

FIELD INSTRUCTION MANUAL

**FOR THE**

**DEPARTMENT OF SOCIAL WORK**



**Social Work**

---

DEPARTMENT OF SOCIAL WORK, SAINT FRANCIS UNIVERSITY,  
169 Lakeview Drive, P.O. Box 600, LORETTO, PA 15940

## TABLE OF CONTENTS

INTRODUCTION .....	4
FIELD INSTRUCTION .....	5
THE GENERALIST SOCIAL WORKER .....	7
COUNCIL ON SOCIAL WORK EDUCATION (CSWE) .....	8
2022 EDUCATIONAL COMPETENCIES .....	8
SCWK 425 COURSE OBJECTIVES AS RELATED TO THE CORE COMPETENCIES (2022).....	13
DESIGN FOR FIELD INSTRUCTION .....	16
THE STUDENT ROLE .....	23
THE AGENCY ROLE .....	25
THE FIELD INSTRUCTOR’S ROLE.....	26
THE FIELD COORDINATOR ROLE .....	29
GRADING .....	32
CRITERIA FOR THE SELECTION OF FIELD INSTRUCTION SETTINGS.....	32
CRITERIA FOR THE SELECTION OF FIELD INSTRUCTORS .....	33
CRITERIA FOR ENTERING THE FIELD PLACEMENT .....	33
PROCEDURES FOR ASSIGNING STUDENTS’ FIELD PLACEMENTS .....	33
JUNIOR FIELD EXPERIENCE AND MATCHING PROCESS.....	34
SENIOR FIELD PROCESS FOR PLACING STUDENTS:.....	35
SENIOR FIELD EXPERIENCE APPLICATION AND MATCHING PROCESS.....	36
THE PROCESS FOR APPROVING FIELD SETTINGS .....	36
ENGAGING WITH FIELD EDUCATION SETTINGS .....	36
FIELD PLACEMENT AT THE STUDENT’S PLACE OF EMPLOYMENT.....	38
PAID FIELD PLACEMENTS .....	39
Employer-Based Field Placement Proposal.....	41
CONFIDENTIALITY POLICY.....	45
CLIENT CONFIDENTIALITY .....	45
INSURANCE .....	46
SAFETY IN FIELD INSTRUCTION SETTINGS.....	46

GUIDELINES FOR SAFETY WITHIN THE OFFICE ..... 47

SAFETY DURING HOME VISITS..... 48

TRANSPORTATION POLICY..... 49

PROCEDURE FOR REMOVAL OF STUDENT FROM FIELD PLACEMENT ..... 50

FIELD REQUIREMENTS ..... 52

FIELD AGENCY CONTRACT ..... 54

FIELD PLACEMENT EXTENSION CONTRACT ..... 58

AFFILIATION AGREEMENT ..... 60

FIELD PLACEMENT APPLICATION (Junior)..... 64

FIELD PLACEMENT APPLICATION (Senior) ..... 67

SENIOR FIELD PLACEMENT EVALUATION ..... 71

MID SEMESTER EVALUATION ..... 78

FINAL EVALUATION SIGNATURE SHEET ..... 79

JUNIOR FIELD EVALUATION..... 80

NASW CODE OF ETHICS OF THE NATIONAL ASSOCIATION OF SOCIAL WORKERS ..... 95

DRUG AND ALCOHOL POLICY..... 110

DRUG AND ALCOHOL POLICY CONTRACT AND CONSENT FORM..... 119

DRUG / ALCOHOL SCREEN CONSENT FORM ..... 121

FIELD INCIDENT REPORT FORM ..... 123

STUDENT FIELD INSTRUCTION MANUAL ACKNOWLEDGMENT FORM..... 126

## INTRODUCTION

The Saint Francis University Department of Social Work has designed a field instruction program that attempts to meet all the professional and accreditation standards of the Council on Social Work Education.

“Field education is the signature pedagogy for social work. Signature pedagogies are elements of instruction and socialization that teach future practitioners the fundamental dimensions of professional work in their discipline: to think, to perform, and to act intentionally, ethically, and with integrity. The field setting is where students apply human rights principles from global and national social work ethical codes to advance social, racial, economic, and environmental justice. It fosters a learning environment where anti-racism, diversity, equity, and inclusion are valued. Field education is designed to integrate the theoretical and conceptual contributions of the explicit curriculum in the field setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria and measures of student acquisition and demonstration of the nine social work competencies. Responding to the changing nature of the practice world and student demographics and characteristics, field education programs articulate how they maintain or enhance students’ access to high-quality field practicum experiences. Field education programs develop field models to prepare students for contemporary and interprofessional social work practice, including the use of various forms of technology.” (CSWE, 2022, EPAS)

It is the purpose of the field instruction program to provide experiential educational opportunities directed toward student development of professional identity, self-awareness and competent practice. Classroom learning and theoretical content are integrated throughout the curriculum with an emphasis on generalist practice. The 9 Core Competencies and 20 practice behaviors identified by the Council on Social Work Education guide field education learning process. Educational goals are listed for field instruction experiences in both the junior and senior years. Field plans are tailored toward each students’ interest and plans of action are created to meet the learning goals identified in the learning contract.

The purpose of this manual is to organize the roles, responsibilities, policies, procedures, and curriculum to provide consistency and accuracy in order to accomplish the learning goals of field instruction. This is a very important opportunity to form a collaboration between agencies, field instructors and faculty to facilitate students' development of professional skills and the professional self.

Dr. Suzanne R Black, DSW, MSSA, LSW

Associate Clinical Professor

Chair, Social Work Department

Dr. Morgan A. Daugherty, DSW, MSW, LCSW

Clinical Assistant Professor/Field Education Coordinator

## FIELD INSTRUCTION

In keeping with our educational objective of preparing students for employment as professional social workers at the beginning practice level, the curriculum provides the learning experiences which help the students acquire the 8 learning objectives of the Saint Francis University Social Work Department. The field experience should be consistent with the ideals and the mission of Saint Francis University in its goal of service to others.

The Learning Objectives (Goals) of the Saint Francis University Social Work Department are based off the 2022 CSWE EPAS.

1. Social worker students understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social Work Students will develop critical thinking skills within professional practice.
2. Social worker students understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response.
3. Social worker students understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research.
4. Social worker students use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs.
5. Social worker students identify social policy at the local, state, federal, and global level that affects wellbeing, human rights and justice, service delivery, and access to social services. Social Work students will demonstrate knowledge of the history of the social work profession, current structures and issues.
6. Social worker students understand that engagement, assessment, intervention, and evaluation is an ongoing component of the dynamic and interactive process of practice with and on behalf of individuals, families, groups, organizations, and communities.
7. Social work students will demonstrate professional use of self and utilize supervision to improve knowledge, skills and abilities of social work practice.
8. Social Work students will apply and understand theoretical models such as: bio-psycho-social, Person-in-Environment, Systems Theory and their interaction with social systems (families, groups, organizations and communities).

## Overall Educational Objectives in Field

In setting of this nature, provision will be made for students to learn the following:

1. **Assessment and Intervention Skills.** In the broadest sense, the acquisition of assessment and intervention skills have high priority in field placement. How to use oneself appropriately in a professional role, how to interact effectively with others in a helping relationship and evaluate one's effectiveness-these are the questions to which field instructors and students address themselves.
  
2. **Tasks Performed by Social Workers.** Although students will not perform all tasks regularly carried by workers in a given setting, the social work majors will be encouraged to observe and question the field placement progresses, students will also assume tasks of graduated complexity. In the early stages of placement students can accompany workers on home visits and to inter-agency conferences; they can visit other agencies to obtain information needed in providing services to clients. Films, role-playing situations, one-way screens, recorded interviews, and the like are frequently used to facilitate classroom learning, but they should not be substituted for actual participation in the work of the agency. Each student will also be expected to perform tasks related to the competencies and practice behaviors for generalist social work.
  
3. **Social Work Values.** For most students, field experience provides the first actual exposure to the social work values studied in texts and discussed in class. Both consistencies and inconsistencies between agency practice and challenging messages received in the field instruction setting.

Preliminary socialization into the profession occurs as students "try-on" the role of social worker, not only the terms of skill and task-oriented learning, but in the analysis of social work values. Readiness for a beginning position is enhanced by the opportunity to test, in a preliminary fashion, one's own acceptance of social work world-both the reality and the ideal.

4. **Self-Knowledge.** Closely related is the increase in self-awareness as students are confronted with situations that challenge their own attitudes and values. How do they **really** feel about poor people, unwed mothers, welfare rights organizations, Black Lives Matter, Me Too and other issues? How effective are they in relating to people with life experiences quite different from their own? Can they operate within the limits set by agency policy, budget, and procedures and by the political, economic, and social factors of the community as they impinge on the agency's program? What would increase their effectiveness as change agents? What knowledge and skills do they lack? Are they willing to work sufficiently hard to acquire them?

At the present time, Saint Francis University students enter agencies with some exposure to their programs, policies, and problems and with a clear understanding of social work values. The placement enables students to learn for themselves whether they have the talent or interest in, and commitment to the profession of social work.

The student in a program that prepares for social work practice has acquired through field instruction a beginning understanding of the demands imposed by the profession. One consequence is more soundly based career choices, with consequent increased personal satisfaction. The "bridge" ensures not only better education, but better practice.

5. **Substantive Knowledge.** A body of substantive knowledge is an essential component of field experience. This knowledge is obviously not uniform. For example, a field experience in a residential setting for the elderly would yield an understanding of social isolation, the significance of changes in social roles over a period of time, Old Age, Survivors and Disability Insurance and Old Age assistance programs. Placement in a child welfare agency would undoubtedly increase the student's knowledge of such disparate areas as the socialization process, legal definitions of neglect and abuse, types of institutions available for children with special needs, and theories of child development.

The lack of uniformity should not be exaggerated, however, for similarities in the body of substantive knowledge can easily be identified. Social legislation, utilization of the network of community services, agency interrelationships, bureaucratic structure and functioning, and individual reactions to stress are among the many threads of groups of students frequently say, "The textbooks come alive," as they build on knowledge previously acquired in courses in the field setting has the latent consequence of "justifying" the classroom experience. The field experience tends to emphasize the relevance of study that has previously been undertaken largely for the sake of passing examinations.

## THE GENERALIST SOCIAL WORKER

“Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range (of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities, based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social, racial, economic, and environmental justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research informed practice and are proactive in responding to the impact of context on professional practice” (CSWE, 2022).

