their place of employment for an internship will discuss this with the Co-Directors of Field Instruction during the field admission process and submit a written proposal, identifying measures the internship site will take to ensure separation of paid employment and internship duties and activities, as well as differences in supervisor and client population to be served. A Request for Evaluation of Work Site for MSW Internship must be completed (see Appendix B or www.jmsw.org).

Work site internships are complex and are not routinely approved. Therefore, the student and field instructor are to devise a contingency plan for field instruction in cases where such approval cannot be secured.
REFERENCES


APPENDIX A:

AGENCY AND FIELD INSTRUCTOR FORMS
JOINT MASTER OF SOCIAL WORK PROGRAM

AGENCY REQUEST FOR MSW INTERN

The information provided in this form will be used to assign students to field internships. A complete and specific description of your agency’s programs and clientele served will enable the program to better match students and internship opportunities. We appreciate your time to provide this essential information. The form should be signed by the agency director and the MSW Internship Coordinator/Contact Person.

Date: _______________________

Name of Agency: __________________________________________________________

Name of Department/Unit/Program: __________________________________________

Address: _______________________________________________________________

_______________________________________________________________

Phone: __________________________ Fax: __________________________

Name and Title of Executive: ______________________________________________

MSW Internship Coordinator/Contact Person: _________________________________

Phone: __________________________ Fax: __________________________

E-Mail Address: __________________________________________________________

Number of MSW interns your agency will accept:

Generalist full-time students ____
Advanced two-year students ____
Advanced standing students ____

Check the practice area(s) which apply to your agency:

Mental Health ______ Community Organization ______
Developmental Disability ______ School Social Work ______
Medical/Health ______ Substance Abuse/Addiction ______
Children and Youth ______ Corrections ______
Family Services ______ Public Welfare ______
Services to the Aged ______ Other (specify): ________________________

Briefly describe the function and purpose of your agency. Include geographical area:
Briefly describe potential student learning opportunities with individuals, families, and small groups:

Briefly describe potential learning activities with organizations and community systems:

Please provide the following information about the clientele served by this agency.

<table>
<thead>
<tr>
<th>Age Group of Clients</th>
<th>Primary Intervention Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infants (0-18 months)</td>
<td>Individuals</td>
</tr>
<tr>
<td>Preschool Children</td>
<td>Couples</td>
</tr>
<tr>
<td>Elementary School Children</td>
<td>Families</td>
</tr>
<tr>
<td>Adolescents</td>
<td>Groups</td>
</tr>
<tr>
<td>Young Adults (18-25)</td>
<td>Organizations</td>
</tr>
<tr>
<td>Adults</td>
<td>Communities</td>
</tr>
<tr>
<td>Elderly (over 65)</td>
<td>Other (specify):</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Client Race/Gender</th>
<th>Client Income Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>White Females</td>
<td>Low Income</td>
</tr>
<tr>
<td>Females of Color</td>
<td>Urban Residents</td>
</tr>
<tr>
<td>White Males</td>
<td>Rural Residents</td>
</tr>
<tr>
<td>Males of Color</td>
<td></td>
</tr>
</tbody>
</table>

What are the primary presenting problems of the clients the student would serve?

Special requirements for students considering this agency:

Transportation needed for field:     All the time
                                    _____ Occasionally
                                    _____ Never

Agency compensates for agency-incurred travel: ___ Per mile reimbursement
                                            _____ Use of agency car
                                            _____ Other (specify): __________________________
JOINT MASTER OF SOCIAL WORK PROGRAM

FIELD INSTRUCTOR PROFILE

All field instructors should meet the following criteria:

1. Earned a Master or higher degree in social work and have a minimum of two to three years of post-MSW experience.
2. One (1) year’s work experience in their current position in the agency.
4. Experience in supervising workers or students.
5. Attend field instructor training related to supervising MSW students.

Below please provide information about each field instructor (including a resume/vita) who will be assigned to the MSW student.

<table>
<thead>
<tr>
<th>1. Name</th>
<th>Position/Title</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Education:

<table>
<thead>
<tr>
<th>School where MSW earned</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Area of Concentration/Specialization</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School where DSW/Ph.D. earned</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Area of Concentration/Specialization</td>
<td></td>
</tr>
</tbody>
</table>

Number of years of social work practice experience: _______________________
Number of years of supervisory experience with: staff ________ students ________

<table>
<thead>
<tr>
<th>2. Name</th>
<th>Position/Title</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

Education:

<table>
<thead>
<tr>
<th>School where MSW earned</th>
<th>Year</th>
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<tbody>
<tr>
<td>Area of Concentration/Specialization</td>
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<table>
<thead>
<tr>
<th>School where DSW/Ph.D. earned</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Area of Concentration/Specialization</td>
<td></td>
</tr>
</tbody>
</table>

Number of years of social work practice experience: _______________________
Number of years of supervisory experience with: staff ________ students ________

________________________
Signature, Agency Director/Agency Name

________________________
Signature, MSW Coordinator/Contact Person

Date

Date
STANDARD INSTRUCTIONAL AGREEMENT

I. Parties

This Instructional Agreement (Agreement) is entered into between the Joint Master of Social Work Program (JMSW), between North Carolina A&T State University (NC A&T SU) and The University of North Carolina at Greensboro (UNCG) and [firm/organization name] (Agency), (collectively, the Parties).

II. Purpose

The parties specified in this Agreement have determined that they have a mutual interest in providing student learning experiences at Agency. The JMSW Program has determined that student placements in Agency are consistent with the goals and objectives of the curriculum and will enhance the program of study. This Agreement confirms the mutually agreed terms and conditions of supervised learning experiences to be performed at Agency.

III. Term

A. The term of this Agreement shall commence on the date upon which the last signature is affixed hereto and will automatically renew annually unless either party provides at least ninety (90) days written notice of its intent to terminate prior to the expiration of the then current annual term.

B. This Agreement may be terminated by either party upon written notice of at least ninety (90) days. In the event of a termination, the Parties should use their best efforts to ensure that the termination will not negatively affect students currently placed at Agency.

IV. Compliance with NC A&T SU, UNCG and Agency Policies

A. Students working in Agency will be subject to the universities’ Academic Honor Policy and the Student Code of Conduct, copies of which will be provided to Agency by the JMSW Faculty Liaison. If alleged violations occur, Agency will notify Faculty Liaison. If such alleged violations reasonably seem to pose a continuous threat to others, the alleged violator may be suspended immediately by the Agency from participating in Agency activities.

B. Agency may also require student participating in Agency activities to comply with its own operational policies and procedures.

Office of the Provost
July 2011
V. Responsibilities of the Parties

A. The Universities shall:

1. Notify students of appropriate placement opportunities for the experiential learning activity;

2. Approve placement site and learning objectives;

3. Select and register students for placement;

4. Award University credit to students;

5. Identify for the Agency the Faculty Liaison who will be the primary contact for specified learning activities;

6. Participate in planning and evaluation regarding learning activities;

7. Provide Agency with current field placement manual identifying policies and procedures. The Agency will also be provided with evaluation forms and deadlines;

8. Inform Agency of the JMSW field program calendar and initiate discussions of students’ obligations to report to Agency, if necessary, whenever classes are not in session; and

9. Implement procedures to notify students of obligations listed below:
   a. Attend orientation sessions regarding learning activity;
   b. Comply with all applicable policies and operational procedures of Agency;
   c. Negotiate a set of learning objectives with Agency and the JMSW field program and provide to each a written statement of objectives set forth in the student’s Learning Agreement;
   d. Give prior notice of necessary absence to Faculty Liaison and appropriate Agency personnel;
   e. Obtain and maintain any required health insurance and professional liability insurance with minimum amount of coverage for the student of $1,000,000 per occurrence and $3,000,000 aggregate. Faculty Liaison will, upon request, provide to Agency, a copy of the Certificate of Insurance that has been provided by student;

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f. Maintain professional standards of confidentiality;

g. Participate in all individual or group meetings associated with learning activity;

and

g. Provide personal transportation to and from learning activity.

10. Compliance with Bloodborne Pathogens Standard: The Agency shall provide training to the students in universal precautions prior to assigning a student to participate in an internship at Agency. Agency will be responsible for providing appropriate personal protective equipment required to comply with OSHA Standards as such compliance relates to the performance of this Agreement. The Universities shall provide documentation to Agency that each participating student has received the hepatitis B vaccine or has declined such vaccine in writing.

B. Agency shall:

1. Provide opportunities for student observation and/or participation on Agency premises;

2. Provide a safe environment in compliance with all federal and state laws and inform the Universities and students of hazardous conditions and unusual circumstances that may create unsafe conditions;

3. Provide to Faculty Liaison and students written policies and operational procedures to which students are expected to adhere while they are at Agency setting;

4. Provide to Faculty Liaison a list of duties or job description for student placements with notation of any specific requisite skills or abilities, as well as identify essential functions of the position;

5. Participate in planning and evaluation sessions with students and, where appropriate, with JMSW field faculty;

6. Identify for Co-Directors of Field and Faculty Liaison the Agency personnel primarily responsible for supervising learning activity at Agency;

7. Provide on-site supervision and guidance to learning activity;

8. Provide timely final evaluation of student performance in the manner specified by the University;

9. Conduct exit interviews with students that will include discussion of Agency’s final evaluation; and

Office of the Provost
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10. Notify Faculty Liaison of unsatisfactory performance or misconduct of a student and provide documentation of any charge to Faculty Liaison. If a student fails to comply with Agency’s policies and procedures, Agency may immediately suspend or terminate that student from further participation in the program on its premises.

VI. Number of Placements

Agency and the JMSW Program will mutually determine the number of students to be placed at Agency for a given term. Agency and the Universities may decide to have no active placements for a period of time without affecting the continuation of this Agreement.

VII. Nondiscrimination

Both parties agree to perform their duties under this Agreement without discrimination on the basis of race, sex, religion, national origin, age, and disability. The Agency agrees to accept qualified students with disabilities from the Universities in accordance with Section 504 of the Rehabilitation Act of 1973 and The Americans with Disabilities Act of 1990, and as amended. If the student has self-reported his/her disability to the Universities, the University’s Department of Disability Services will consult with Agency’s fieldwork supervisor on a case-by-case basis to determine whether the University or the Agency will provide reasonable accommodation(s). In the event the Agency furnishes the reasonable accommodation(s) for the student, the University agrees to reimburse the Agency for costs incurred by the Agency for providing the reasonable accommodation(s), except for accommodations involving permanent structural alterations to the Agency’s property.

VIII. Monetary Compensation to Student

Students placed in learning activities under this Agreement receive University credit toward an academic degree, including where appropriate hourly units. Monetary compensation to students is not provided under the terms set out herein. Any agreement between Agency and a student for monetary compensation is separate from and outside the terms of this agreement. The University may not be made a party to such a compensation agreement.

IX. Employment

Students are not considered employees or agents of either the University or Agency except as agreed to between a student and Agency pursuant to Section VIII.
X. Entire Agreement

This Agreement represents the entire agreement between the parties and may not be modified without the written consent of both parties. This Agreement shall be construed and governed by North Carolina law and any disputes shall be filed in a North Carolina court of competent jurisdiction. In witness whereof, the parties hereto have caused this Agreement to be signed by their respective authorized representatives.