# COUNCIL ON SOCIAL WORK EDUCATION (CSWE)

## 2022 EDUCATIONAL COMPETENCIES

### **Competency 1: Demonstrate Ethical and Professional Behavior**

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, antiracist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

Social workers:

- a. make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;
- b. demonstrate professional behavior; appearance; and oral, written, and electronic communication;
- c. use technology ethically and appropriately to facilitate practice outcomes; and
- d. use supervision and consultation to guide professional judgment and behavior.

### **Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice**

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and



environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.

Social workers:

- a. advocate for human rights at the individual, family, group, organizational, and community system levels; and
- b. engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

### **Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice**

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

Social workers:

- a. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
- b. demonstrate cultural humility by applying critical reflection, self-awareness, and self regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

**Competency 4: Engage in Practice-Informed Research and Research-Informed Practice**

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

Social workers:

- a. apply research findings to inform and improve practice, policy, and programs; and
- b. identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

**Competency 5: Engage in Policy Practice**

Social workers identify social policy at the local, state, federal, and global level that affect wellbeing, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.

Social workers:

- a. use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and

- b. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

### **Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:

- a. apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and
- b. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

### **Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.

Social workers:

- a. apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and

- b. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

**Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities** Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

Social workers:

- a. engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
- b. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

**Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social workers:

- a. select and use culturally responsive methods for evaluation of outcomes; and
- b. critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

## SCWK 425 COURSE OBJECTIVES AS RELATED TO THE CORE COMPETENCIES (2022)

### Competency 1: Demonstrate Ethical and Professional Behavior

#### Social Work 425 Course Objectives as related to this core competency:

- Demonstrate commitment to the standards for professional conduct according to the National Association of Social Workers Code of Ethics and the ability to recognize and respond constructively to complex value and ethical dilemmas in practice (PB 1.a.).
- Demonstrate commitment to one's own continuing education and lifelong learning for professional development (PB 1.b & 1.c)
- Integrate social work purpose, knowledge, and values in generalist social work practice (PB 1.a).
- Use information technology to enhance effective generalist social work practice (PB 1.b.)
- Conceptualize and communicate clearly, including speaking and writing in a grammatically correct form, with diverse client populations, colleagues, and members of the community (PB 1.b & 1.c)
- Demonstrate professional use of self-including active engagement in the teaching/learning process and utilization of supervision appropriate to generalist social work practice (PB 1.a, 1.b & 1.d).
- Effectively and responsibly evaluate ethical and legal implications involved in practice (PB 1.a., 1.c., & 1.d).
- Demonstrate an awareness of personal values and the impact these have on work with various populations and systems. (PB 1.a. & 1.d.)
- Evaluate, under supervision, one's own practice and those of other relevant systems (PB 1.d.)
- Analyze social work values and possess the ability to ethically respond to situations in social work practice (PB 1.a. & 1.d.).
- Demonstrate ability for disciplined and ethical use of self in professional relations and continuous self-evaluation for professional development (PB 1.a)

### Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

#### Social Work 425 Course Objectives as related to this core competency:

- Demonstrate knowledge and respect for the positive value of human commonalities and differences especially in relation to race, ethnicity, religion, gender, age, sexual orientation, physical and mental ability and socio-economic status. (PB 2.2 & 2.b.)
- Conceptualize and communicate clearly, including speaking and writing in a grammatically correct form, with diverse client populations, colleagues, and members of the community (PB 2.b)
- Demonstrate an awareness of personal values and the impact these have on work with various populations and systems (PB 2.a & 2.b)

### **Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice**

#### **Social Work 425 Course Objectives as related to this core competency:**

- Analyze the forms and mechanisms of oppression and discrimination and apply the strategies and skills of change that advance social and economic justice (PB 3.a & 3b).
- Analyze the agency as a formal organization in the context of the social services delivery network, as well as in the larger community (PB 3.a.)
- Evaluate the ramifications of various policy positions for social and economic justice. (PB 3.a.)
- Describe a plausible intervention plan to deal with a barrier or barriers to achieving social and economic justice in a practice setting. PB 3a. & 3.b.)

### **Competency 4: Engage in Practice-Informed Research and Research-Informed Practice**

#### **Social Work 425 Course Objectives as related to this core competency:**

Apply appropriate research findings to one's own practice.

- Apply critical thinking skills required for competent generalist social work practice (PB 4.a & 4.b.)
- Demonstrate an understanding of the qualitative and quantitative methods of research (PB 4.a & 4.b.)
- Evaluate the usefulness of competing theories and models to explain human behavior and social phenomena related to social work practice (PB 4.a & 4.b.)
- Develop appropriate research questions and suitable research design strategies to explore these questions, including issues such as population sampling, data collection methods statistical analysis, and content analysis (PB 4.a & 4.b.)
- Identify and apply interactional skills: Engagement skills, collecting and assessing data, treatment planning and contracting, identifying alternative interventions, selecting and implementing appropriate courses of action, using appropriate research to monitor and evaluate outcomes, applying appropriate research-based knowledge and technological advances, and bringing appropriate termination to the process (PB 4.a & 4.b.)

### **Competency 5: Engage in Policy Practice**

#### **Social Work 425 Course Objectives as related to this core competency:**

- Advocate for appropriate social policies and services to enhance client's well-being (PB 5.a. & 5.b.)
- Analyze the impact of social policies on client systems, workers, and agencies. (PB 5.b.)
- Analyze the agency as a formal organization in the context of the social services delivery network, as well as in the larger community (PB 5.b.)
- Evaluate the ramifications of various policy positions for social and economic justice (PB 5.b.)
- Evaluate the policy framework and organizational context in which social services are delivered and social work is practiced (PB 5.a. & 5.b.)
- Analyze social welfare policies and programs to identify strengths and weaknesses in meeting the human needs for which they are intended (PB 5.a. & 5.b.)

### **Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities**

#### **Social Work 425 Course Objectives as related to this core competency:**

- Demonstrate knowledge and respect for the positive value of human commonalities and differences especially in relation to race, ethnicity, religion, gender, age, sexual orientation, physical and mental ability and socio-economic status (PB 6.a & 6.b.)
- Apply knowledge of bio-psycho-social and political variables that affect individual development and behavior and use theoretical frameworks to understand the interactions among individuals and between individuals and social systems (i.e., families, groups, organizations, and communities) (PB 6.a.)
- Actively engage in the empowering process for generalist social work practice with individuals, small groups, and communities based on the strength's perspective (PB 6.a & 6.b.)
- Identify and apply interactional skills: Engagement skills, collecting and assessing data, treatment planning and contracting, identifying alternative interventions, selecting and implementing appropriate courses of action, using appropriate research to monitor and evaluate outcomes, applying appropriate research-based knowledge and technological advances, and bringing appropriate termination to the process (PB 6.a & 6.b.)
- Demonstrate the ability to use the person-in-situation, ecological, strengths and empowerment perspectives as part of generalist social work practice (PB 6.a & 6.b.)

### **Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities**

#### **Social Work 425 Course Objectives as related to this core competency:**

- Apply knowledge of bio-psycho-social and political variables that affect individual development and behavior and use theoretical frameworks to understand the interactions among individuals and between individuals and social systems (i.e., families, groups, organizations, and communities) (PB 7.a. & 7.b.)
- Analyze the interrelatedness among agency history, policies, procedures and programs and their relationship to social work practice (PB 7.a)

### **Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**

#### **Social Work 425 Course Objectives as related to this core competency:**

- Describe a plausible intervention plan to deal with a barrier or barriers to achieving social and economic justice in a practice setting (PB 8a. & 8.b.)
- Identify and apply interactional skills: Engagement skills, collecting and assessing data, treatment planning and contracting, identifying alternative interventions, selecting and implementing appropriate courses of action, using appropriate research to monitor and evaluate outcomes, applying appropriate research-based knowledge and technological advances, and bringing appropriate termination to the process (PB 8a. & 8.b.)
- Apply knowledge of bio-psycho-social and political variables that affect individual development and behavior and use theoretical frameworks to understand the interactions among individuals and between individuals and social systems (i.e., families, groups, organizations, and communities) (PB 8a. & 8.b.)

### **Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

#### **Social Work 425 Course Objectives as related to this core competency:**

Apply appropriate research findings to one's own practice.

- Apply critical thinking skills required for competent generalist social work practice (PB 9.b.)
- Effectively and responsibly evaluate ethical and legal implications involved in practice (PB 9a. & 9.b.)
- Evaluate the ramifications of various policy positions for social and economic justice (PB 9a. & 9.b.).
- Evaluate the policy framework and organizational context in which social services are delivered and social work is practiced (PB 9a. & 9.b.)
- Evaluate the usefulness of competing theories and models to explain human behavior and social phenomena related to social work practice (PB 9a. & 9.b.)
- Evaluate, under supervision, one's own practice and those of other relevant systems (PB 9a. & 9.b.)
- Identify and apply interactional skills: Engagement skills, collecting and assessing data, treatment planning and contracting, identifying alternative interventions, selecting and implementing appropriate courses of action, using appropriate research to monitor and evaluate outcomes, applying appropriate research-based knowledge and technological advances, and bringing appropriate termination to the process (PB 9a. & 9.b.)

## DESIGN FOR FIELD INSTRUCTION

The unifying principles of Saint Francis University Department of Social Work's curriculum are systems/problem-solving/social justice perspectives. Field Instructors are asked to keep these common principles in mind when undertaking the education of students' placement.

The field experience is an integral component of our primary educational objective of preparing students for beginning professional social work practice. Consequently, provisions have been made in our program to develop a continuum of field experience to promote a sequential development of skills. The components of field experience are offered at three levels.

1. ***Sophomore Level:*** Observation and volunteer service.
2. ***Junior Level:*** Part-time placement in an agency where a student functions as a helping person, taken concurrently with Social Work Processes II.
3. ***Senior Level:*** Block Field Instruction Placement in the first semester of the senior year.

The design of field instruction is intended to accomplish the following:

1. Promote the integration of theory and practice throughout the total curriculum.



2. Encourage school, student, and agency intercommunication throughout the total curriculum
3. Participation of students at various practice levels within an agency.
4. Provide performance evaluation materials at various and discrete levels of practice.
5. Provide various options for agency participation in field instruction.
6. Foster opportunities for social work experience in emerging areas of practice.