For and on behalf of The Joint Master of Social Work Program:

____________________________________  Date
Field Co-Director

____________________________________  Date
JMSW Director

____________________________________  Date
Chair, Dept. Sociology/Social Work - NC A&T SU

____________________________________  Date
Chair, Department of Social Work - UNCG

____________________________________  Date
Dean, School of Arts and Sciences - NC A&T SU

____________________________________  Date
Dean, School of Health & Human Sciences - UNCG

For and on behalf of the Agency:  (Agency Name)

____________________________________  Date
Name and Title (Please Print)

____________________________________  Date
Signature

Office of the Provost
July 2011
APPENDIX B:
FIELD INTERNSHIP FORMS
JOINT MASTER OF SOCIAL WORK PROGRAM

GENERALIST INTERNSHIP APPLICATION

Please type or print clearly. Use only blue or black ink.

Date: ______________________

1. Name: ______________________
   Last           First           M.I.     University ID#

2. Mailing Address: _____________________________________________________________
   _____________________________________________________________
   _____________________________________________________________

3. Home Phone: ______________________ Work Phone: ______________________

4. Anticipated date of graduation: ______________

5. Will you be employed next semester? Yes _____ No _____ Full-time ____ Part-time _____

6. Have you ever been convicted of any criminal charges, including a felony?
   Yes _____ No _____

7. Do you have limitations (physical or emotional) of which we should be aware in planning your field internship? Yes ____ No ____

8. Do you have a valid N.C. driver’s license? Yes ____ No ____

9. Will transportation be a problem for you? Yes ____ No ____

   If yes, please explain: ______________________

10. List strengths you have which may contribute to a successful internship:
11. What do you want to gain from the generalist internship experience? Be specific. Include areas of your professional development that you may need to especially address.

12. Explain any issues that may impact your choice of possible internship sites. For example, if a student is a parent with young children, is in recovery for substance abuse, has no car or a suspended driver’s license, has caretaking responsibilities for a family member, etc., such issues need to be present to the Co-Directors of Field Instruction in advance to assist with planning for your internship. It is the student’s responsibility to apprise the Co-Directors of Field Instruction of this information.

Please include the following attachments to complete your application packet:

1. **Professional Resume**

   Include *Educational Objective*, Work Experience, Volunteer/Previous Internship Experience, Special Skills/Competencies (foreign language, sign language, training skills), etc. **NOTE:** The Career Services office on either campus is available to assist students in developing a professionally constructed resume, free of charge.

   **Use chronological form for resume**
SAMPLE RESUME
(Chronological Form)

Name
Address
City/State and Zip Code
Phone Number

EDUCATIONAL OBJECTIVES
This is a brief statement identifying skill development areas in which you are interested.

EDUCATIONAL EXPERIENCE
Colleges or Universities, dates attended and degrees.

EMPLOYMENT/VOLUNTEER/INTERNERSHIP EXPERIENCE
List factual information: When, where, for whom you worked/were an intern/volunteered. Use action verbs when beginning job descriptions. Identify skill areas obtained as a result of work/volunteer. Last job first, include dates.

SPECIAL SKILLS
Speak a foreign language; sign language, training skills, etc.

2. Personal/Professional Narrative

In 2-3 pages, prepare a statement including the following: The narrative is to be typed, double-spaced with 1” margins, sides and bottom of each page.

There are some internship situations which, given specific vulnerabilities of an individual student or circumstances of work with a given client population or in a particular agency, might place the student at either physical or emotional risk.

A. Explain if there are issues which may impact your choice of possible internship sites. (For example; if a student in recovery for substance abuse, has no car or a suspended driver’s license, has caretaking responsibilities for a family member, etc., such issues need to be presented to the Co-Directors of Field Instruction in advance to assist with planning for an internship. It is the student’s responsibility to appraise the Co-Directors of Field Instruction of this information.

Failure to disclose pertinent information involving previous, existing, or continuing health/medical conditions or other issues, such as those identified above, may result in denial of admission to field or termination of field internship.
B. Discuss the factors, reasons, motivations which led you to consider social work as your career.

1. Discuss your particular interests in social work
2. Description of a situation in which you have asked for help.
3. Description of a situation in which you have given help.

3. Proof of valid driver’s license and automobile insurance (copy of declaration page and copy of driver’s license).

4. Proof of professional liability insurance. Professional liability insurance can be obtained one of two ways:
   • NASW (must be student member and pay additional insurance premium) or
   • Through the university through which you are enrolled. The payment for the University Insurance is with a money order or bank check made out to the respective University and given to the assigned administrative support staff. NO PERSONAL CHECKS.

The application packet, including required documentation and attachments are to be submitted to the Co-Directors of Field Instruction via email by the due date.
JOINT MASTER OF SOCIAL WORK PROGRAM

ADVANCED STANDING INTERNSHIP APPLICATION

Please type or print clearly: Use only black ink.

Date: __________________  Internship sought for: Semester/Year __________________

Name: ____________________________________________

________________________________

Last First M.I. Student ID#

2. Mailing Address _____________________________________________________________

2nd Line

3. Home/Cell Phone: _______________   Work Phone _____________________________

4. Anticipated date of graduation: _____________________________________________

5. Will you be employed this year? Yes ____ No _____ Full-time _____ Part-time _____

6. Have you ever been convicted of any criminal charges, including a felony?
   Yes ____  No _____

7. Do you have a valid N.C. driver’s license? Yes ____ No _____

8. Will transportation be a problem for you? Yes ____ No _____

If yes, please explain:

9. List strengths you have which may contribute to a successful internship:

10. What do you want to gain from the Advanced Internship experience? Be specific. Include areas of your professional development that you may need to especially address:
11. Explain any issues that may impact your choice of possible internship sites. For example: Mental Health/Substance Abuse issues, no car or a suspended driver’s license, or received services from a campus based program (i.e., Office of Student Disabilities). These issues are to be discussed with the Co-Directors of Field Instruction prior to internship assignment. It is the responsibility of the student to apprise the Co-Directors of Field Instruction of this information:

**Personal/Professional Narrative**

In a 2-3 page narrative include the following:

1). Discuss factors, reasons and motivations leading to a career in social work.
2). Describe a situation in which you requested help as well as one you provided help.
3). Why are you pursuing a Master’s degree in Social Work? What will you offer the profession once you have obtained the MSW degree?

Narrative is to be typed, double-spaced with 1 inch margins.

Please include the following attachments to complete your application packet:

1. Professional Resume. Include Educational Objective, Work Experience, Volunteer/Previous Internship Experience, Special Skills/Competencies (foreign language, sign language, training experience), etc.

2. Proof of valid driver’s license and automobile insurance *(copy of declaration page and copy of driver’s license).*

3. Proof of professional liability insurance. Professional liability insurance can be obtained one of two ways:
   - NASW (must be student member and pay additional insurance premium) or
   - Through the university through which you are enrolled. The payment for the University Insurance is with a money order or bank check made out to the respective University and given to the assigned administrative support staff. **NO PERSONAL CHECKS.**

The application packet, including required documentation and attachments are to be submitted to the Co-Directors of Field Instruction by the due date on the Advanced Standing Field Instruction Calendar.
JOINT MASTER OF SOCIAL WORK PROGRAM

ADVANCED INTERNSHIP APPLICATION (2 year Cohort)

Please type or print clearly. Use only blue or black ink.

Date: _______________  Internship sought for: Semester/Year ____________________________

Student Status: Full time ___

1. Name: ________________________________
   Last                      First          M.I.               University ID#

2. Mailing Address: ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

3. Home/Cell Phone: _________________  Work Phone: _________________________________

4. Anticipated date of graduation: _______________

5. Have you ever been convicted of any criminal charges, including a felony?
   Yes ____  No ____

6. Coursework Completed:
   Course   Instructor   Grade

7. Coursework in Progress:
   Course   Instructor   Grade

8. List three sites, in order of preference, of interest to you for your advanced internship (if known).
   1. ____________________________________________________
   2. ____________________________________________________
   3. ____________________________________________________
9. Explain any issues that may impact your choice of possible internship sites. For example: Mental Health/Substance Abuse issues, no car or a suspended driver’s license, or received services from a campus based program (i.e., Office of Student Disabilities). These issues are to be discussed with the Co-Directors of Field Instruction prior to your internship. It is the responsibility of the student to apprise the Co-Directors of Field Instruction of this information.

Please include the following attachments to complete your application packet:

1. Professional Resume. Include Educational Objective, Work Experience, Volunteer/Previous Internship Experience, Special Skills/Competencies (foreign language, sign language, training experience), etc.

2. Proof of valid driver’s license and automobile insurance (copy of declaration page and copy of driver’s license).

3. Proof of professional liability insurance. Professional liability insurance can be obtained one of two ways:
   - NASW (must be student member and pay additional insurance premium) or
   - Through the university through which you are enrolled. The payment for the University Insurance is with a money order or bank check made out to the respective University and given to the assigned administrative support staff. NO PERSONAL CHECKS.

The application packet, including required documentation and attachments are to be submitted to the Co-Directors of Field Instruction by the due date on the Advanced Field Instruction Calendar.
JMSW INTERNSHIP ASSIGNMENT FORM

You have been tentatively assigned to the internship site listed below. It is your responsibility to call the prospective supervisor to arrange an interview. INTERVIEWS MUST BE COMPLETED BY

At this interview discuss the following:

1. The range of activities that the internship site can provide;
2. What you would like to obtain from the internship;
3. Any issues related to the days and hours that the site requires you to work. Some sites require flexible schedules.
4. Internship site requirements regarding liability insurance;
5. The amount of travel required and whether there is mileage reimbursement;
6. Your future goals and plans in social work.
7. Anything else which comes to mind during the interview.

BE CURIOUS       BE PROFESSIONAL       BE ON TIME

To be completed by the Interviewer: Please complete the bottom portion of this form and return to student at the conclusion of the interview. Student can only begin their internship upon receipt of this form in the field instruction office on either campus.

1. Name of student interviewed: ________________________________

2. Agency/Unit/Department: ________________________________
   Address: ________________________________

3. Name of Interviewer: ________________________________

4. Place an X in one of the choices below:
   _____ Yes, I agree to supervise this student during the ______ academic year.
   _____ No, I will not be able to accept supervision of this student for the ______ academic year.

Interviewer’s Signature: ________________________________
Phone Number: ________________________________
Date: ________________________________

E-MAIL __________________________________ Fax ________________________________
JOINT MASTER OF SOCIAL WORK PROGRAM

REQUEST FOR EVALUATION OF WORK SITE FOR MSW INTERNSHIP

(To be completed by student and returned to one of the Co-Directors of Field Instruction)

This form is to be completed by students who are requesting the use of their place of employment as an internship site. There must be clear differentiation between students’ paid work hours and internship. Use of the work site as an internship must have been discussed with the Co-Directors of Field Instruction at the time of application to field. A work site may be approved only if the student’s employer is willing to meet all field criteria and requirements.

Approved internship sites must meet the following minimum criteria:

1. Afford learning opportunities to develop and demonstrate the JMSW generalist or advanced year practice behaviors.
2. Value the student’s educational experience by making programmatic accommodations to meet the student’s learning needs, as necessary.
3. Assign a qualified MSW field instructor who meets the criteria as specified in the most current JMSW Field Instruction Manual (.org)

Date: __________________________

Student-Employee Name: ____________________________________________

Agency: ____________________________________________

Name of Department/Unit/Program: ______________________________________

Agency Address: ____________________________________________

Phone ___________ Fax ____________

Name and Title of Executive Officer: ______________________________________

Name of Supervisor or Administrator (person who will be initially contacted by the school to explore a work-site internship): ____________________________

Phone: ____________________ Email: ____________________________

How long have you been employed by this organization? ______________________

Agency personnel who would be involved in the internship:

Name of proposed field instructor ____________________________ Phone ______

Name of current work supervisor ____________________________ Phone ______
Present work supervisor to provide information below about the student-employee’s proposed work and internship hours.

Work schedule: Day(s) __________________________ Time(s) __________________________

Internship schedule: Day(s) __________________________ Time (s) ________________

Describe student-employee’s current duties and responsibilities. Identify your current title/position. How long have you worked for this employer? How long have you held this current title/position? Explain major job-related tasks and activities related to your current position. Include your resume and job description.

Describe student-employee’s past duties and responsibilities. Identify other titles/positions held. Explain major job-related tasks and activities related to the past positions held. Include student-employee resume and job(s) description.

Describe all duties and responsibilities required of the student-employee during the internship. Be as specific as possible and attach a written description. Identify the client population and presenting problems most frequently addressed.
<table>
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<tr>
<th>Signature of Agency Executive</th>
<th>Date</th>
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<tbody>
<tr>
<td>Signature of MSW Coordinator/Contact Person</td>
<td>Date</td>
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</table>
APPENDIX C:

LEARNING AGREEMENTS AND INTERNSHIP EVALUATION FORMS
JMSW Generalist Internship Learning Agreement

This document is a learning agreement between the student, field instructor, and the JMSW Program. This agreement can be amended if the field instructor, student, and faculty field liaison agree that such changes are in the best educational interests of the student.

Agency/Program:____________________________________  Student:_________________________

Field Instructor:______________________ Faculty Field Liaison: ____________________

Contract Period:  From:____________________________  to  ________________________ (dates)

Semesters:  Fall 20____  Spring 20____

This generalist internship is the first internship in the JMSW Program. JMSW field instruction is part of the program’s competency-based curriculum that has been designed to comply with the Council on Social Work Education (CSWE)’s Educational Policy and Accreditation Standards (EPAS) as revised in 2015. CSWE has delineated nine core competencies that must be adequately addressed in an MSW curriculum as listed below.

List of Nine Core Competencies Identified by CSWE

1. Demonstrate ethical and professional behavior.
2. Engage diversity and difference in practice.
3. Advance human rights and social, economic, and environmental justice.
4. Engage in practice-informed research and research-informed practice.
5. Engage in policy practice.
6. Engage with individuals, families, groups, organizations, and communities.
7. Assess individuals, families, groups, organizations, and communities.
8. Intervene with individuals, families, groups, organizations, and communities.
9. Evaluate practice with individuals, families, groups, organizations, and communities.

7/19/2017
Further, CSWE has operationalized these competencies by identifying 31 generalist behaviors. CSWE defines each competency as, “a set of measurable practice behaviors that are comprised of knowledge, values, and skills.” The JMSW field instruction program is considered the signature pedagogy in the JMSW curriculum. The signature pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner. As a result of this key role in the instruction of JMSW students, this generalist internship addresses all 31 generalist behaviors that, when combined, reflect the essential social work capacities in the nine core competency areas identified by CSWE.

Both this JMSW Generalist Internship Learning Agreement and the JMSW Generalist Internship Evaluation contain the list of the 31 behaviors (organized under the nine core competencies) that are to be addressed through planned tasks on this form and evaluated at the completion of each semester of the internship on the evaluation form. This information can be used to guide the development of an individual student’s learning experiences in a specific agency setting and should always be developed in collaboration with the student’s field instructor.

At the end of the internship, the field instructor will complete the Generalist Internship Evaluation, using the rating scale on the next page to evaluate a student’s performance of each behavior. Field instructors will also be asked to provide an overall summary of the student’s performance during this internship and review the entire evaluation report with the student. The overall summary section is on the first page of the internship evaluation form. The field instructor and the student should always consult the faculty field liaison for any questions that arise in regard to either this internship agreement or the internship evaluation. In addition, field instructors should refer to the JMSW Generalist Internship Task Plan as they complete the evaluation on a student at the end of each semester.

Rating Scale for 31 Generalist Practice Behaviors

5=Excellent performance of the practice behavior  
4=Good performance of the practice behavior  
3=Average performance of the practice behavior  
2=Marginal performance of the practice behavior  
1=Poor/Failing performance of the practice behavior*

*As soon as a field instructor identifies that a student is performing at a poor/failing level for one and/or more behaviors, he/she should first address this issue in supervision with the student. However, if this discussion, along with other supportive/instructive strategies, does not result in any apparent changes in the student’s performance then the faculty field liaison should be contacted immediately so a review meeting can be set up. This review meeting should include the student, field instructor, and faculty field liaison. Typically, such a meeting will result in the delineation of a correction plan where the student will be given specific written directions as to how to improve his/her performance in the internship with a re-evaluation date. Students who are concerned about
their performance in terms of any one of these 31 generalist behaviors are strongly encouraged at any point during their internship to ask their field instructor for feedback during their weekly supervision sessions.

Signature of Student:_________________________________________________________ Date:_______________

Signature of Field Instructor:_________________________________________________ Date:_______________

Signature of Field Liaison:____________________________________________________ Date:_______________
<table>
<thead>
<tr>
<th>Competency 1: Demonstrate ethical and professional behavior.</th>
<th>Tasks to Address Generalist Behaviors</th>
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<tbody>
<tr>
<td>(1) Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.</td>
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<td>(2) Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.</td>
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<td>(3) Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.</td>
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<tr>
<td>(4) Use technology ethically and appropriately to facilitate practice outcomes.</td>
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<tr>
<td>(5) Use supervision and consultation to guide professional judgment and behavior.</td>
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<tr>
<td>Competency 2: Engage diversity and difference in practice.</td>
<td>Tasks to Address Generalist Behaviors</td>
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<tr>
<td>(6) Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.</td>
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<td>(7) Present themselves as learners and engage clients and constituencies as experts of their own experiences.</td>
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<tr>
<td>(8) Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</td>
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<tr>
<td>Competency 3: Advance human rights and social, economic, and environmental justice.</td>
<td>Tasks to Address Generalist Behaviors</td>
</tr>
<tr>
<td>(9) Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.</td>
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<tr>
<td>(10) Engage in practices that advance social, economic, and environmental justice.</td>
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<tr>
<td>Competency 4: Engage in practice-informed research and research-informed practice.</td>
<td>Tasks to Address Generalist Behaviors</td>
</tr>
<tr>
<td>(11) Use practice experience and theory to inform scientific inquiry and research.</td>
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<td>(12)</td>
<td>Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.</td>
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<td>(13)</td>
<td>Use and translate research evidence to inform and improve practice, policy, and service delivery.</td>
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<td><strong>Competency 5: Engage in policy practice.</strong></td>
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<tr>
<td>(14)</td>
<td>Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.</td>
</tr>
<tr>
<td>(15)</td>
<td>Assess how social welfare and economic policies impact the delivery of and access to social services.</td>
</tr>
<tr>
<td>(16)</td>
<td>Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</td>
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<tr>
<td>Competency 6: Engage with individuals, families, groups, organizations, and communities.</td>
<td>Tasks to Address Generalist Behaviors</td>
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<tr>
<td>(17) Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.</td>
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<tr>
<td>(18) Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</td>
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<tr>
<td>Competency 7: Assess individuals, families, groups, organizations, and communities.</td>
<td>Tasks to Address Generalist Behaviors</td>
</tr>
<tr>
<td>(19) Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.</td>
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<td>(20) Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.</td>
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<td>Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.</td>
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<td>(22)</td>
<td>Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</td>
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<tr>
<td><strong>Competency 8: Intervene with individuals, families, groups, organizations, and communities.</strong></td>
<td><strong>Tasks to Address Generalist Behaviors</strong></td>
</tr>
<tr>
<td>(23)</td>
<td>Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.</td>
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<td>(24)</td>
<td>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.</td>
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<td><strong>(25)</strong></td>
<td>Use interpersonal collaboration as appropriate to achieve beneficial practice outcomes.</td>
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<td><strong>(26)</strong></td>
<td>Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.</td>
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<td><strong>(27)</strong></td>
<td>Facilitate effective transitions and endings that advance mutually agreed-on goals.</td>
</tr>
<tr>
<td><strong>Competency 9: Evaluate practice with individuals, families, groups, organizations, and communities.</strong></td>
<td><strong>Tasks to Address Generalist Behaviors</strong></td>
</tr>
<tr>
<td><strong>(28)</strong></td>
<td>Select and use appropriate methods for evaluation of outcomes.</td>
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<td><strong>(29)</strong></td>
<td>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.</td>
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<tr>
<td>(30)</td>
<td>Critically analyze, monitor, and evaluate intervention and program processes and outcomes.</td>
</tr>
<tr>
<td>(31)</td>
<td>Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</td>
</tr>
</tbody>
</table>
JMSW Generalist Internship Evaluation

Evaluation Period: From _______________ to _______________ (dates) Semesters: Fall/Spring 20____

Student _______________________________  Field Instructor:___________________________________

Faculty Field Liaison:______________________________

OVERALL EVALUATION OF GENERALIST INTERNSHIP PERFORMANCE:

Please check one of the following:

O This intern has excelled in field internship by performing above expectations for generalist level students.
O This intern has met the expectations of the generalist field internship.
O This intern has met the expectations of the generalist field internship, with reservations (comments required).
O This intern has not met expectations of the generalist field internship (comments required).

Summary:

Please attach a summary on this student’s performance in field this semester.

Signature of Field Instructor __________________________________________________________

Agency ______________________________________ Date ______________
The following section should be completed by the intern
My field instructor has discussed this evaluation with me, and I have received a copy. My agreement or disagreement follows:

O I agree with the evaluation
O I do not agree with evaluation

Intern’s Signature ________________________________ Date ______________________

☐ If the intern disagrees with the evaluation she/he should state that disagreement in writing and submit a copy to both the agency supervisor and the faculty liaison. The student, agency field supervisor, and faculty liaison should discuss student disagreements during the evaluation process.

Instructions for Rating Interns on the Generalist Behaviors

The 9 core competencies and 31 generalist behaviors listed in the form are those established by the Council on Social Work Education and the JMSW Faculty. Under each competency statement are several behaviors that are associated with that competency. These are also the generalist behaviors on the JMSW Generalist Internship Learning Agreement, which should be consulted in relation to this evaluation. Please rate each behavior using a rating scale of Excellent to Poor/Failing (Excellent performance, Good performance, Average performance, Marginal performance, Poor/Failing performance or Not Demonstrated or No Opportunity to demonstrate [ND or NO]). Please include an explanation in the Comments section if the NO or ND rating is used.

A field instructor’s additional comments about the rating of each generalist behavior can be made in the far right column as indicated. Please be sure to indicate those areas in which you think the intern is particularly strong and those areas that need improvement. Please be as specific as possible, using brief phrases that best describe the student’s strengths, limitations, work flow, successes, stumbling blocks, etc.