## **SOPHOMORE YEAR FIELD INSTRUCTION**

During the Freshman/ Sophomore years in the Social Work Program, students are required to take Intro to Social Welfare, which introduces the student to the importance of field placement and agency settings. During this year the student interviews a social worker currently in the field setting. This project introduces the student to professional social work practice. Students are active in the Social Work Club with various volunteer opportunities and participate in the Community Enrichment Series offered through the Core Curriculum. This is also applicable to the practice of professional social work.

## **JUNIOR YEAR FIELD INSTRUCTION**

In the junior year, field instruction is an important component of Social Work 315, Social Work Processes I, and Social Work 316, Social Work Processes II. In Social Work 315, the students are involved in a community service project for the Social Work 315 class. Students learn to develop and use community organization skills and raise money for a special cause. Recently the cause has been CURE Spinal Muscular Atrophy.

Students organize and participate as advocates, networkers, counselors, educators, presenters, helpers, distributors and any other variety of social work roles. The students are responsible for the formation and delivery of the community project. Students take on roles of responsibility for the project.

In Social Work 316, students are assigned to an agency in the area to work in a helping capacity for a period of one day weekly. While the students do assume the responsibility of a professional worker, they do take some part in the helping process. (Students are required to complete 100 hours/1 day per week for 13 weeks)

Among the objectives delineated for this experience are:

1. Learning active engagement in a defined, helping role.
2. Learning the limitations inherent in one's role.
3. Seeing the relationship between the role taken and the effective delivery of services to the client system targeted.
4. Learning to work with other professionals.
5. Developing an awareness of community needs and resources.
6. Discussing and overcoming barriers to the delivery of service.
7. Working with individual, group and family, community and organization systems using social work skills and knowledge.

Some of the activities that the student could participate in at this level might include, but are by no means limited to, the following:

- Interview client population, securing social history and background information (as pertinent), presenting situation information, and other data.

- Observe the client population to note any obvious discrepancies in self-reported information such as physical well-being, behaviors, group interactions, etc.
  
- Clarify values of client population, identifying areas of similarity and difference between client, worker, and agency.
  
- Utilize prior studies and survey relevant literature and/or other sources for data relevant to an understanding of the situation about which assessment is needed and summarize and analyze pertinent data.
  
- Collect data and identify population groups within the community most at risk.
  
- Hold membership in and participate in activities of professional associations.
  
- Attend and participate in training sessions, workshops, institutes, and seminars.
  
- Identify and consult with colleagues to gain additional knowledge and insight related to specific situations.
  
- Assist client population with examination of action alternatives and the consideration of possible consequences of actions taken.
  
- Record case-service activities according to established procedures.
  
- Draft regular and special memos, letters, oral presentations, minutes and/or reports when needed for agency reporting and decision making, and compile information as needed, using established procedures.
  
- Attend and participate in staff meetings, discussing and articulating issues and concerns, clarifying points, and exchanging information as appropriate.
  
- Assist client population with overcoming obstacles that may discourage or prevent securing and/or utilizing needed resources.

Students will keep a log based on their experiences in the field. Each week they will submit a copy of the log to the instructor of the Social Work Processes course. The Social Work Processes instructor will meet with the field instructors regularly, and each field instructor will submit a final evaluation of the student's performance. It is anticipated that field instructors will share their evaluations with the students.

Students meet three hours weekly with their faculty instructor for regularly scheduled classes. Concurrently, they are assigned to a social welfare agency or institution in the area where they work one day each week for the entire semester.

This field experience program will offer the students experiential learning regarding:

1. Social welfare agencies in the community, their inter-relationship, operation, function, and the community forces which affect them.
2. The impact of social learning problems in the realm of social welfare on individuals, families, groups, organizations, and communities.

The **experience** is expected to help the students:

- Synthesize knowledge secured from other humanities, social sciences, and social welfare courses.
- Develop beginning student skills in social work practice with recognition of their application in different settings and with different methods of social intervention. This will include such abilities as: *Development of relationships, Communication skills, Data collection, Understanding of social interaction in different client systems, Use of supervision, and Evaluation of progress.*
- Analyze and modify, as necessary, their own value orientation and feelings about people and the problems they bring to social welfare agencies: the opportunity to explore a practice dilemma relevant to agency services and personnel.
- Assist in assessing their individual abilities and in determining their career choices.

Students will keep a log based on their experiences in the field, a copy of which they will submit weekly to the faculty (field coordinator) of the Social Work Processes course. The Social Work Processes faculty (field coordinator) will meet with the field instructors regularly. Field instructors will submit final evaluations of their students' performance. It is anticipated that field instructors will share their evaluations with the students.

The University also provides for both an orientation and an evaluation of our program. Formal and informal contacts with field placement administrators and or supervisory personnel occur during the semester of the field placement. These meetings are undertaken to help improve the program, as well as to provide for the best possible student experience. The faculty-agency meetings serve to provide feedback on classroom experiences on campus and enhance the communication process between the two groups.

In addition, the University also plans regular meetings, bringing together agency personnel, faculty members, and students who are in their field instruction placements to share experiences, impressions, and recommendations toward the goal of facilitating program understanding and improvement for the following years.

Agency supervision is expected to be on an intensive basis of at least one-hour supervisory conference time allotted to the student each week.

\*Students keep track of their hours via a weekly Soap Notes and a timesheet that is submitted to the field coordinator via canvas. Accrued hours are confirmed by the Field Instructor who is required to sign off on the weekly timesheet.

## **SENIOR 425 BLOCK PLACEMENT**

Saint Francis University recognizes that agencies differ from one another and that situations within agencies change, just as students differ and change. Furthermore, we recognize that the development of a stimulating program by the individual field instructor is the essence of good education. Nevertheless, we believe that there are certain types of experiences that should form the foundation of any student's field instruction experience. The following should be developed by the field instructors in their own settings and in the most meaningful way possible to students. (Students are required to complete 400 hours/32 hours per week.)

1. **Orientation to the agency:** The students will be strangers in the agency and will need some orientation to it. Some advance preparation is helpful, such as prepared desk space, personnel forms, agency literature. The first day should be structured. There should be introductions to the staff and director. Some familiarity with office procedures should be provided. Orientation should be a learning experience in how to become acquainted with all new agencies.

2. **Development of the idea of the professional self:** The students need to know how they are to be designated at the agency and how they are related to the work of the agency. They need to have a recognized place there and to understand the role of the others in the agency. This is the first step toward the development of a professional self.

Next is the development of a professional relationship with the supervisor. They need to understand the nature of their relationship, the purpose and place of supervision, the time scheduled for their conferences, and their responsibility in making the supervisory responsibility in making the supervisory experience as meaningful as possible.

Confidentiality was learned in the classroom. It should be internalized in field instruction, through working with individuals, groups, and the community. Self-awareness and the conscious use of self should be a significant part of the developing professionalization of the students.

3. **Experience in interviewing:** Students who have taken the Social Work Processes courses have had some study of and experience in interviewing. The field instructor should add to this base by assisting students to plan, conduct, and evaluate their interviews. Field instruction is an educational program and not an apprenticeship, so that specific instruction in this area is essential. Students also need experience working with groups.
4. **Experience in developing relationships:** The development of relationships is a fundamental part of generic social work and experiences should be planned to enhance this ability of the students. As the semester progresses, this experience should extend to experiences that develop professional relationships. Students should be helped to see what such a relationship entails, and that there is a need to demonstrate the beginning professional use of self.
5. **Experience with groups:** Students must have some awareness of the importance of groups and develop some skills in relating to them. The students need to understand the principles of group dynamics and be able to apply these principles in practice.
6. **Experience with families and households:** Students need an awareness of lifestyles which differ from the traditional family. Students need to understand the dynamics of family interaction.
7. **Experience in community activities:** Students need to understand the relationship of the agency to the total community. Identification of community social problems and other agencies working in the same

field is a first step in accomplishing this objective. Attendance at community meetings and participation in planning community change is desired wherever possible.

8. **Experience with organizations**: Students need to identify professional and fraternal organizations in the community which add to the resource network for human services.
  
9. **Experience in obtaining information, analyzing situations, and working toward change**: The students involved in field experience will have taken a variety of courses in the Department of Social Work, including Social Welfare and Social Work Processes courses. The field experience should provide them with the opportunity to apply the generic concepts of social work. Reading cases and observing others is an excellent beginning, but the students will need to be involved in actual work with the clients. They need to experience getting facts, analyzing situations, and planning change. It is essential that all students have experience in assessing and working through problems with individuals, groups, and the community.
  
10. **Analysis of practice dilemmas relevant to agency and personnel**. Students will identify by observation, practice dilemmas that emerge within the organization. Students will process these dilemmas via field instructor supervision and in the classroom. Additionally, these instances will be analyzed by comparison to the NASW Code of Ethics within students' journals (SOAP Notes).
  
11. **Summaries, correspondence, and recordings**: Every student should have experience in recording social work data, summarizing material, and writing letters.
  
12. **Evaluation**: Students should learn that evaluation and feedback are important in the field of social work. Self-evaluation is an important part of this evaluation process and should be a continuous process. The final evaluation of the student should be a recapitulation of previous developments.
  
13. **Outcome Evaluation**: Students need to learn how to assess the results of their efforts on behalf of clients.

\*Students keep track of their hours via a weekly Soap Notes and a timesheet that is submitted to the field coordinator via canvas. Accrued hours are confirmed by the Field Instructor who is required to sign off on the weekly timesheet.

## THE STUDENT ROLE

Students come to their field instruction placements with various levels of skills and ability and different learning styles and should be considered within this framework.

It is the University's premise that students have major responsibility for their own learning. The University and agency serve jointly to enable students to utilize professional social work roles and functions. Specific functions and responsibilities of the students may include:

1. Making and keeping the initial appointment with the field agency.
2. Provide your own transportation to and from the agency. Students are not to transport clientele.
3. Using information gained in professional relationships and from agency records in a responsible and professional manner, (this includes clearing with the field instructor before using agency material in the classroom or seminars).
4. Preparing for conferences, meetings and presentations.
5. Integrating theoretical knowledge with practice skills.
6. Keeping all commitments to agency with promptness, cooperation, reliability, and responsibility.
7. Attending seminars regularly.
8. Keeping track of hours spent in conjunction with the field experience and the keeping of a daily log; and uploading weekly logs to the field coordinator on due date.
9. Complete a minimum of 400 hours, driving to and from placement is not part of the client interaction.
10. Fulfilling assigned tasks.