This evaluation is intended to give students feedback about their performance. The field instructor’s rating of these practice behaviors will assist the JMSW faculty liaison in assigning a grade of “Satisfactory” or “Unsatisfactory” (per UNCG Graduate Bulletin) or “Pass” or “Fail” (per NCA&SU Graduate Catalog) for this course. This grade will be based on the field liaison’s overall evaluation of the student’s performance in the internship in conjunction with the field instructor’s evaluation of the intern’s performance in the internship and seminar.
<table>
<thead>
<tr>
<th>Competency 1: Demonstrate ethical and professional behavior.</th>
<th>Excellent</th>
<th>Good</th>
<th>Average</th>
<th>Marginal</th>
<th>Poor/Failing</th>
<th>ND or NO (please provide explanation)</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.</td>
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<td>(2) Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations</td>
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<td>(3) Demonstrate professional demeanor in behavior: appearance; and oral, written, and electronic communication.</td>
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<td>(4) Use technology ethically and appropriately to facilitate practice outcomes.</td>
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<td>(5) Use supervision and consultation to guide professional judgment and behavior.</td>
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<tr>
<td>Competency 2: Engage diversity and difference in practice.</td>
<td>Excellent</td>
<td>Good</td>
<td>Average</td>
<td>Marginal</td>
<td>Poor/Failing</td>
<td>ND or NO (please provide explanation)</td>
<td>Comments</td>
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<tr>
<td>(6) Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the</td>
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<tr>
<td>Competency 3: Advance human rights and social, economic, and environmental justice.</td>
<td>Excellent 5</td>
<td>Good 4</td>
<td>Average 3</td>
<td>Marginal 2</td>
<td>Poor/Failing 1</td>
<td>ND or NO (please provide explanation)</td>
<td>Comments</td>
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<tr>
<td>(9) Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.</td>
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<td>(10) Engage in practices that advance social, economic, and environmental justice.</td>
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<tr>
<td>Competency 4: Engage in practice-informed research and research-informed practice.</td>
<td>Excellent 5</td>
<td>Good 4</td>
<td>Average 3</td>
<td>Marginal 2</td>
<td>Poor/Failing 1</td>
<td>ND or NO (please provide explanation)</td>
<td>Comments</td>
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<tr>
<td>(11) Use practice experience and theory to inform scientific inquiry and research.</td>
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<td>(12) Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.</td>
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<td>(13)</td>
<td>Use and translate research evidence to inform and improve practice, policy, and service delivery.</td>
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<tr>
<td><strong>Competency 5: Engage in policy practice.</strong></td>
<td><strong>Excellent</strong> 5</td>
<td><strong>Good</strong> 4</td>
<td><strong>Average</strong> 3</td>
<td><strong>Marginal</strong> 2</td>
<td><strong>Poor/Failing</strong> 1</td>
<td><strong>ND or NO (please provide explanation)</strong></td>
<td><strong>Comments</strong></td>
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<tr>
<td>(14)</td>
<td>Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.</td>
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<td>(15)</td>
<td>Assess how social welfare and economic policies impact the delivery of and access to social services.</td>
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<td>(16)</td>
<td>Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</td>
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<td><strong>Competency 6: Engage with individuals, families, groups, organizations, and communities.</strong></td>
<td><strong>Excellent</strong> 5</td>
<td><strong>Good</strong> 4</td>
<td><strong>Average</strong> 3</td>
<td><strong>Marginal</strong> 2</td>
<td><strong>Poor/Failing</strong> 1</td>
<td><strong>ND or NO (please provide explanation)</strong></td>
<td><strong>Comments</strong></td>
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<td>(17)</td>
<td>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.</td>
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<td>(18)</td>
<td>Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</td>
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<td><strong>Competency 7: Assess individuals, families, groups, organizations, and communities.</strong></td>
<td><strong>Excellent</strong></td>
<td><strong>Good</strong></td>
<td><strong>Average</strong></td>
<td><strong>Marginal</strong></td>
<td><strong>Poor/Failing</strong></td>
<td><strong>ND or NO (please provide explanation)</strong></td>
<td><strong>Comments</strong></td>
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<td>(19)</td>
<td>Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.</td>
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<td>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.</td>
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<td>Use inter-personal collaboration as appropriate to achieve beneficial practice outcomes.</td>
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<td>Facilitate effective transitions and endings that advance mutually agreed-on goals.</td>
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<thead>
<tr>
<th>Competency 9: Evaluate practice with individuals, families, groups, organizations, and communities.</th>
<th>Excellent</th>
<th>Good</th>
<th>Average</th>
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<th>Poor/Failing</th>
<th>ND Or NO (please provide explanation)</th>
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<td>(28)</td>
<td>Select and use appropriate methods for evaluation of outcomes.</td>
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<td>Environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.</td>
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JMSW Advanced Internship Learning Agreement

This document is a learning agreement between the student, field instructor, and the JMSW Program. This agreement can be amended if the field instructor, student, and faculty field liaison agree that such changes are in the best educational interests of the student.

Agency/Program:___________________________________________________________________________

Student:_________________________  Field Instructor:______________________ Faculty Field Liaison:  ____________________

Contract Period: From:____________________________  to  ________________________ (dates)

Semesters:   Fall 20____   Spring 20____

This advanced internship is the second internship in the JMSW Program. JMSW field instruction is part of the program’s competency-based curriculum that has been designed to comply with the Council on Social Work Education (CSWE)’s Educational Policy and Accreditation Standards (EPAS) as revised in 2008. CSWE has delineated ten core competencies that must be adequately addressed in an MSW curriculum as listed below.

List of Ten Core Competencies Identified by CSWE

1. Identify as a professional social worker and conduct oneself accordingly.
2. Apply social work ethical principles to guide professional practice.
3. Apply critical thinking to inform & communicate professional judgments.
4. Engage diversity and difference in practice.
7. Apply knowledge of human behavior and the social environment.
8. Engage in policy practice to advance social and economic well-being and to deliver effective social services.
9. Respond to contexts that shape practice.
10. Engage, assess, intervene and evaluate with individuals, families, groups, organizations and communities.

CSWE defines each competency as, “a set of measurable practice behaviors that are comprised of knowledge, values, and skills”. Programs are expected to identify advanced practice behaviors related to these competencies for the concentration(s) they offer. JMSW faculty have identified 36 advanced practice behaviors. The JMSW field instruction program is considered the signature pedagogy in this competency based curriculum. The signature pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner.

Both this JMSW Advanced Internship Learning Agreement and the JMSW Advanced Internship Evaluation contain the list of the 36 practice behaviors (organized under the ten core competencies) that are to be addressed through planned tasks on this form and evaluated at the completion of each semester of the internship on the evaluations form. This form is used to describe an individual student’s learning experiences in a specific agency setting and should always be developed in collaboration with the student’s field instructor.

At the end of the internship, the field instructor will complete the Advanced Internship Evaluation, using the rating scale on the next page to evaluate a student’s performance of each practice behavior. Field instructors will also be asked to provide an overall summary of the student’s performance during this internship and review the entire evaluation report with the student. The overall summary section is on the first page of the internship evaluation form. The field instructor and the student should always consult the faculty field liaison for any questions that arise in regard to either this internship agreement or the internship evaluation. In addition, field instructors should refer to the JMSW Advanced Internship Task Plan as they complete the evaluation on a student at the end of each semester.
Rating Scale for the 36 JMSW Advanced Practice Behaviors

5=Excellent performance of the practice behavior
4=Good performance of the practice behavior
3=Average performance of the practice behavior
2=Marginal performance of the practice behavior
1=Poor/Failing performance of the practice behavior*

*As soon as a field instructor identifies that a student is performing at a failing level for one and/or more practice behaviors, he/she should first address this issue in supervision with the student. However, if this latter discussion, along with other supportive/instructive strategies, does not result in any apparent changes in the student’s performance then the faculty field liaison should be contacted immediately so a review meeting can be set up. This review meeting should include the student, field instructor, and faculty field liaison. Typically, such a meeting will result in the delineation of a correction plan where the student will be given specific written directions as to how to improve his/her performance in the internship with a re-evaluation date. Students who are concerned about their performance in terms of any one of these 36 practice behaviors are strongly encouraged at any point during their internship to ask their field instructor for feedback during their weekly supervision sessions.

Signature of Student:_______________________________________________________ Date:_______________
Signature of Field Instructor:_______________________________________________ Date:_______________
Signature of Field Liaison:________________________________________________ Date:_______________
### JMSW Advanced Internship Task Plan

<table>
<thead>
<tr>
<th>Competency EP 2.1.1: Intern identifies as a professional social worker and conducts himself/herself accordingly</th>
<th>Tasks to Address Practice Behaviors</th>
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</thead>
<tbody>
<tr>
<td><strong>Tasks to Address Practice Behaviors</strong></td>
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</tr>
<tr>
<td>(1) Integrate social work knowledge, values, &amp; skills related to clinical practice.</td>
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<td>(2) Demonstrate professional use of self in clinical practice.</td>
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<td>(3) Modify clinical practice based on supervision.</td>
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<td>(4) Understand &amp; identify professional strengths, limitations, &amp; challenges.</td>
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<tr>
<th>Competency EP 2.1.2.: Intern applies social work ethical principles to guide his or her professional practice</th>
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<tbody>
<tr>
<td><strong>Tasks to Address Practice Behaviors</strong></td>
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<tr>
<td>(5) Integrate ethical decision-making skills to issues specific to clinical social work practice.</td>
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<tr>
<td>(6) Employ strategies of ethical reasoning to address the use of technology in clinical practice &amp; its impact on peoples’ rights.</td>
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<tr>
<td>(7) Recognize &amp; manage personal biases as they affect the therapeutic relationship in the service of peoples’ well-being.</td>
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<tr>
<td>Competency EP 2.1.3.: Intern applies critical thinking to inform and communicate professional judgments.</td>
<td>Tasks to Address Practice Behaviors</td>
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<tr>
<td><strong>(8)</strong> Engage in reflective practice.</td>
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</table>

**Competency EP 2.1.3.: Intern applies critical thinking to inform and communicate professional judgments. (cont’d)**

| **(9)** Evaluate the strengths & weaknesses of multiple theoretical perspectives & differentially apply them to peoples’ situations & cultural context. |
|-------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|

| **(10)** Communicate professional judgments to other social workers and to professionals from other disciplines, in both verbal & written formats. |
|-------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|

**Competency EP 2.1.4.: Intern engages diversity and difference in practice.**

| **(11)** Research & apply knowledge of diverse populations to enhance peoples’ well-being. |
|--------------------------------------------------------------------------------------------|--------------------------------------|

<p>| <strong>(12)</strong> Identify &amp; use practitioner/client difference from the strengths perspective. |
|--------------------------------------------------------------------------------------------|--------------------------------------|</p>
<table>
<thead>
<tr>
<th>(13)</th>
<th>Work effectively with diverse populations.</th>
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<tbody>
<tr>
<td><strong>Competency EP 2.1.5.: Intern advances human rights and social and economic justice.</strong></td>
<td><strong>Tasks to Address Practice Behaviors</strong></td>
</tr>
<tr>
<td>(14)</td>
<td>Use knowledge of the effects of oppression, discrimination, and historical trauma on client &amp; client systems to guide treatment planning &amp; intervention.</td>
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<tr>
<td><strong>Competency EP 2.1.6.: Intern engages in research-informed practice and practice-informed research.</strong></td>
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<tr>
<td>(15)</td>
<td>Use best practice (evidence-based or evidence-informed) in multiculturally responsive clinical practice.</td>
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<tr>
<td>(16)</td>
<td>Participate in the generation of new clinical knowledge, through research &amp; practice.</td>
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<tr>
<td>(17)</td>
<td>Use research methodology to evaluate multicultural clinical practice effectiveness and/or outcomes.</td>
</tr>
<tr>
<td><strong>Competency EP 2.1.7.: Intern applies knowledge of human behavior and the</strong></td>
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<tr>
<td>social environment.</td>
<td>Use research methodology to evaluate multicultural clinical practice effectiveness and/or outcomes.</td>
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<tr>
<td>(19)</td>
<td>Use research methodology to evaluate multicultural clinical practice effectiveness and/or outcomes.</td>
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</table>

**Competency EP 2.1.8.: Intern engages in policy practice to advance social and economic well-being and to deliver effective social work services.**