11. Conducting themselves in an appropriate and responsible manner, consistent with the NASW Code of Ethics.
12. Complete all necessary background checks as required by the agency and then provide a copy to the social work office.
13. Cell Phone usage is to be for agency work only. Personal use of cell phones should be limited to break and/or lunch times.
14. Social Media sites cannot include any information pertaining to internship.
15. Create a learning contract with the field instructor. The draft contracts are sent to the field coordinator during the 4<sup>th</sup> week of the semester through canvas. The final contract is completed with the student and signed by the field instructor by the end of the semester. The student will submit the final contract to the field coordinator.
16. Notifying the agency field instructor prior to absences. Extended absences and make-up plans must be reported to the field instructor.

## THE AGENCY ROLE

The agency's responsibilities include the following:

1. Integration of field instruction into agency program;
2. Appointment of a field instructor with a minimum of a BSW or MSW with two years post graduate experience. If a BSW or MSW is not available a faculty member with practice experience will provide supervision.
3. As much as possible, providing space and equipment for student use;

4. Providing task assignments that meet field education goals and students' needs;
5. As much as possible, securing mileage for the student who is traveling on agency business just as for an employee.
6. Discussing with the field coordinator and student the student's level of performance in the mid-term and final reviews.
7. Support a focus on diversity among its staff and service programs with demonstrated attention to potentially vulnerable and/or oppressed client groups.
8. Clearly define the agency's program and methods of intervention.
9. Provides orientation to the agency.
10. Will sign and abide by placement contract.

## THE FIELD INSTRUCTOR'S ROLE

1. Participate in the Field Instructor training in August/September of each year.
2. Provide the student with agency orientation to include organizational structure, mission, policies, and procedures.
3. Ensure that the student knows and understands their rights and responsibilities as an intern within the agency.
4. Provide the student with specific and ongoing safety procedures related to personal health and safety risks encountered within the agency experience and assess the student's understanding of safety matters and their ability to handle threatening situations in a mature and professional manner.
5. Together with the student, develop the Learning Contract to include appropriate learning activities and individual

strategies tailored to the student's learning needs and specific learning opportunities that the agency has available to the student in accordance with the Department of Social Work mission, learning objectives/goals, and social work competencies (EPAS).

6. Provide a minimum of 1 hour per week of formal supervision.
7. At the middle and end of the semester complete the Student Field Experience Evaluation form.
8. Provide role modeling and guidance to the student in conducting themselves and practicing in an ethical manner in accordance with the NASW Code of Ethics.
9. Notify the Field Coordinator or Chair of any concerns, problems, or questions as soon as they become evident.
10. Be familiar with and abide by the requirements and policies of the Saint Francis University Department of Social Work Field Education Manual and participate in training students in accordance with the Department of Social Work's mission, learning objectives/goals, and social work competencies (EPAS).
11. Assist the student with the integration of acquired social work practice skills into their field experience.
13. Keep student and Field Coordinator informed about progress or concerns that arise during the placement.
14. Meet for evaluation with the Field Coordinator and student twice a term.
15. Ensure that the student has a suitable workspace and access to a telephone and computer as required.
16. Assist the student with completion of assignments related to field experience.
17. Recommend student grade.

#### **Process for engaging with field instructors:**

Engaging with field instructors is a priority for our program. Site visits occur twice during the practicum period. The Field Coordinator initiates regular email communication to monitor and discuss field instructor's satisfaction with student performance and attendance. The Field Coordinator and field instructor also can have a phone call/video conference if necessary, between the field visits. If a visit is prudent, the Field Coordinator will arrange outside of the normal set two visits per semester. Field instructors are also invited to annual professional trainings that are provided by the department to earn CEU's.

#### **Process for evaluating field instructor effectiveness:**

In the Social Work 425 course, field seminar, the students are engaging with the Field Coordinator on a weekly basis. During this class there is a considerable amount of time that students can engage in dialogue concerning their field instruction and the effectiveness of their field instructor. Another area that students reflect upon field instruction effectiveness is in their weekly soap notes that are provided to the Field Coordinator. If the student has concerns, they are addressed in person with the Field Coordinator. Finally, students during their mid-term and final evaluation process with the field instructor and Field Coordinator explore the strengths and limitations of the field setting.

**Process for evaluating field education setting effectiveness:**

Students evaluate the field education setting effectiveness with the Field Coordinator during the field seminar course through their soap notes and assignments. These documents provide ongoing assessment as to whether the practicum site is effective. They also complete an exit survey at the end of their degree and evaluate their learning in the field. After the field practicum is completed the Field Coordinator and Chair of the department discuss the strengths and limitations of each setting and decide whether the site will remain as a agency to place students.

1. Participate in the Field Instructor training in August of each year.
2. Provide the student with agency orientation to include organizational structure, mission, policies and procedures.
3. Ensure that the student knows and understands his/her rights and responsibilities as an intern within the agency.
4. Provide the student with specific and ongoing safety procedures related to personal health and safety risks encountered within the agency experience and assess the student's understanding of safety matters and his/her ability to handle threatening situations in a mature and professional manner.
5. Together with the student, develop the Learning Contract to include appropriate learning activities and individual strategies tailored to the student's learning needs and specific learning opportunities that the agency has available to the student in accordance with the Department of Social Work mission, curriculum objectives and practice behaviors.
6. Provide a minimum of 1 hour per week of formal supervision.
7. At mid semester complete an interim Field Evaluation.
8. At the middle and end of the semester complete the Student Field Experience Evaluation form.

9. Provide role modeling and guidance to the student in comporting her/himself and practicing in an ethical manner in accordance with the NASW Code of Ethics.
10. Notify the field liaison, coordinator or director of any concerns, problems, or questions as soon as they become evident.
11. Be familiar with and abide by the requirements and policies of the Saint Francis University Department of Social Work Field Education Manual and participate in training students in accordance with the Department of Social Work's mission, goals, and curriculum objectives.
12. Assist the student with the integration of acquired social work practice skills into their field experience.
13. Keep student and field coordinator informed about progress or concerns that arise during the placement.
14. Meet for evaluation with the faculty coordinator and student twice a term.
15. Ensure that the student has a suitable workspace and access to a telephone and computer as required.
16. Assist the student with completion of assignments related to field experience.
17. Recommend student grade.

## THE FIELD COORDINATOR ROLE

The Field Coordinator is a faculty member of the Department of Social Work assigned to plan, implement and evaluate all aspects of the field experience. The Field Coordinator is responsible for educational coordination between the School of Social Work and the field practicum setting. The Field Coordinator focuses on development and monitoring of the student's educational progress and performance in the field and concurrently maintains a working relationship between the school and field agency.

Responsibilities of the faculty liaison include:

1. Assisting the student in developing the contract/learning plan, including selection, ordering, and enhancement of learning tasks.

2. Assessing, with the Department Chair, the student's readiness for field instruction.
3. Serving as a resource person to student and field instructor on curriculum and advising as needed in order to integrate class and field knowledge/practice/skills.
4. Enabling the field instructor to identify the student's career goals and to direct learning assignments related to those goals.
5. Initiating, continuing, or terminating the field placement with which he/she consults the Department Chair.

6. Monitoring placements and consulting with field instructors, agency personnel and students.
7. Discussing with the student and field instructor the student's level of performance in meeting education objectives during midterms and finals.
8. Making telephone contact or a site visit to the field agency, as appropriate, at the beginning of each new placement. Two visits should be planned during the semester for the midterm and final evaluations. It is considered appropriate to employ telephone contacts to monitor progress in between visits unless problems have developed. Contacts may be initiated by the field coordinator, the agency administration, the field instructor, or the student.
9. Serving as seminar instructor.
10. Maintaining responsibility for all record keeping on each student assigned, e.g. Learning Contract, Log/Journal, correspondence, evaluations.
11. Mediating any issues that may arise between, or among, the student, agency, instructor, and or the school.
12. Developing/evaluating new field instruction sites with the approval of the Chair of Social Work Department.
13. Leading education/training for all field instructors.
14. Developing, with the Chair of the Social Work Department, all field policies, and procedures.
15. Monitoring all field policies and procedures.

## GRADING

Grading is the final responsibility of the University. Agency instructors are responsible for evaluation of performance along the lines suggested by the University. Although the agency instructor's evaluation will be a key component of the final grade, the responsibility for such determination rests with the faculty instructor. The University expects agency instructors to share their performance evaluations with students, but to make clear to students that this is not the total basis for their academic grades.

A letter grade of A A- B+ B B- C D F will be given by the field instructor during the final evaluation. Included in the final grade for practicum is field work, completing all assignments and participating in discussion during the seminar class. The Field Coordinator and Department Chair will also discuss final grading for the semester.

Evaluation of the mastery of the subject matter component and the integration of class and field learning is the responsibility of the faculty member. Assessment occurs systematically throughout the semester by means of individual conferences, written reports, and other measures of outcome accomplishment.

## CRITERIA FOR THE SELECTION OF FIELD INSTRUCTION SETTINGS

The University recognizes that there are various types of settings that have the potential of offering students a valid field instruction opportunity. The University selects settings that have demonstrated a commitment to the need for professional education and professional practice. Agencies agree to support student adherence to the values of the profession, accept the objectives of field instruction, and will cooperate effectively with the University to provide specific experience as required for individual students.

The University selects field instruction agencies on the basis that they support the curriculum of the University, and provide students with practice learning experiences that integrate the various knowledge, values, and skill presented in the curriculum. This knowledge deepens students' understanding of what they have learned, how to apply their knowledge, develop new skills at a level required for beginning professional practice.

The University selects field instruction settings which are committed to providing qualified field instructors and experiences within the scope and range of the students ability, and in accordance with the stated goals.

Students that are preparing to enter field instruction must have a 2.0 overall G.P.A. and a 2.25 in social work courses. They must have completed Social Work 203, Social Work 310, and Social Work 315 in order to be



placed in the Junior Field Placement. Students must have completed Social Work 316, Social Work 314 and before being placed in Social Work 425, Senior Field.

Students must be in good academic standing according to academic standards.

## CRITERIA FOR THE SELECTION OF FIELD INSTRUCTORS

Field instructors are chosen on the basis of their practice competence, their skill in teaching and supervision, and their positive approach to social work education. They are chosen based on their ability to be imaginative, creative, and they must be able to help students' connect field experiences to their academic learning. (parallel processing) Field instructors must possess a BSW or MSW with a minimum of 2 years post degree experience. In those instances where the field instructor is not a social worker, a faculty member assumes the responsibility for providing the social work focused supervision.

The field instructor training is held every August/September prior to or early into the 400-hour practicum experience. This training is offered both online and in person. This training is required for those supervising students. It is also recorded for those who potentially cannot attend. The Field Coordinator arranges a time that is convenient for all field instructors and provides a PowerPoint for review and clarification of the roles and responsibilities of the field instructors. The field education manual is reviewed, and an online copy is provided.

## CRITERIA FOR ENTERING THE FIELD PLACEMENT

Students that are preparing to enter field instruction must have a 2.0 overall G.P.A. and a 2.25 in social work courses. They must have completed Social Work 203, Social Work 310 and Social Work 315 in order to be placed in the Junior Field Placement. Students must have completed Social Work 316, Social Work 314 and before being placed in Social Work 425, Senior Field.

Students must be in good academic standing according to academic standards.

## PROCEDURES FOR ASSIGNING STUDENTS' FIELD PLACEMENTS

- Students receive a description of approved placements and /or meet with the Field Coordinator to discuss options.
- Students list their preferences and discuss with the field coordinator.

- The student and/or Field Coordinator contacts the agency director or contact individual of the agency desired. (Every effort is made to place students in first choice agencies, once the interview is completed, the student then notifies the field coordinator to proceed.
- If the agency director and the field instructor deem the placement suitable for the student, they are assigned there.
- The School of Health Science and Education (SHSE) Affiliation Agreement and Social Work Field Instructor Agreement are executed.

## JUNIOR FIELD EXPERIENCE AND MATCHING PROCESS

The Junior field experience adheres to the following process:

- In September students will be asked to complete the Junior Application Form and submit it by the first Monday in October.
- Once the information sheet is reviewed by the Field Coordinator and Chair of the Social Work Department, the determination will be made if the student can begin the internship in January. Once determination is made, the student will be asked to meet with Field Coordinator to discuss field placement options.
- Options are reviewed and the student and/or Field Coordinator will make initial contact with the agency to set up an interview.
- Once the interview is completed and the student is accepted, the field coordinator will contact the agency to discuss potential placement. Once confirmed the School of Health Science and Education (SHSE) Affiliation Agreement and Social Work Field Instructor Agreement will be initiated by the Field Coordinator. A Student cannot begin placement until the contract is signed.
- The student will complete all necessary paperwork and background checks to begin placement. The student is responsible for all costs associated with background checks and testing required.
- The student will begin placement the first Thursday of the Spring semester and complete 100 hours of practicum experience.
- Students will be evaluated by the field instructor. A visit will be completed twice a semester by the Field Coordinator.

## SENIOR FIELD PROCESS FOR PLACING STUDENTS:

### The Process:

The Field Coordinator will review all application forms, and in consultation with the Department Chair will determine whether the student can proceed to senior practicum placement by the beginning of April. The student may be contacted for further information and clarification. Once a student is reviewed and approved by the Department, the student can review internship opportunities with the Field Coordinator. Prior to meeting with the Field Coordinator, the student should have researched and prepared a list of specific interests and opportunities they wish to pursue and discuss with the Field Coordinator.

After meeting with the Field Coordinator, the Field Coordinator will make initial contact and then provide the student with the appropriate contact information. The student will make contact with the agency(s) to set up an interview for possible placement opportunities. In order to provide appropriate supervision and experiences that meet the field learning contract goals and objectives, the majority of agency placements require that the senior field student be available during weekday and daytime hours. Some agencies may have some early evening hours available. Therefore, it is required that the senior field placement applicant arrange their schedule so that they will be available to fulfill the required 32 field hours per week during times that fit both the agency and students' needs. All schedules must be approved by the Field Coordinator.

It is important to note that our Department of Social Work is dedicated to preparing the student as a generalist social work practitioner as opposed to preparing the student as a specialist in one particular area. It is the program's primary responsibility to match the student with a field agency that is able to provide a generalist practice experience, appropriate supervision, and the opportunity to master the field learning contract goals and objectives. However, the Department of Social Work will make every effort to assist the student with a placement in an area of practice that is of particular interest to the student. The student may request a specific agency; however, there is no guarantee that the student will be matched with that particular agency. It is of major importance that the student identifies and clarifies their interests in the information form. The field coordinator will then work toward assisting the student to find an agency that matches their interests, the requirements of the agency, and the requirements of the Department of Social Work.

It should be noted that the interview is very important in finalizing the field placement assignment and should be handled like an employment interview. The student thus should dress in appropriate professional attire and take a copy of their resume. The student will need to determine if their schedule will accommodate the days and hours during the week that they will be expected to be at the agency in order to gain the maximum available learning opportunities at the agency. The agency contact person and the student will determine together whether the student and agency is a suitable match. The student should be prepared to answer questions regarding their educational and career related experiences and goals, and why they might desire that field placement. The student should also be prepared with questions regarding the agency's

expectations of the student and the type of learning experiences and opportunities that will be made available to the student.

When a student is accepted at placement, contact will be initiated by the Field Coordinator to discuss placement requirements and then initiate the School of Health Science and Education (SHSE) Affiliation Agreement and Social Work Field Instructor Agreements. The placement process is completed when a signed Affiliation Agreement and contract is received by the Social Work Department. The student cannot begin their placement until these documents have been executed.

## SENIOR FIELD EXPERIENCE APPLICATION AND MATCHING PROCESS

The senior student applicant is to adhere to the following process in order to assure a timely assignment to a field agency.

The student applicant is required to (1) Complete a Student Application, (2) submit these documents to the Field Coordinator by the first Monday in the month of March prior to the fall semester in which the student anticipates being eligible for senior field placement. The application will not be processed if any information is missing.

## THE PROCESS FOR APPROVING FIELD SETTINGS

1. The Field Coordinator will review all application forms, and in consultation with the Department Chair will determine whether the student can proceed to senior practicum placement by the beginning of April. The student may be contacted for further information and clarification.
2. Once a student is reviewed and approved by the Department, the student can review internship opportunities with the Field Coordinator. Prior to meeting with the Field Coordinator, the student should have researched and prepared a list of specific interests and opportunities they wish to pursue and discuss with the Field Coordinator.

## ENGAGING WITH FIELD EDUCATION SETTINGS

3. After meeting with the Field Coordinator, the Field Coordinator will make initial contact and then provide the student with the appropriate contact information. The student will make contact with the agency(s) to set up an interview for possible placement opportunities. In order to provide appropriate supervision and experiences that meet the field learning contract goals and objectives, the majority of agency placements require that the senior

field student be available during weekday and daytime hours. Some agencies may have some early evening hours available. Therefore, it is required that the senior field placement applicant arrange their schedule so that they will be available to fulfill the required 32 field hours per week during times that fit both the agency and students' needs. All schedules must be approved by the Field Coordinator.

4. It is important to note that our Department of Social Work is dedicated to preparing the student as a generalist social work practitioner as opposed to preparing the student as a specialist in one particular area. It is the program's primary responsibility to match the student with a field agency that is able to provide a generalist practice experience, appropriate supervision, and the opportunity to master the field learning contract goals and objectives. However, the Department of Social Work will make every effort to assist the student with a placement in an area of practice that is of particular interest to the student. The student may request a specific agency; however, there is no guarantee that the student will be matched with that particular agency. It is of major importance that the student identifies and clarifies their interests in the information form. The field coordinator will then work toward assisting the student to find an agency that matches their interests, the requirements of the agency, and the requirements of the Department of Social Work.
5. It should be noted that the interview is very important in finalizing the field placement assignment and should be handled like an employment interview. The student thus should dress in appropriate professional attire and take a copy of their resume. The student will need to determine if their schedule will accommodate the days and hours during the week that they will be expected to be at the agency in order to gain the maximum available learning opportunities at the agency. The agency contact person and the student will determine together whether the student and agency is a suitable match. The student should be prepared to answer questions regarding their educational and career related experiences and goals, and why they might desire that field placement. The student should also be prepared with questions regarding the agency's expectations of the student and the type of learning experiences and opportunities that will be made available to the student.
6. When a student is accepted at placement, contact will be initiated by the Field Coordinator to discuss placement requirements and then initiate the School of Health Science and Education (SHSE) Affiliation Agreement and Social Work Field Instructor Agreements.
7. The placement process is completed when a signed Affiliation Agreement and contract is received by the Social Work Department. The student cannot begin their placement until these documents have been executed.
8. Malpractice insurance is through Saint Francis University and is a prerequisite to beginning field placement. The student must submit a copy of the malpractice insurance form to begin work in the field. A copy must be kept in the student file as well as given to the agency.
9. Students are required to complete all necessary background checks as needed by the agency and give copies to the social work office before starting the placement. The student must supply results of any testing or record checks available to the agency according to their policies and procedures before the first day of classes in the fall semester. The student will be responsible for the costs of required clearances and or health tests/screening, unless otherwise specified by the placement agency.
10. The Field Coordinator visits the agency at least twice per semester. If the agency is new or if there are problems identified, more visits will be arranged. If the student requires more time to complete an internship due to hardship or illness a field placement extension contract must be completed. At the end of each academic year,

students are asked to evaluate their field experience. Based on this feedback as well as other information, decisions are made whether to use that agency for a placement in the future. Agencies have been terminated when ethical concerns arise, they use students as staff as opposed to committing to the students' learning contract, or staffing changes cause the agency not to be able to provide a stable learning environment for the student.

11. Students who have a verifiable physical or mental disability and who need accommodation in their field placement should indicate this information in their Social Work Student Information Sheet. The Field Coordinator will do their best to assist the students to find agencies that can accommodate special needs.

## FIELD PLACEMENT AT THE STUDENT'S PLACE OF EMPLOYMENT

In accordance with the 2022 CSWE EPAS (3.3.7), students may be given permission to complete their junior or senior field experience at their place of employment. Students requesting that their employment site be considered as their field agency must submit a typed written "Proposal for Field Agency Placement at the Student's Place of Employment". Types of Employment based placements include the student using the "same work" (student uses their current employment position to count toward all of their practicum hours; "combination of work" (student uses some of their current employment position and hours from a different social work role at their place of employment); and "different work" (student holds their current employment position and their practicum concurrently in a different social work role at their place of employment).