<table>
<thead>
<tr>
<th>Tasks to Address Practice Behaviors</th>
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<tbody>
<tr>
<td>(20) Communicate to stakeholders the implications of policies and policy change in the lives of people.</td>
</tr>
<tr>
<td>(21) Advocate with and inform administrators &amp; legislators to influence policies that affect people &amp; their services.</td>
</tr>
<tr>
<td>(22) Educate and support people &amp; practitioners on how to advocate for their own interests &amp; advanced social &amp; economic well-being.</td>
</tr>
</tbody>
</table>

**Competency EP 2.1.9.: Intern responds to contexts that shape practice.**

<p>| (23) Assess the environment &amp; context in which people interact. |
| (24) | Work collaboratively with others to identify strategies for effecting systematic changes to improve social &amp; economic well-being. |
| Competency EP 2.1.10.: Intern engages, assesses, intervenes and evaluates with individuals, families, groups, organizations, and communities. |
| EP 2.1.10. (a) Engagement |
| (25) | Identify &amp; articulate people’s strengths &amp; vulnerabilities. |
| (26) | Develop a culturally responsive therapeutic relationship that safeguards for counter transference. |
| (27) | Establish a therapeutic relationship that recognizes power differentials &amp; encourages people to be equal participants in the establishment of goals &amp; expected outcomes. |</p>
<table>
<thead>
<tr>
<th><strong>EP 2.1.10. (b)</strong></th>
<th><strong>Assessment</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>(28)</td>
<td>Use multiculturally responsive multi-dimensional bio-psycho-social-spiritual assessment tools</td>
</tr>
<tr>
<td>(29)</td>
<td>Assess peoples’ readiness for change.</td>
</tr>
<tr>
<td>(30)</td>
<td>Assess people’s coping strategies to reinforce &amp; improve functioning &amp; quality of life.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>EP 2.1.10. (b)</strong></th>
<th><strong>Assessment (cont’d)</strong></th>
<th><strong>Tasks to Address Practice Behaviors</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>(31)</td>
<td>Select &amp; modify appropriate intervention strategies based on continuous clinical assessment.</td>
<td></td>
</tr>
<tr>
<td>(32)</td>
<td>Use culturally responsive differential and appropriate diagnosis.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>EP 2.1.10.(c)</strong></th>
<th><strong>Intervention</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>(33)</td>
<td>Critically evaluate, select, and apply best practice, including culturally responsive best practices including evidence-based and evidence-informed interventions.</td>
</tr>
<tr>
<td>(34)</td>
<td>Use appropriate clinical techniques for a range of presenting concerns as identified in the assessment.</td>
</tr>
<tr>
<td>(35)</td>
<td>Collaborate with other professionals to coordinate interventions.</td>
</tr>
<tr>
<td>------</td>
<td>------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>EP 2.1.10. (d) Evaluation</strong></td>
<td></td>
</tr>
<tr>
<td>(36)</td>
<td>Evaluate &amp; adjust interventions to achieve intended outcomes using culturally responsive evaluation tools.</td>
</tr>
</tbody>
</table>
JMSW Advanced Internship Evaluation

Evaluation Period: From _______________ to _______________ (dates)  Semester: Fall 20___  Spring 20___

Student: ___________________________________________  Field Instructor: ______________________________________

Faculty Field Liaison: ______________________________

OVERALL EVALUATION OF ADVANCED INTERNSHIP PERFORMANCE:

Please check one of the following:

O  This intern has excelled in their field internship by performing above expectations for advanced level student.
O  This intern has met the expectations of the advanced field internship.
O  This intern has met the expectations of the advanced field internship, with reservations (comments required).
O  This intern has not met expectations of the advanced field internship (comments required).

Summary:

Please attach a summary on this student’s performance in field.

Signature of Field Instructor________________________________

Agency __________________________________________________  Date _________________

10/8/2014
The following section should be completed by the intern

My field instructor has discussed this evaluation with me, and I have received a copy. My agreement or disagreement follows:

O I agree with the evaluation
O I do not agree with evaluation

Intern’s Signature ___________________________ Date ________________

☐ If the intern disagrees with the evaluation she/he should state that disagreement in writing and submit a copy to both the agency supervisor and the faculty liaison. The student, agency field supervisor, and faculty liaison should discuss student disagreements with the evaluation.

Instructions for Rating Interns on the Practice Behaviors:

The 10 competencies listed in the form are those established by the Council on Social Work Education. Under each competency statement are advanced practice behaviors that are associated with that competency for the JMSW Program. These are also the practice behaviors on the JMSW Advanced Internship Learning Agreement, which should be consulted in relation to this evaluation. Please rate each practice behavior using a rating scale of Excellent to Poor/Failing (Excellent performance, Good performance, Average performance, Marginal performance, Poor/Failing performance, or Not Demonstrated/No Opportunity to Demonstrate [ND or NO]). Please include an explanation in the Comments section if the NO or ND rating is used.

A field instructor’s additional comments about the rating of each practice behavior can be made in the far right column as indicated. Please be sure to indicate those areas in which you think the intern is particularly strong and those areas that need improvement. Please be as specific as possible, using brief phrases that best describe the student’s strengths, limitations, work flow, successes, stumbling blocks, etc.

This evaluation is intended to give students feedback about their performance. The field instructor’s rating of these practice behaviors will assist the JMSW faculty liaison in assigning a grade of ”Satisfactory” or “Unsatisfactory” (per UNCG Graduate Bulletin) or “Pass” or “Fail” (per NCA&SU Graduate Catalog) for this course. This grade will be based on the field liaison’s overall evaluation of the student’s performance in the internship in conjunction with the field instructor’s evaluation of the intern’s performance in the internship.

10/8/2014
<table>
<thead>
<tr>
<th>Competency EP 2.1.1.: Intern identifies as a professional social worker and conducts himself/herself accordingly.</th>
<th>Excellent</th>
<th>Good</th>
<th>Average</th>
<th>Marginal</th>
<th>Poor/ Failing</th>
<th>ND or NO (please provide explanation)</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1)</td>
<td>Integrate social work knowledge, values, &amp; skills related to clinical practice.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(2)</td>
<td>Demonstrate professional use of self in clinical practice.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(3)</td>
<td>Modify clinical practice based on supervision</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>(4)</td>
<td>Understand &amp; identify professional strengths, limitations, &amp; challenges.</td>
<td></td>
<td></td>
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<td></td>
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</table>

<table>
<thead>
<tr>
<th>Competency EP 2.1.2.: Intern applies social work ethical principles to guide his or her professional practice.</th>
<th></th>
<th></th>
<th></th>
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<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>(5)</td>
<td>Integrate ethical decision-making skills to issues specific to clinical social work practice.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>(6)</td>
<td>Employ strategies of ethical reasoning to address the use of technology in clinical practice &amp; its impact on peoples’ rights.</td>
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<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
Recognize & manage personal biases as they affect the therapeutic relationship in the service of peoples’ well-being.

| Competency EP 2.1.3.: Intern applies critical thinking to inform and communicate professional judgments. |
|---|---|---|---|---|---|---|
| (7) | Excellent 5 | Good 4 | Average 3 | Marginal 2 | Poor/Failing 1 | ND or NO (please provide explanation) | Comments |
| (8) | Engage in reflective practice. |
| (9) | Evaluate the strengths & weaknesses of multiple theoretical perspectives & differentially apply them to peoples’ situations & cultural context. |
| (10) | Communicate professional judgments to other social workers and to professionals from other disciplines, in both verbal & written formats. |

Competency EP 2.1.4.: Intern engages diversity and difference in practice.

| (11) | Research & apply knowledge of diverse |
- Populations to enhance peoples’ well-being.

(12) Identify & use practitioner/client difference from the strengths perspective.

(13) Work effectively with diverse populations.

**Competency EP 2.1.5.: Intern advances human rights and social and economic justice.**

<table>
<thead>
<tr>
<th>Competency</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>5</td>
</tr>
<tr>
<td>Good</td>
<td>4</td>
</tr>
<tr>
<td>Average</td>
<td>3</td>
</tr>
<tr>
<td>Marginal</td>
<td>2</td>
</tr>
<tr>
<td>Poor/Failing</td>
<td>1</td>
</tr>
<tr>
<td>ND or NO (please provide explanation)</td>
<td></td>
</tr>
</tbody>
</table>

(14) Use knowledge of the effects of oppression, discrimination, and historical trauma on client & client systems to guide treatment planning & intervention.

**Competency EP 2.1.6.: Intern engages in research-informed practice and practice-informed research.**

(15) Use best practice (evidence-based or evidence-informed) in multi-culturally responsive clinical practice.

(16) Participate in the generation of new clinical knowledge, through research & practice.
<table>
<thead>
<tr>
<th>(17)</th>
<th>Use research methodology to evaluate multicultural clinical practice effectiveness and/or outcomes.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Competency EP 2.1.7.: Intern applies knowledge of human behavior and the social environment.</strong></td>
<td></td>
</tr>
<tr>
<td>(18)</td>
<td>Use research methodology to evaluate multicultural clinical practice effectiveness and/or outcomes.</td>
</tr>
<tr>
<td>(19)</td>
<td>Use research methodology to evaluate multicultural clinical practice effectiveness and/or outcomes.</td>
</tr>
<tr>
<td><strong>Competency EP 2.1.7.: Intern applies knowledge of human behavior and the social environment. (cont’d)</strong></td>
<td>Excellent 5 Good 4 Average 3 Marginal 2 Poor/Failing 1 ND or NO (please provide explanation) Comments</td>
</tr>
<tr>
<td>(20)</td>
<td>Communicate to stakeholders the implications</td>
</tr>
</tbody>
</table>
of policies and policy change in the lives of people.

(21) Advocate with and inform administrators & legislators to influence policies that affect people & their services.

(22) Educate and support people & practitioners on how to advocate for their own interests & advanced social & economic well-being.

| Competency EP 2.1.9.: Intern responds to contexts that shape practice. |
|---|---|---|---|---|---|
| (23) | Assess the environment & context in which people interact. | Excellent 5 | Good 4 | Average 3 | Marginal 2 | Poor/Failing 1 |

| Competency EP 2.1.9.: Intern responds to contexts that shape practice. (cont’d) |
|---|---|---|---|---|---|
| (24) | Work collaboratively with others to identify strategies for effecting systematic changes to improve social & economic well-being. | Excellent 5 | Good 4 | Average 3 | Marginal 2 | Poor/Failing 1 |

| ND or NO (please provide explanation) | Comments |
### Competency EP 2.1.10.: Intern engages, assesses, intervenes and evaluates with individuals, families, groups, organizations, and communities.