Before the student submits the proposal to the Saint Francis University Department of Social Work field coordinator, the student is to review the proposal with the agency administrator who has the authority to approve the employee's internship within the agency and with the student's proposed agency field instructor. Upon receipt of the student's proposal the social work Field Coordinator will then review the student's proposal and then contact the appropriate agency representative to discuss the student's proposal. The Field Coordinator will then make a decision whether to accept or not accept the proposal. If the proposal is accepted it must be signed by the student, the field agency administrator, the field instructor

and the Saint Francis University Department of Social Work Field Coordinator.

The typed proposal must contain and show proof that all requirements and elements listed below will be present at the time of the student's proposed internship at the place of employment:

1. The student must state and submit proof that they have been employed by the proposed field agency for a minimum of 6 months just prior to the date the student would begin their field placement at that agency.
2. University and Agency based Affiliation Agreements and Social Work Department Field Instructor Contracts must be developed prior to students accruing hours for their internship. Retroactive hours are not permitted.
3. The proposal must include the designated field instructor supervisor. The student's employment supervisor and the student's agency field instructor can be the same person. However, supervision for the internship must be a separate time and focus than typical supervision provided to the employee.
4. For placements in "same work or combination work" the proposal must include at least one example of job tasks that align with each of the nine Social Work Competencies. The proposal must also state how the intern's learning opportunities and practice activities offer a high level of learning experiences and opportunities that agree with the Saint Francis University Department of Social Work's mission, goals and curriculum objectives. The application must include a copy of the student's current job description at their place of employment.
5. The proposal must state that the prospective field agency and the agency field instructor meet the Saint Francis University Department of Social Work's eligibility requirements as stated in this Undergraduate Field Manual.
6. In the proposal the student must state that they understand and accept that if they are terminated as an employee by the agency and the agency also decides to discontinue the student's internship at the agency, the student is taking a risk of not completing their social work internship and thus may fail the field experience course.
7. If the student's employment is disrupted or terminated, the SFU Social Work program will provide support in mediating with the employer/field site to obtain proof of hours accrued. The Social Work Field Coordinator will help the student find an alternative placement unless the student's reason for termination violates the code of conduct set forth in the Field Manual.

## PAID FIELD PLACEMENTS

Saint Francis University's Social Work Program supports, encourages, and approves Field Placements in which students are compensated by hourly wages or stipends. These types of arrangements need to meet all the standards set forth in the Criteria for Selection of Field Instruction Settings and Criteria for Selection of Field Instructors.





### Employer-Based Field Placement Proposal

The Council on Social Work Education (CSWE) states that student field assignments and employment tasks may be the same and counted toward required field hours if the tasks have clear links to the social work competencies and their related behaviors. The field instructor and employment supervisor of a student may be the same person if necessary, however, in such cases, supervision time for field education learning must be separate from supervision time for employment.

While the overlap between employment tasks and internship is allowed, you are encouraged to engage in some new activities in order to grow and meet learning and professional goals.

#### STUDENT INFORMATION:

Name:	
City:	State:
Phone #:	Email:
Start Date:	End Date:

#### AGENCY INFORMATION:

Name:	
Address:	
City:	State:
Zip:	

#### CURRENT WORK SUPERVISOR:

Name:	
Title:	
Phone #:	Email:

#### PROPOSED MSW FIELD INSTRUCTOR:

Name:
-------

Title:	
Phone #:	Email:

PROPOSED SITE SUPERVISOR (if applicable):

Name:	
Title:	
Phone #:	Email:

1. Is there an individual at the agency who has an MSW from a CSWE accredited program with 2 years of post-MSW experience, that is willing to serve as a Field Instructor? If not, have you found someone outside the agency that meets these requirements?
  - a. Yes
  - b. No (do not move forward, reach out to field office if needed)
  - c. No, but I have been instructed by the field office to continue this form.
  
2. Please describe your organization, including its mission, program areas, size and approximate number of professional staff, main office location, and satellite locations (as appropriate), and explain where your current job fits within the organization and your program.
  
3. Which type of employment-based placement with this be (BOLD or circle your choice)?:
  1. Same Work (Student will count 100% of their current paid work for practicum)
  2. Combination (Student will count some of their current paid work and some hours from different type of position)
  3. Different work but at the organization of employment
  
4. Please provide your current job title, when you began this position, and 3 – 4 sentences about your current job description.
  
5. Provide a copy of the current position's formal job description.
  
6. You must have a field instructor with an MSW from a CSWE accredited program with 2 years of post-MSW experience; whenever possible, this should not be your work supervisor. Your field instructor needs to provide at least **one hour per week of educational supervision** and will be involved in the development of your learning contract and evaluations. You may also have a site development of your learning contract and evaluations.

**Describe your plan to meet the above supervision requirements:**

7. Please provide a minimum of one potential activity that you will participate in that will provide you with an opportunity to demonstrate each of the nine competencies (CSWE, 2022). *You may attach this information on a separate page if needed.*
  - a. Competency 1: Demonstrate Ethical and Professional Behavior
  - b. Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice
  - c. Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
  - d. Competency 4: Engage in Practice-Informed Research and Research-Informed Practice
  - e. Competency 5: Engage in Policy Practice
  - f. Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
  - g. Competency 7: Assess with Individuals, Families, Groups, Organizations, and Communities
  - h. Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
  - i. Competency 9: Evaluate with Individuals, Families, Groups, Organizations, and Communities
  
8. The undersigned student understands and accepts the risks related to employment-based field placement. Risks include but are not limited to, if the student or agency discontinues employment, there is a risk of not completing their social work internship and thus may fail the field experience course.

Organization Endorsements

We, the undersigned, attest to the accuracy of the attached statements and have read the proposed plan. We understand that if our organization is not already an approved site, that we will complete and submit a Site Application for consideration for Approval as a Field Site. We recognize that no placement activities may commence until a Memorandum of Affiliation agreement has been executed. In the event that the agency is not approved, or all parties cannot come to an agreement regarding said Memorandum of Affiliation, we understand that the student employee may not conduct a field placement at this site.

All signatures must be completed for proposal consideration. No placement hours may be logged until the proposal is authorized by the SFU Social Work Department.

---

Student/Employee Signature

Date

---

Employment Supervisor Signature

Date

---

Field Instructor Signature

Date

---

SFU Social Work Department Signature

Date

## CONFIDENTIALITY POLICY

The Department of Social Work is sensitive to issues of confidentiality and rights of privacy. The Department of Social Work adheres to the confidentiality policies of the NASW Code of Ethics, University, state and federal laws. Each student is responsible for understanding the agency rules and regulations concerning confidentiality and privacy.

## CLIENT CONFIDENTIALITY

Client confidentiality is extremely important and is to be fiercely protected by our social work students. Each field instructor and agency must inform their student of the agency restrictions regarding use of information, disclosure of information, the parameters of confidentiality, and strategies for preventing violations of the clients' confidential information. Agency personnel must grant permission any time a student uses data from or about clients or the

agency setting. Students using client material to fulfill course requirements must disguise the material extent to protect client confidentiality and anonymity.

Students must receive permission from the field agency to tape clients. No client is to be taped, either on audio or video tape without his/her written permission. Parents must give written permission for any clients under 18. In no case should the rights of the minor client be violated. Audio or video taping is to be used only for the direct individual educational instruction of the student or for service to the client unless more detail is provided to the client in a written consent form. The student must follow the rules and procedures of the agency regarding taping clients.

No student shall be required by a classroom instructor to produce an audio or video tape of clients. Consultation with social work students by program faculty concerning clients will occur. At all times, such consultation will include notification of the field instructor.

## INSURANCE

It is the Saint Francis University Department of Social Work's policy that all students will carry malpractice insurance during the SCWK 316 and SCWK 425 related field experiences. The program utilizes the malpractice insurance coverage of the University. Once each student is placed in an agency, a copy of the coverage will be forwarded to the student's perspective agency. The liability coverage is initiated through the office of Ethics and compliance at St. Francis University.

## SAFETY IN FIELD INSTRUCTION SETTINGS

Social Workers often find themselves in volatile situations with people who may be frightened, angry and/or threatened. These situations can lead to violence being perpetrated against the worker. Students must be aware of potential risks to themselves and others. We are aware that some practice settings present more risk to students than others, however we must be aware that any practice setting can be dangerous. It is the policy of the Department of Social Work to encourage attention to safety in field instruction. Students are presented safety training (including universal precautions training) as a portion of the Social Work Processes I course in the fall preceding their spring one-day field placement.

Field instructors are responsible for providing students with agency safety policies and/or guidelines in which the student is placed. Students are responsible for understanding and following safety policies and/or guidelines where they are placed.

Students have the right to question any potentially unsafe tasks without repercussion from their field instructor or Field Coordinator. An obligation rests with the student, the field instructor and the Field Coordinator to reach a common understanding regarding the safety of tasks. If no agreement can be reached, the ultimate decision rests with the Chair of Social Work Department.

If a student believes that they have been given an unsafe task, the student is responsible for notifying their field instructor, and then contacting the Field Coordinator before proceeding. Likewise, if a student initiates what may be an unsafe field activity, the field instructor must direct the student not to proceed with the assignment and notify the Department of Social Work regarding any lack of compliance.

In the event of any threat or injury to a student while in field placement, immediately contact the field instructor, Field Coordinator, and Department of Social Work Chair.

The following information is provided as a review of material discussed in Social Work 315 regarding safety in the agency. The material is a compilation of information from several sources. (Berg-Weger & Birkenmaier, 2000; Horejsi & Garthwait, 1999; McFall, 2000; and [Guidelines for Social Worker Safety in the Workplace](#))

Malpractice insurance is through Saint Francis University and is a prerequisite to beginning field placement. The student must submit a copy of the malpractice insurance form to begin work in the field. A copy must be kept in the student file as well as given to the agency.

Students are required to complete all necessary background checks as needed by the agency and give copies to the social work office before starting the placement, this includes a mandated report training the student is responsible for the cost of the clearance, tests, and any other paperwork required by the agency. These checks protect their clients and themselves. Furthermore, students are required to complete university online based trainings on data security, physical security, unintended disclosures, driver safety, and sexual harassment.

## GUIDELINES FOR SAFETY WITHIN THE OFFICE

1. Follow agency safety policies.
2. Review the client's record when possible, to ascertain potential risk. Many agencies use codes to identify individuals or families that have a history of violence.
3. Work with another worker when meeting with someone that may pose a threat. If no one is available, let others know you are meeting with a potentially dangerous client.
4. Remove objects that may be used as weapons.
5. Develop a system by which you can discreetly signal someone for assistance in dealing with a dangerous client.
6. Arrange furniture so you are closest to the door.
7. If clients have access to your office, and the agency permits it, lock the office door when you are not there.

8. Be especially careful when dealing with an individual who is under the influence of alcohol or drugs.
9. Be alert to signs of imminent attack such as rapid breathing, teeth grinding, clenched fists, dilated pupils, and choppy speech. Maintain a calm, quiet and firm demeanor in these situations.
10. Avoid any physical contact with angry, resistant or aggressive clients.

## SAFETY DURING HOME VISITS

1. Park your car as near to the client's home as possible.
2. Lock the car and keep the keys in a place in which you have easy, quick access to them.
3. Do not enter a risky situation without a plan of action for possible rescue or escape.
4. Note the presence of any animals on the property and ask the client for assistance with any unleashed animal.
5. Keep the agency informed of your plans when visiting clients. Have and keep regular call-in times.
6. Take time to evaluate the home or apartment building when you get there. Be aware of any escape routes. Once in the house, take time to be aware of all exits.
7. Be aware of others in the home when you are meeting clients. If you feel at risk leave and reschedule at a later time.
8. Leave the home at once if weapons or drugs are visible.
9. Avoid interacting with clients in the bedroom or kitchen as weapons are often kept in these rooms. If any angry or aggressive client leaves the room, you should terminate the home visit and leave.



10. If you believe you are being followed, go to a police station, fire station, public place, or your agency. Do not go to your home if you believe someone is following you or watching your movements.
11. Wear clothing that permits you to run if necessary. Do not wear clothing or jewelry that can be grabbed or twisted to inflict pain and prevent escape.
12. Try to sit in a hard back chair that can allow you to easily get to your feet if necessary.
13. Follow the interaction suggestions from Social Work Processes I (SCWK 315) regarding dangerous, violent, and other problem clients.
14. If possible, keep a cell phone with the student and emergency numbers in the favorites list for easy accessibility.
15. Every agency has their own safety procedures. Take time to familiarize yourself with them when you start your field placement. Remember to always error on the side of safety.

## TRANSPORTATION POLICY

Students must provide their own transportation to and from their field placement. As part of their field placement duties, students may be required to use their personal automobiles for home visits and agency visits. **Students may not transport clients.** Students are responsible for providing adequate automobile insurance coverage to cover the use of their personal vehicle while performing field agency related duties and activities.

If permitted by the field agency, students may use agency vehicles to perform duties related to their field experience but not to transport clients. Students, however, must follow the agency policies and procedures when using agency vehicles. The students are responsible to ascertain and verify that the agency has appropriate insurance coverage of the student and the agency vehicles when the student uses an agency vehicle to perform agency duties or activities during their field experience hours. Students are responsible for costs incurred related to parking and driving to and from the field placement agency, making home visits, and agency visits. Some agencies reimburse the costs and some do not. The students are responsible for ascertaining whether the agency will cover the driving costs and to follow the appropriate agency procedures for reimbursement.

## PROCEDURE FOR REMOVAL OF STUDENT FROM FIELD PLACEMENT

Termination and transfer of students from their assigned field agency are extremely rare and should only occur for compelling reasons.

The field instructor may request the termination of a student from the agency whose performance is unsatisfactory or unethical; whose personal characteristics prevent desirable relationships with the agency; or whose health status is a detriment to the student's successful completion of the professional experience. The field instructor may also request a termination or transfer of the student if the field instructor or the agency no longer is able to provide the opportunities to meet the terms of the Field Learning Contract or the Affiliation Agreement.

A student may request a transfer to another field instructor or agency if the field instructor fails to meet the terms of the Field Learning Contract or the Affiliation Agreement, on legal or ethical grounds, or can medically verify that his/her health status is a detriment to her/his successful completion of the professional experience.

The field coordinator may initiate a change of field instructor or removal of a student from an agency for the same reasons a student or field instructor might request a termination or transfer. In addition, the field liaison may determine that a particular setting is currently not conducive to the student achieving the field experience learning objectives. Students may be terminated from field placement for a serious violation of confidentiality or other violations of the Social Work Code of Ethics.

Before the field instructor or student requests a termination of the student from the agency or transfer of the student to a different field instructor they should attempt through conversation to resolve the problem or concern. The student and field instructor, together or separately, may at any time consult with or seek advice from the field liaison in their efforts to reach a solution. The field liaison, student, or the field instructor may request a three-way conference. As part of the resolution process, the field instructor or the field liaison should document the issues, concerns, and suggested behavioral interventions needed for resolution and include a time frame set for attaining needed changes. If no solution is reached the field instructor or student is to submit to the field liaison a written request for termination or transfer of the student. The written request should include the reasons and describe the attempts that were made toward resolution. The field liaison will review the request and make a recommendation of action to the field director. The field director will make a final decision. The field liaison will advise all parties of the final decision.

The field director and /or the Department of Social Work Chair reserve the right to immediately remove students from field placement who pose harm to clients or the agency and/or who have committed a serious ethical violation.

The student's assignment to a field agency will automatically be terminated should he/she fail or receive less than a "C" or "No Credit" grade in any social work courses: Less than a "C" or incomplete final grades equate to a failing grade in the course. The student will not be reassigned to another agency. The student may be required to complete a remediation plan before being allowed to reapply for another senior field placement and before being permitted to register into the Senior Field course.

The reasons for the student's termination from the field agency may be of such a serious nature that the field director may request a review by the Academic and Professional Performance Review Committee (APPRC) for further determination of the student's status within the Department of Social Work. This is a standing committee within the Department of Social Work that meets as needed. Its membership includes the Program Director, the Field Coordinator, and other faculty members. Confidentiality considerations preclude student membership on this committee. Any student, faculty member or field instructor may request a meeting of this committee at any time for review of problematic performance.

The Saint Francis University Department of Social Work expects all students to perform their roles consistent with the NASW Code of Ethics. If students fail to perform in the field in an ethical or professional manner, they are subject to removal from the field placement site. The Code of Ethics outlines the role of social workers in regard to dealing with personal problems that jeopardize clients' well-being, affect skills, and/or impair judgment and knowledge. When a student experiences such problems both the student and faculty have an ethical responsibility to see that appropriate interventions are made to assist students with these problems.

Any student who exhibits behavior or shows evidence of problems that impact negatively on a client's well-being, social work skills, or knowledge and judgment while in placement will be removed from placement. Evidence such as failed drug tests, public inebriation while in placement, harmful or abusive behavior may lead to immediate removal. A student can appeal such removal to the program director and then to the Judicial Appeals Board of the university.

## FIELD REQUIREMENTS

**Name:** \_\_\_\_\_

Date turned in: \_\_\_\_\_

Please check-off when each step is complete. All information (except for the Arrest/Conviction Report) needs to be **COMPLETED** and turned into Melissa on the 3rd floor of the library by \_\_\_\_\_.

\_\_\_\_\_ Act 34 PA Criminal History: This can be processed instantly through an online application process by utilizing a credit card. PA access to the Criminal History (Patch is provided through the internet at <https://epatch.state.pa.us> Follow the directions, provided through PATCH to obtain an instant copy of your Criminal History Record.

\_\_\_\_\_ Out of State clearances for those who have resided outside of Pennsylvania within the last ten years. [State child abuse registries - AdoptUSKids](#)

\_\_\_\_\_ ACT 126 Mandate Report Training: This training is available online <https://www.reportabusepa.pitt.edu/>. This course will take 2-3 hours to complete. Upon completion, a certificate will be available. PRINT the certificate.

\_\_\_\_\_ ACT 151: Pennsylvania Child Abuse Clearance History - can be submitted online at <https://www.compass.state.pa.us/cwis/public/home> Once you enter you will be directed to the child welfare portal. Create an account. You will need a valid email address. The purpose is for Volunteer having contact with children. This will give you immediate access to your results or the status of your results.

\_\_\_\_\_ Federal Criminal (FBI) Fingerprint Clearance (This is a multi-step process. If you are going into schools

you need to complete the department of education tab. If you are not, you can complete the human services tab. (Please check with your agency to be sure).

Pre-application \_\_\_\_\_ is \_\_\_\_\_ required \_\_\_\_\_ at <http://www.dhs.pa.gov/citizens/clearancesbackgroundchecks/index.htm>

- There is a fee at the time of registration.
- You must provide a photo ID at the time of the appointment.
- Fingerprint process will take about 5 minutes.
- If you are in the schools the PDE will receive the criminal history record.
- You will receive a letter noting your record if not in schools or if in schools.
- A Rap sheet will be given if you are in the schools.

### \_\_\_\_\_ 2 - Step TB Test Results.

TB Test Appointments can be made at the SFU Health Center. This is a 2-step required process, so it will require 4 appointment times. Students are responsible for getting test results to the social work department. You may choose to use a private physician.

### \_\_\_\_\_ Go to <https://learn.ue.org/6T7UI494889/StfrancisStudents>

- Enter your first name, last name and email address. Click Register.
- You will receive a welcome email with your username and temporary password.
- Follow the link in the email to sign on.
- You will be prompted to:

1. Enter your temporary password. 2. Create a new password. 3. Create and answer a security question.

Once you are logged in, be sure to complete all courses assigned to you. These include: Mosaic Prevent Discrimination and Harassment Together; Mosaic Protecting Children: Identifying and Reporting Sexual Misconduct, Mosaic: Prevent Sexual Violence Together, Data Security: Phishing, Data Security: Malware, Data Security: Password, Data Security: Physical Security and Unintended Disclosures, and Driver Safety.

A history of your completed courses is available at "My Completions." You will also receive an email containing a link to your completion certificate, upon successful completion of the course.

### \_\_\_\_\_ Arrest/Conviction Report and Certification (form will be given to you closer to the end of the semester)



## FIELD AGENCY CONTRACT

This contract between: \_\_\_\_\_ and St. Francis University Social Work Department was made on this date \_\_\_\_\_. The agency has named \_\_\_\_\_ as the field instructor. The contract is applicable for the entire semester unless otherwise stated.