#### EP 2.1.10. (a) Engagement

<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Good</th>
<th>Average</th>
<th>Marginal</th>
<th>Poor/Failing</th>
<th>ND or NO (please provide explanation)</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>(25) Identify &amp; articulate people’s strengths &amp; vulnerabilities.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(26) Develop a culturally responsive therapeutic relationship that safeguards for counter transference.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(27) Establish a therapeutic relationship that recognizes power differentials &amp; encourages people to be equal participants in the establishment of goals &amp; expected outcomes.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
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</tbody>
</table>

#### EP 2.1.10. (b) Assessment

<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Good</th>
<th>Average</th>
<th>Marginal</th>
<th>Poor/Failing</th>
<th>ND or NO (please provide explanation)</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>(28) Use multiculturally responsive multi-</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
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<tr>
<td>Dimensional bio-psycho-social-spiritual assessment tools</td>
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<tr>
<td>Assesses peoples’ readiness for change.</td>
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<td>Assesses people’s coping strategies to reinforce &amp; improve functioning &amp; quality of life.</td>
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<td>Select &amp; modify appropriate intervention strategies based on continuous clinical assessment.</td>
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<td>Use culturally responsive differential and appropriate diagnosis.</td>
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</table>

<table>
<thead>
<tr>
<th><strong>EP 2.1.10.(c) Intervention</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Intervention</strong></td>
</tr>
<tr>
<td>Excellent 5</td>
</tr>
<tr>
<td>Good 4</td>
</tr>
<tr>
<td>Average 3</td>
</tr>
<tr>
<td>Marginal 2</td>
</tr>
<tr>
<td>Poor/ Failing 1</td>
</tr>
<tr>
<td>ND or NO (please provide explanation)</td>
</tr>
<tr>
<td>Comments</td>
</tr>
<tr>
<td>Critically evaluate, select, and apply best practice, including culturally responsive best practices including evidence-based and evidence-informed interventions.</td>
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<tr>
<td>Use appropriate clinical techniques for a range of presenting concerns as identified in the assessment.</td>
</tr>
<tr>
<td><strong>EP 2.1.10.(c)</strong></td>
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<tr>
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</tr>
<tr>
<td>(35)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>EP 2.1.10. (d)</strong></th>
<th>Evaluation</th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>(36)</td>
<td>Evaluate &amp; adjust interventions to achieve intended outcomes using culturally responsive evaluation tools.</td>
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</tbody>
</table>
Geriatric Social Work Competency Scale
Developed by the Hartford Practicum Partnership Program
and revised /adopted by the CSWE Gero-Ed Center

To Be Used For Rating Student Competency Attainment
The following is a listing of skills recognized by gerontological social workers as important to social workers effectively working with and on behalf of older adults and their families. Completion of this scale requires careful self-assessment and recognition that few practitioners would receive the rating of 4 for all skills. This scale can capture self-assessment of scale development across the learning continuum, from BSW, to MSW and post-MSW.

Please use the scale below to thoughtfully rate your current skill:

0 = Not skilled at all (I have no experience with this skill)
1 = Beginning skill (I have to consciously work at this skill)
2 = Moderate skill (This skill is becoming more integrated in my practice)
3 = Advanced skill (This skill is done with confidence and is an integral part of my practice)
4 = Expert skill (I complete this skill with sufficient mastery to teach others)

Please note that field supervisors could also use this scale to assess students’ competencies.

<table>
<thead>
<tr>
<th>Skill Level (0-4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>4</td>
</tr>
</tbody>
</table>

Not skilled at all  Beginning skill  Moderate skill  Advanced skill  Expert skill

Please add any comments and/or suggestions regarding the skills in each section.

<p>| I. VALUES, ETHICS, AND THEORETICAL PERSPECTIVES |
| Knowledge and value base, which is applied through skills/competencies. |</p>
<table>
<thead>
<tr>
<th>Skill Level (0-4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Assess and address values and biases regarding aging</td>
</tr>
<tr>
<td>2. Respect and promote older adult clients’ right to dignity and self-determination.</td>
</tr>
<tr>
<td>3. Apply ethical principles to decisions on behalf of all other clients with special attention to those who have limited decisional capacity</td>
</tr>
<tr>
<td>4. Respect diversity among older and adult clients, families, and professionals (e.g., class, race, ethnicity, gender, and sexual orientation).</td>
</tr>
<tr>
<td>5. Address the cultural, spiritual, and ethnic values and beliefs of older adults and families</td>
</tr>
</tbody>
</table>
6. Relate concepts and theories of aging to social work practice (e.g., cohorts, normal aging, and life course perspective).

7. Relate social work perspectives and related theories to practice with older adults (e.g., person-in environment, social justice).

8. Identify issues related to losses, changes, and transitions over their life cycle in designing interventions.

9. Support persons and families dealing with end-of-life issues related to dying, death, and bereavement.

10. Understand the perspective and values of social work in relation to working effectively with other disciplines in geriatric interdisciplinary practice.

Comments __________________________________________________________________________
__________________________________________________________________________________

II. ASSESSMENT

<table>
<thead>
<tr>
<th>Skill Level</th>
</tr>
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<tbody>
<tr>
<td>(0-4)</td>
</tr>
</tbody>
</table>

1. Use empathy and sensitive interviewing skills to engage older clients in identifying their strengths and problems.

2. Adapt interviewing methods to potential sensory, language, and cognitive limitation of the older adult.

3. Conduct a comprehensive geriatric assessment (bio-psychosocial evaluation).

4. Ascertain health status and assess physical functioning (e.g., ADLs and IADLs) of older clients.

5. Assess cognitive functioning and mental health status of older clients (e.g., depression, dementia).

6. Assess social functioning (e.g., social skills, social activity level) and social support of older clients.

7. Assess caregivers’ needs and level of stress.

8. Administer and interpret standardized assessment and diagnostic tools that are appropriate for use with older adults (e.g., depression scale, Mini-Mental Status Exam).

9. Develop clear, timely, and appropriate service plans with measurable objectives for older adults.

10. Reevaluate and adjust service plans for older adults on a continuing basis.

Comments __________________________________________________________________________
__________________________________________________________________________________
### III. INTERVENTION

<table>
<thead>
<tr>
<th>Skill Level (0-4)</th>
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</thead>
<tbody>
<tr>
<td>1. Establish rapport and maintain an effective working relationship with older adults and family members.</td>
</tr>
<tr>
<td>2. Enhance the coping capacities and mental health of older persons through a variety of therapy modalities (e.g., supportive, psychodynamic).</td>
</tr>
<tr>
<td>3. Utilize group interventions with older adults and their families (e.g., bereavement groups, reminiscence groups).</td>
</tr>
<tr>
<td>4. Mediate situations with angry or hostile older adults and/or family members.</td>
</tr>
<tr>
<td>5. Assist caregivers to reduce their stress levels and maintain their own mental and physical health.</td>
</tr>
<tr>
<td>6. Provide social work case management to link elders and their families to resources and service.</td>
</tr>
<tr>
<td>7. Use educational strategies to provide older persons and their families with information related to wellness and disease management (e.g., Alzheimer’s disease, end of life care).</td>
</tr>
<tr>
<td>8. Apply skills in termination in work with older adults and their families.</td>
</tr>
<tr>
<td>9. Advocate on behalf of clients with agencies and other professionals to help elders obtain quality services.</td>
</tr>
<tr>
<td>10. Adhere to laws and public policies related to older adults (e.g., elder abuse reporting, legal guardianship, advance directives).</td>
</tr>
</tbody>
</table>

Comments __________________________________________________________________________
____________________________________________________________________________________
__________________________________________________________________________________

### IV. AGING SERVICES, PROGRAMS, AND POLICIES

<table>
<thead>
<tr>
<th>Skill Level (0-4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Provide outreach to older adults and their families to ensure appropriate use of the service continuum.</td>
</tr>
<tr>
<td>2. Adapt organizational policies, procedures, and resources to facilitate the provision of services to diverse older adults and their family caregivers.</td>
</tr>
<tr>
<td>3. Identify and develop strategies to address service gaps, fragmentation, discrimination and barriers that impact older persons.</td>
</tr>
<tr>
<td>4. Include older adults in planning and designing programs.</td>
</tr>
<tr>
<td>5. Develop program budgets that take into account diverse sources of financial support for the older population.</td>
</tr>
<tr>
<td>6. Evaluate the effectiveness of practice and programs in achieving intended outcomes for older adults.</td>
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</tr>
<tr>
<td>7.</td>
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<tr>
<td>8.</td>
</tr>
<tr>
<td>9.</td>
</tr>
<tr>
<td>10.</td>
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</table>

Comments  
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
APPENDIX D:

JMSW FIELD INSTRUCTION PROGRAM EVALUATION INSTRUMENTS
JOINT MASTER OF SOCIAL WORK PROGRAM

STUDENT EVALUATION OF FIELD INSTRUCTION PROGRAM

TO BE COMPLETED BY INTERN

Do not write your name on this form

We are asking you to provide your perceptions of the field instruction program so we can continue to make improvements to the program. Results from students will be aggregated in summary reports. None of the individual information you give will be provided to the agency, Co-Directors of Field Instruction, or Faculty in any way that your responses can be identified with you.

Faculty Liaison: __________________________ Date: ________________

Field Internship Site/Program ____________________________________________

Field Instructor(s): ____________________________________________________

Background Information

Please choose the below items that best describe you. Check only one response per question.

1. What is your gender?

   Male          Female
   O             O

2. What is your race?

   O African American/Black
   O Caucasian/White
   O Hispanic/Latino
   O Asian or Pacific Islander
   O Native American
   O Biracial
   O Multiracial
   O Other (specific):
3. What is your age category?

- O under 21 years
- O 21 – 25
- O 26 – 29
- O 30-39
- O 40- 49
- O 50 –59
- O 60-64
- O 65 or above

4. While completing your field internship during the academic year (fall and spring or spring only), how often did you work on a paid job (excluding a paid internship)?

- O Not applicable, I did not work
- O less than 5 hours per week
- O 5 to 9 hours per week
- O 10 – 19 hours per week
- O 20 – 29 hours per week
- O 30 – 39 hours per week
- O 40 hours per week
- O 41 or more hours per week
- O other (specify)
5. How far did you travel one-way to your field internship starting from your home on one field day (e.g., Wednesday only)?

   O less than 10 miles  
   O 11 to 20 miles  
   O 21 to 30 miles  
   O 31 to 40 miles  
   O 41 to 50 miles  
   O 51 or more miles  
   O other(specify) ______

6. Was this field internship in the type of setting you would like to pursue in your career after graduation?

   No  
   O Maybe, Not Sure  
   O Yes

Directions

Please rate these areas of the Field Instruction Program in terms of their ability to provide you a quality learning experience. Using the following rating scale, please darken the appropriate answer response on the sheet provided.

5=Excellent  4=Good  3=Moderate  2=Fair  1=Poor

I. Pre-Internship

1. The internship process was helpful in selecting an internship (e.g., application, agency directory, Co-Directors’ interview, field agency interview).

   O O O O O

2. The overall quality of the field agency supervision was:

   O O O O O

3. The overall quality of the field liaison activities and support was:

   O O O O O

4. The overall usefulness of the Internship Learning Agreement/Evaluation was:

   O O O O O

5. Applicability of field seminar assignments:

   O O O O O

6. Overall quality of field seminar:

   O O O O O

7. Overall quality of the entire field experience instruction:

   O O O O O
I. Pre-Internship

8. Classroom education in preparation for field instruction: O O O O O O
9. How would you assess your own readiness for beginning MSW practice? O O O O O O

II. The Field Instructor

10. The Field Instructor was available and accessible when needed. O O O O O O
11. The Field Instructor maintained regularly scheduled supervisory conferences. O O O O O O
12. The Field Instructor gave clear and concise directions and instructions when I began new tasks/assignments. O O O O O O
13. The Field Instructor assigned stimulating, challenging tasks. O O O O O O
14. The Field Instructor was able to focus on the 10 Core Competencies and assimilate them to my practice behaviors. O O O O O O
15. The Field Instructor encouraged me to talk about concerns, questions, and issues related to assigned tasks. O O O O O O
16. The Field Instructor encouraged me to share my feelings and thoughts about subjects which are sometimes difficult to discuss. O O O O O O
17. The Field Instructor shares his/her feelings and thoughts. O O O O O O
18. The Field Instructor created an atmosphere which was safe and supportive. O O O O O O
19. The Field Instructor allowed me to think and work through problems and issues which arose related to clients. O O O O O O
20. The Field Instructor permitted me to make my own mistakes. O O O O O O
21. The Field Instructor gave helpful feedback and constructive criticism. O O O O O O
22. The Field Instructor was flexible. O O O O O O
23. The Field Instructor demonstrated a detailed and accurate grasp of policy and procedures in the agency. O O O O O O
24. The Field Instructor discussed career concerns and opportunities. O O O O O O
II. The Field Instructor

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</thead>
<tbody>
<tr>
<td>25.</td>
<td>Overall, the Field Instructor was helpful.</td>
<td></td>
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<tr>
<td>26.</td>
<td>The Field Instructor provided and/or arranged for adequate orientation to the agency.</td>
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</table>

III. The Agency

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<tbody>
<tr>
<td>27.</td>
<td>The agency provided a variety of learning experiences.</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>28.</td>
<td>Agency staff treated me as a staff person rather than a volunteer.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>29.</td>
<td>The agency was supportive and assisted in helping meet the 10 Core Competencies and practice behaviors.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30.</td>
<td>The agency was flexible in terms of its rules, structures, and policies.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>31.</td>
<td>Agency resources (e.g., office supplies, work space, office equipment) were accessible.</td>
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</tbody>
</table>

IV. The Faculty Field Liaison

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</thead>
<tbody>
<tr>
<td>32.</td>
<td>The liaison provided additional orientation to the Joint Field Instruction Program.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>33.</td>
<td>The liaison was clear in his/her expectations of the student intern.</td>
<td></td>
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</tr>
<tr>
<td>34.</td>
<td>The liaison was clear in directions and instructions related to field and seminar assignments.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>35.</td>
<td>The liaison was accessible to and approachable by the student intern.</td>
<td></td>
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<tr>
<td>36.</td>
<td>The liaison provided adequate consultation and resources to facilitate and support learning.</td>
<td></td>
<td></td>
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<tr>
<td>38.</td>
<td>The liaison created an atmosphere in which the student could openly share concerns and problems related to the internship.</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
IV. The Faculty Field Liaison

39. The liaison modeled appropriately professional behavior and attitudes.

40. The liaison maintained adequate communication between the student, agency and school during the year.

Please answer the following question in the space provided.

41. What type of student would work best with this supervisor and in this agency setting?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Why or Why not?</th>
</tr>
</thead>
<tbody>
<tr>
<td>O</td>
<td>O</td>
<td>.................................</td>
</tr>
<tr>
<td></td>
<td></td>
<td>.................................</td>
</tr>
</tbody>
</table>

42. Would you recommend this supervisor to another social work intern?

43. Would you like to be employed by this agency?

44. Would you recommend this agency as an appropriate internship for another social work intern?

45. List the most significant learning experiences for you in this internship.

46. How was your liaison most helpful to you?

47. How was your liaison least helpful to you?
JOINT MASTER OF SOCIAL WORK PROGRAM

FIELD INSTRUCTOR EVALUATION OF FACULTY FIELD LIASON

TO BE COMPLETED BY FIELD INSTRUCTOR

Faculty Liaison: ___________________________ Date: ______________

Semester: ___________________________ Year: ______________

This instrument is designed to assess the Field Instructor’s perception of how effective the Faculty Field Liaison was in working with the field instructor and student. Results from field instructors will be aggregated in summary reports. None of the information you give will be provided to the Faculty Field Liaisons in any way that your responses can be identified with you.

Please check your response to each of the items honestly and carefully.

1. Effectiveness of faculty field liaison in explaining roles, tasks, expectations, requirements of the JMSW Field Instruction Program.
   - O Faculty field liaison did not explain roles, tasks, expectations.
   - O Faculty field liaison provided some information, but did not clearly explain roles, tasks, and expectations.
   - O The faculty field liaison clearly explained roles, tasks, and expectations.

2. Consultation with field instructor regarding the 10 CSWE core competencies and the practice behaviors.
   - O Faculty field liaison provided no consultation regarding the core competencies and practice behaviors.
   - O Faculty field liaison provided some consultation, but did not clearly explain the competencies and practice behaviors.
   - O Faculty field liaison clearly explained the competencies and practice behaviors.

3. Consultation to student and field instructor regarding field seminar assignments to be completed in the field internship setting.
   - O Faculty field liaison provided no consultation regarding field seminar assignments to be completed in the internship.
   - O Faculty field liaison provided incomplete consultation regarding field seminar assignments.
   - O Faculty field liaison provided clear and complete consultation regarding field seminar assignments.
4. Communication with field instructor during the semester to monitor student’s performance, growth, and development.
   O Faculty field liaison made no visits or contacts.
   O Faculty field liaison had limited contact with field instructor.
   O Faculty field liaison had adequate contact with field instructor.

5. Provision of information and learning resources to field instructor and student as needed.
   O Faculty field liaison provided no information or resources.
   O Faculty field liaison provided some information and resources.
   O Faculty field liaison provided all appropriate information and resources as needed.

6. Effective assistance provided to field instructor for evaluating student performance.
   O Faculty field liaison provided no assistance.
   O Faculty field liaison provided some, but not adequate, assistance given.
   O Faculty field liaison provided clear and thorough assistance provided.

7. Please provide comments, suggestions and observations that would be helpful in improving the quality of the JMSW Field Instruction Program.
APPENDIX E:

UNIVERSITY POLICIES
The policy of North Carolina Agricultural and Technical State University is that all employees and students, regardless of race, color, religion, sex or national origin, shall be free from sexual harassment from any University employee in connection with any University relationship or activity. No academic or personnel decisions shall be made on the basis of a granting or denial of sexual favors. All employees and students are guaranteed the right to work and/or study in an environment free from sexual harassment.

Sexual harassment is defined as deliberate, unsolicited and unwelcome verbal, non-verbal and/or physical conduct of a sexual nature or with sexual implications, which has or may have direct employment or academic consequences resulting from the acceptance or rejection of such conduct.

Verbal, non-verbal or physical conduct of a sexual nature constitutes sexual harassment when:

(a) Submission to such conduct is made either explicitly or implicitly, a term or condition of an individual’s employment, academic or student status; or

(b) Submission to or rejection of such conduct by an individual is used as the basis for employment, academic or other institutional decisions affecting such individual; or

(c) Such conduct has the purpose or effect of unreasonably interfering with an individual’s work performance, academic activities or student experience or creating an intimidating, hostile or offensive working, academic or student life environment [adapted from 29 CFR 1604.11(a)].
APPENDIX E-2

UNCG SEXUAL HARASSMENT POLICY AND PROCEDURES

Approved by UNCG Board of Trustees
February 9, 1995.

I. Statement of Policy

Sexual harassment and discrimination are illegal and endanger the environment of tolerance, civility, and mutual respect that must prevail if the University is to fulfill its mission. The University of North Carolina at Greensboro is committed to providing and promoting an atmosphere in which employees can realize their maximum potential in the workplace and students can engage fully in the learning process. Toward this end, all members of the University community must understand that sexual harassment, sexual discrimination, and sexual exploitation of professional relationships violate the University’s policy and will not be tolerated. The University will take every step to resolve grievances promptly. Any act by the University’s employees or students of reprisal, interference, or any other form of retaliation, whether direct or indirect, against a student or employee for raising concerns covered by this policy is also a violation of this policy. Accordingly, members of the University community are prohibited from acts of reprisal against individuals who bring complaints or are involved as witnesses in any action connected with this policy.

A. Applicability

This policy applies to all applicants for employment and admission to University programs, officers and employees of the University, students, and persons who serve the University as its agents and are under the control of the University. Specific adherence to this policy shall be made an express term of every contracted services agreement entered into by the University.

B. Sexual Harassment — Definition

Two categories of sexual harassment are recognized:

1. Quid Pro Quo

Sexual harassment presented as a “bargain” (quid pro quo). Unwelcome sexual advances, requests for sexual favors, and other verbal and physical conduct of a sexual nature by one in a superior position constitutes “bargained-for sexual harassment” when submission by another is made either an explicit or implicit term or condition of employment or of academic standing. In this case apparent consent of the submitting party is less relevant than the extent to which the sexual conduct is unwelcome.
As defined here, “bargained-for sexual harassment” normally arises in the context of an authority relationship. This relationship may be direct, as in the case of a supervisor and subordinate or teacher and student, or it may be indirect when the harasser has the power to direct others who have authority over the victim.

2. Environmental Sexual Harassment

Unwelcome sexual advances, requests for sexual favors, and other verbal and physical conduct of a sexual nature constitute “environmental sexual harassment” when such conduct has the purpose or effect of creating an intimidating, hostile, or offensive environment which unreasonably interferes with another’s work, academic performance, or privacy. Environmental harassment can inflict emotional and psychological harm on individuals and can make relationships and the work or study environment unpleasant, threatening, and unproductive. However, there is no requirement that evidence of actual emotional or psychological harm be shown in order for environmental sexual harassment to be found to have occurred.

In determining whether alleged conduct constitutes sexual harassment as defined in this policy, the record as a whole will be considered as well as the context in which the conduct occurred. “Environmental sexual harassment” normally arises from a repeated and pervasive course of conduct whereas “bargained-for sexual harassment” can be based on a single act.

Facts will be judged on the basis of what is reasonable to persons of ordinary sensitivity and not on the particular susceptibility of an individual, unless that susceptibility is known to the alleged harasser.
NCA&TSU NONDISCRIMINATION POLICY AND INTEGRATION STATEMENT

North Carolina Agricultural and Technical State University is committed to equality of educational opportunity and does not discriminate against applicants, students, or employees based on race, color, national origin, religion, gender, age, or disability. Moreover, North Carolina Agricultural and Technical State University is open to people of all races and actively seeks to promote racial integration by recruiting and enrolling a larger number of white students.

North Carolina Agricultural and Technical State University supports the protections available to members of its community under all applicable Federal laws, including Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Sections 799A and 845 of the Public Health Service Act, the Equal Pay and Age Discrimination Acts, the Rehabilitation Act of 1973, and Executive Order 11246.
APPENDIX E-4

UNCG DISCRIMINATORY CONDUCT
(Approved by the Chancellor, April 27, 1990)

The University’s educational and employment practices are consistent with Section 103 of The Code of the University of North Carolina, which states as follows:

Admission to, employment by, and promotion in The University of North Carolina and all of its constituent institutions shall be on the basis on merit, and there shall be no discrimination on the basis of race, color, creed, religion, sex, or national origin.

In addition, the University complies with North Carolina General Statute 126-16 and 126-17, Title VII of the Civil Rights Act of 1964, as amended, the Civil Rights Restoration Act of 1988, Title IX of the Education Amendments of 1972, and other federal and state laws relating to discrimination in educational programs and employment. In addition, the University complies with provisions of state and federal law that require that reasonable accommodation be made for known qualified handicapped persons. In accord with Executive Order 11236, the University has in place an Affirmative Action Plan that states the University’s commitment to the concept and practice of equal employment opportunity for all persons regardless of race, color, national origin, creed, religion, sex, age, handicapping condition, or political affiliation.

Statement of Nondiscrimination on the Basis of Sexual Orientation

The University of North Carolina at Greensboro regards discrimination on the basis of sexual orientation to be inconsistent with its goal of providing an atmosphere in which students, faculty, and staff may learn, work and live. The University of North Carolina at Greensboro values the benefits of cultural diversity and pledges to students, prospective students, faculty, staff, and the public that it will defend pluralism in the academic community and welcomes all men and women of good will without regard to sexual orientation.

Students who believe they have been treated unfairly on the basis of sexual orientation should contact the Associate Vice Chancellor for Student Affairs at 334-5513. Staff, faculty, or members of the public may contact the UNCG AA/EEO Officer at 334-5009.
APPENDIX F:
GUIDELINES AND SUGGESTIONS
APPENDIX F-1

GUIDELINES FOR FIELD INSTRUCTORS

I. Orientation to Internship
   A. Introduction to internship personnel.
   B. Discussion of personnel practices, including office hours, personal conduct, confidentiality, appropriate dress, and office procedures and routines.
   C. Discussion of the organization and structure of the internship site. An organizational chart that gives the various departments and positions as well as sources of funding is helpful.
   D. The philosophy and objectives of the internship should be discussed with the student.
   E. Community resources: Student will be made aware of the network of community resources, particularly the community resources that are related to the internship in which the student is placed.
   F. Reading materials: The field instructor will provide the student assigned reading that relates to the agency. This includes manuals, case records, articles pertaining to interventions, conditions and medications of served population(s) and any other particular information specifically related to the internship. (Note: Assignment of reading to fill time is not recommended.)

II. Field Instructor/Student Relationship
   A. Planning for the student’s arrival is extremely important. Knowledge of the student’s background and particularly of the student’s objectives is helpful in making the preliminary plans. Each student’s resume is provided to the internship site. Staff is free to ask the student for additional information at the initial interview and throughout the semester. In planning, it is important that the student have some specific assignments the first week of the internship and that the assignments be increased within the second to third week.
   B. Contracting: Upon beginning field internship, the students and field instructors begin to plan the field experience by completing the Learning Agreement, identifying specific learning tasks and activities that will allow students to develop and demonstrate the competencies and practice behaviors. The Learning Agreement must be completed by the date set by the faculty field liaison (usually by the third week of class).
C. Individual Supervision Conferences: Supervision is the key to a successful internship. Through supervision, the student and field instructor plan, organize, review and evaluate the internship experience and the student’s performance. The Learning Agreement will be reviewed throughout the internship to assure the student is completing the tasks and activities identified to address the Core Competencies and practice behaviors. Field instructors must have weekly conferences with students, consisting of 1-2 hours, face to face supervision. Field instructors are to help students as they examine their attitudes toward the populations with who they are working. Both the field instructor and the student are expected to participate actively in the supervisory conference. The student develops an agenda that is submitted to the supervisor prior to the conference and takes responsibility for planning of the issues to be discussed in the conference.

III. Internship Learning Experiences

A. Students will approach field experience with various levels of intellectual ability and personal maturity; therefore, work assignments need to be selected on the basis of students’ individual needs and abilities. Each student is to be given increasing responsibility and be encouraged to work independently as the semester progresses.

B. Students are to be engaged in providing services. Their experiences will include assessments, formulation of goals, and assisting clients in following through with goals. Students are to demonstrate practice behaviors by completing tasks appropriate to the internship settings, as identified in the Learning Agreement. Examples of suggested tasks and activities are included as part of the Learning Agreement.

C. Each student is responsible for adhering to internship site regulations and schedules. This includes being fully acquainted with the policy and procedure manual(s), documentation, letter writing, and completing appropriate forms. Not only are students to perform within the agency but, they are expected to also attend conferences, workshops, and participate in professional meetings as part of ongoing professional development.
APPENDIX F-2

SAFETY IN THE FIELD: WHAT CAN I DO?

Following is a reference list of everyday techniques for general safety.

2. Don’t look vulnerable.
3. Wear sensible clothing. This includes limited use of jewelry.
4. Try to know where you are going.
5. Be careful about carrying a weapon (Mace, pepper spray) — it can be turned against you.
6. Carry a whistle or other noisemaker.
7. Always be aware of everything around you.
8. Trust your instincts.
9. Make sure someone knows where you are going and when you’ll return. Sign out and in.
10. Travel in teams when possible.
11. Carry your car keys in your hand.
12. Do not carry a purse.
13. Keep your arms free.
14. Don’t give out information about yourself or your family.
15. Always lock the car when leaving.
16. Check the rear seat and under the car before re-entering.
17. Keep doors locked and windows up while driving.
18. If someone bumps your car, do not stop. Drive to a visible, lighted area.
19. Carry a map.

20. Time your visits: arrive after 10 a.m.; leave before 3 p.m. (if possible)

21. Ask colleagues about unknown geographical areas or cultural groups.

22. A cellular phone can be a useful safety tool, but can be tempting to thieves.

23. Let someone know when you are finished in the field for the day.

William Griffin
Brendan Associates, ILRS, Inc.
APPENDIX G:

JMSW PLANS OF STUDY
## JMSW Multicultural Clinical Practice Curriculum
### Two-Year Plan of Study

### Generalist Curriculum

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Semester</strong></td>
<td></td>
</tr>
<tr>
<td>Foundations of Social Work &amp; Social Policy</td>
<td>3</td>
</tr>
<tr>
<td>Social Work Practice with Individuals</td>
<td>3</td>
</tr>
<tr>
<td>Social Work Practice with Groups</td>
<td>3</td>
</tr>
<tr>
<td>Social Work Practice and Human Diversity</td>
<td>3</td>
</tr>
<tr>
<td>Field Education/Instruction &amp; Seminar</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
</tr>
<tr>
<td><strong>Spring Semester</strong></td>
<td></td>
</tr>
<tr>
<td>Social Work Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>Social Work and Social Justice</td>
<td>3</td>
</tr>
<tr>
<td>Family Theory and Intervention</td>
<td>3</td>
</tr>
<tr>
<td>Foundations of Clinical Social Work Practice</td>
<td>3</td>
</tr>
<tr>
<td>Field Education/Instruction &amp; Seminar II</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
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</table>

**Total for Generalist Curriculum**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td><strong>Advanced Concentration Curriculum</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Fall Semester</strong></td>
<td></td>
</tr>
<tr>
<td>Research Designs &amp; Data Analysis for Social Work Practice</td>
<td>3</td>
</tr>
<tr>
<td>Advanced Clinical Social Work Practice I</td>
<td>3</td>
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<tr>
<td>Field Education/Instruction III</td>
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<tr>
<td><strong>Spring Semester</strong></td>
<td></td>
</tr>
<tr>
<td>Organizational Context of Clinical Social Work Practice</td>
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<tr>
<td>Advanced Clinical Social Work Practice II</td>
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<tr>
<td>Field Education/Instruction IV</td>
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<td>Field Seminar IV</td>
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</table>

**Total hours for advanced concentration curriculum**

**Total hours for JMSW Program**

<table>
<thead>
<tr>
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### JMSW Multicultural Clinical Practice Curriculum
#### Advanced Standing Plan of Study

<table>
<thead>
<tr>
<th>Summer Session I Bridge Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Work with Individuals &amp; Families: Theory &amp; Practice</td>
<td>3</td>
</tr>
<tr>
<td>Social Work Practice and Human Diversity</td>
<td>3</td>
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<td><strong>Total</strong></td>
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<table>
<thead>
<tr>
<th>Summer Session II Bridge Courses</th>
<th>Credit Hours</th>
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<tr>
<td>Social Work with Groups</td>
<td>3</td>
</tr>
<tr>
<td>Social Work Research Methods</td>
<td>3</td>
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<td><strong>Total</strong></td>
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**Total hours for bridge courses**                                    **12**

#### Advanced Concentration Curriculum

<table>
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<tr>
<th>Fall Semester</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>Research Designs &amp; Data Analysis for Social Work Practice</td>
<td>3</td>
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<tr>
<td>Advanced Clinical Social Work Practice I</td>
<td>3</td>
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<tr>
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<td>Field Seminar III</td>
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<tr>
<td><strong>Total</strong></td>
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<table>
<thead>
<tr>
<th>Spring Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organizational Context of Clinical Social Work Practice</td>
<td>3</td>
</tr>
<tr>
<td>Advanced Clinical Social Work Practice II</td>
<td>3</td>
</tr>
<tr>
<td>Field Education/Instruction IV</td>
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<td>Field Seminar IV</td>
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</table>

**Total hours for advanced concentration curriculum**                **30**

**Total hours for Advanced Standing JMSW Program Option**           **42**
APPENDIX H:

NATIONAL ASSOCIATION OF SOCIAL WORKERS

CODE OF ETHICS
NATIONAL ASSOCIATION OF SOCIAL WORKERS
CODE OF ETHICS

Approved by the 1996 NASW Delegate Assembly
and
revised by the 1999 and 2008 NASW Delegate Assemblies

Preamble

The primary mission of the social work profession is to enhance human well-being and help [to] 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 wellbeing 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 changes 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 files against its members. In subscribing to this Code, social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abuse by any NASW disciplinary rulings or sanctions based on it.

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

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

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

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 worker’s primary goal is to help people in need and to address social problems.

Social workers elevate service to others about 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 worker’s 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 wellbeing 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.

I. Social Worker’s Ethical Responsibilities to Clients

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

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

1.05 Cultural Competence and Social Diversity
(a) Social workers should understand culture and its function in human behavior and society, recognizing the strengths that exist in all cultures.
(b) Social workers should have a knowledge base of their clients’ cultures and be able to demonstrate competence in the provision of services that are sensitive to clients’ cultures and to differences among people and cultural groups.
(c) Social workers should obtain education about and 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, immigrant 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 that 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 the 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 or when laws or regulations require disclosure without a client’s consent. 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 sex—usual 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 circumstance 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.
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.

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

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.

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 wellbeing 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 wellbeing.

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 worker’s own interest.
(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 interest 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 services is required.
(b) Social workers who refer clients to other professional 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 where 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 committee).
(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 that 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 and 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 worker. 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.
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.

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.

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’ wellbeing, 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.

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.

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.

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

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

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

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.

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.

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

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.
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.

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 the 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 State 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.
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.

APPENDIX I:

NATIONAL ASSOCIATION OF BLACK SOCIAL WORKERS

CODE OF ETHICS
NATIONAL ASSOCIATION OF BLACK SOCIAL WORKERS
CODE OF ETHICS

In America today, no Black person, except the selfish or irrational, can claim neutrality in the quest for Black liberation nor fail to consider the implications of the events taking place in our society. Given the necessity for committing ourselves to the struggle for freedom, we as Black Americans practicing in the field of social welfare, set forth this statement of ideals and guiding principles.

If a sense of community awareness is a precondition to humanitarian acts, then we as Black social workers must use our knowledge of the Black community, our commitments to its determination, and our helping skills for the benefit of Black people as we marshal our expertise to improve the quality of life of Black people. Our activities will be guided by our Black consciousness, our determination to protect the security of the Black community, and to serve as advocates to relieve suffering of Black people by any means necessary.

Therefore, as Black social workers we commit ourselves, collectively, to the interests of our Black brethren and as individuals subscribe to the following statements:

- I regard as my primary obligation the welfare of the Black individual, Black family, and Black community and will engage in action for improving social conditions.
- I give precedence to this mission over my personal interest.
- I adopt the concept of a Black extended family and embrace all Black people as my brothers and sisters, making no distinction between their destiny and my own.
- I hold myself responsible for the quality and extent of service I perform and the quality and extent of service performed by the agency or organization in which I am employed, as it relates to the Black community.
- I accept the responsibility to protect the Black community against unethical and hypocritical practice by any individual or organizations engaged in social welfare activities.
- I stand ready to supplement my paid or professional advocacy with voluntary service in the Black public interest.
- I will consciously use my skills, and my whole being as an instrument for social change, with particular attention directed to the establishment of Black social institutions.