This contract establishes an agreement between the agency and the Social Work Program for the purpose of providing a social work field based educational learning practicum for the social work students at St. Francis University. It is the expectation that the agency and school will keep the needs of the student's at the utmost importance. It is expected that if the practicum is in operation that the contract should be carried out until the end of the semester. If either party decides that the contract needs to be broken, it is expected that the student, agency and field coordinator will meet to discuss reasons for terminating the contract.

### Responsibilities of the Parties

#### I. The agency agrees to:

1. Accept students from the Saint Francis University Social Work Program for field instruction placement under the terms and conditions outlined in this agreement.
2. Integrate field instruction into the agency program and assist in the development of the learning contract.
3. Follow equal employment standards to not discrimination with regard to race, ethnicity, religion, national origin, gender, sexual orientation, age, disability or veteran status.
4. Appoint a field instructor and allow for the following:
  - a. Adequate time to provide the student with the appropriate learning tools to meet the practicum requirements (approximately 1 hour per week).
  - b. For field instructor time to participate in field education meetings and seminars
  - c. Give appropriate time and preparation for supervisory/evaluation visits.
5. Provide space and equipment for student use. Provide with orientation to the agency's program, methods of intervention and safety requirements.
6. As much as possible, secure mileage reimbursement for the student who is traveling on agency business just as for an employee.
7. Inform the student of necessary background checks and clearances.
8. Shall notify the Saint Francis University Social Work Program field coordinator of matters related to any potential discipline of the student.
9. Retain ultimate responsibility for the quality of care delivered to client.
10. Shall evaluate student's performance in mid-term and final evaluation and discuss the results with the student and field coordinator.

11. Use the Saint Francis University Social Work Program Field Manual as a guide to the field instruction placement.

**II. The St. Francis University Social Work Department is:**

1. To provide a Field Coordinator as a liaison between the agency and Social Work Program.
  - a. Coordinator will make periodic visits and phone calls to review student progress on educational goals
  - b. Be available to the field instructor and agency personnel for questions and concerns.
2. To provide information to the student regarding the field contract to educate the student on field learning goals and social work program requirements.
3. To provide a field manual that provides a description and the expectations of field experience to both the agency and the student.
4. To provide evaluation materials to the field instructor, however, the school will be responsible for the final grade for the student.
5. To provide a liability insurance affidavit that the student is insured through St. Francis University.
6. To assure that a student is accepted to an agency and provide necessary information to agency personnel.
7. Determine eligibility for and grant appropriate credit for students finishing field instruction.
8. Shall inform the student of the required physical and legal documentation required by the agency.

**III. Student \_\_\_\_\_ agrees to:**  
*name*

1. Make and keep initial appointment with the field agency;
2. Use information gained in professional relationships and from agency records in a responsible and professional manner, (this includes clearing with the field instructor before using agency material in the classroom or seminars);
3. Prepare for conferences;
4. Integrate theoretical knowledge with practice skills;
5. Keep all commitments to agency with promptness, cooperation, reliability, and responsibility;
6. Attend seminars regularly;
7. Keep track of hours spent in conjunction with the field experience and the keeping of a daily log;
8. Fulfill assigned tasks.

9. Conduct themselves in an appropriate and responsible manner, consistent with the NASW Code of Ethics.
10. Create with the field instructor and agency a learning agreement according to program specification for the senior placement. These signed agreements are sent to the field coordinator.
11. Notify the agency field instructor prior to absences. Extended absences and make-up plans must be reported to the field liaison.
12. The Student will complete all necessary background checks, tests and health screenings prior to starting internship and give the appropriate paperwork to agency personnel.
13. Students shall have read and be aware of their responsibilities as outlined in Saint Francis University Social Work Program Field Manual

#### **IV. Term and Termination**

1. The agreement is in effect from \_\_\_\_\_ until \_\_\_\_\_.  
The field experience may be terminated due to inappropriate behaviors or problems as identified in the Saint Francis University Social Work Program Field manual.

#### **Insurance**

1. Saint Francis University shall provide students professional liability coverage.
2. Students must obtain health insurance.
3. Saint Francis University will ensure the agency that it will be provided notice of any cancellation or change in of both the professional liability insurance and the health insurance coverages within thirty (30) days prior to such cancellation or change.

#### **Confidentiality**

1. The parties agree to keep confidential all information which relates to or identifies a client in accordance with applicable state and federal laws and standards.
2. Saint Francis University Social Work Program shall require students to keep confidential all information which relates to or identifies a client in accordance with applicable state and federal laws and standards.

#### **Entire Agreement**

This contract constitutes the entire Agreement between the parties hereto with respect to the subject matter herein and supersedes any other agreements, restrictions, representations, or warranties, if any, between the parties hereto with regard to the subject matter herein.



I agree to the above contract:

---

Agency Director:

---

Agency Field Instructor

---

St. Francis University Field Coordinator



## FIELD PLACEMENT EXTENSION CONTRACT

Students are permitted to extend their field placement on a case-by-case basis beyond the semester due to certain circumstances and responsibilities. All extensions must be approved by the St. Francis University Field Coordinator, Program Director and Agency Field Instructor. All individuals must agree to the extension timeline. After the contract is signed changes cannot be made without notification of all parties involved. For any reason the contract extension is broken, the result could end in failing the field experience.

I, \_\_\_\_\_ request an extension of my field placement beyond the current semester \_\_\_\_\_ due to \_\_\_\_\_. I agree to complete the remaining hours of my field placement by \_\_\_\_\_. I agree to the following requirements:

---

---

---

---

Student Signature:

---

---

Date

Field Instructor:

---

---

Date

St. Francis University Field Coordinator:

---

---

Date

St. Francis University Social Work Department Chair:

---

---

Date

**SAINT FRANCIS UNIVERSITY**

## AFFILIATION AGREEMENT

This agreement is entered into effective \_between:

Saint Francis University School of Health Sciences and Education PO Box 600 Loretto, PA 15940  (UNIVERSITY)	And	(CLINICAL/FIELDWORK/INTERNSHIP SITE)
--	-----	--------------------------------------

The School, accredited by Middle States Association of Schools and Colleges, wishes to provide Clinical/Fieldwork/Internship educational experiences for its students enrolled in academic programs. The Clinical/Fieldwork/Internship Site has the necessary facilities and personnel to provide such experiences for the students of the University. Therefore, School and Clinical/Fieldwork/Internship Site are desirous of establishing a relationship whereby students may receive, subject to the provisions of the Agreement, Clinical/Fieldwork/Internship training at the Clinical/Fieldwork/Internship Site in keeping with the mission to enrich the region with trained healthcare professionals.

### **RESPONSIBILITIES OF THE UNIVERSITY:**

1. The University will retain full responsibility for the planning and execution of the educational program, including admission, philosophy, the curriculum, content, grading requirements for matriculation, progression, graduation, and accreditation.
2. The University will provide a Coordinator to serve as liaison between the University and the Clinical/Fieldwork/Internship Site, coordinate the Clinical/Fieldwork experience of the students, and assist the Clinical/Fieldwork/Internship Site as necessary to conduct an effective education program.
3. The number and scheduling of students to be placed at the Clinical/Fieldwork Site will be determined by mutual agreement between the Coordinator and the Clinical/Fieldwork/Internship Site.
4. The University will provide curriculum information to the Clinical/Fieldwork/Internship Site.
5. The University will place at the Clinical/Fieldwork/Internship Site only those students meeting all qualifications for participation in the academic program.
6. The University will hold confidential, all patient and Clinical/Fieldwork/Internship Site information to which they may have accessed, and will obtain appropriate authorization for the release of such information.
7. The students placed at and the Clinical/Fieldwork/Internship Site will be required to obtain personal and professional liability insurance in the amount of one million dollars per occurrence and three million dollars per aggregate. Proof of the liability insurance will be maintained at the University. It is the responsibility of the student to maintain his/her own health insurance coverage.

8. The University will maintain a file of verification of student's insurance coverage at the University. The Clinical/Fieldwork/Internship Site will have access to these files as necessary for licensing, accreditation or performance improvement purposes.
9. The University will inform the student that he or she is responsible for adherence to administrative policies, rules, standards, schedules, and practices of the facility. The student will be required to obtain and sign the necessary documentation required by the Clinical/Fieldwork/Internship Site policy, i.e. Confidentiality form.
10. The Coordinator will assume responsibility of assigning student grades in consultation with the on-site supervisor.
11. The University understands and agrees that this Agreement is not intended and will not be construed to create the relationship of agent, servant, employee, partner, joint venture, or association between the University, and of its students and the Clinical/Fieldwork/Internship Site.
12. The University will provide students with general education regarding safety, infection control including blood and body fluid precautions, and tuberculosis.
13. The University will require the student, prior to student assignments, to have completed a physical examination, current (at least yearly) negative PPD testing or evidence of no active tuberculosis disease, Hepatitis B immunization or refusal of an offer, and any other immunization deemed necessary by the University, students and the Clinical/Fieldwork/Internship Site.
14. The University will maintain a file of verification of student's physical examination, testing results, and immunizations at the University. The Clinical/Fieldwork Site will have access to these files as necessary for licensing, accreditation or performance improvement purposes.

## **AFFILIATION AGREEMENT**

### **RESPONSIBILITIES OF THE CLINICAL/FIELDWORK/INTERNSHIP SITE:**

1. The Clinical/Fieldwork/Internship Site will provide a planned program of Clinical/Fieldwork/Internship experiences designed in cooperation with the University. The student experience will be under supervision by the agreed upon facility employee.
2. The Clinical/Fieldwork/Internship Site will maintain full responsibility for the patient/client care and services provided at its facility.
3. The Clinical/Fieldwork/Internship Site will provide orientation to the students to the facility, including policies and procedures pertaining to the student.
4. The Clinical/Fieldwork/Internship Site agrees to release select information on clients to the student for Clinical/Fieldwork/Internship information/education research purposes only in order to fulfill assignments.

5. The Clinical/Fieldwork/Internship Site will provide the student opportunities to participate in patient/client care to accomplish clinical educational objectives under supervision, while realizing that the student must not be used to substitute for regular clinical or administrative staff.
6. The Clinical/Fieldwork/Internship Site will provide appropriate facilities such as parking, library, and cafeteria needed for use in the learning experience to the student and faculty members during Clinical/Fieldwork/Internship Site education assignments.
7. The Clinical/Fieldwork/Internship Site will evaluate the performance of students on a timely basis and will provide the University with such reports.
8. The Clinical/Fieldwork/Internship Site will assist the student in arranging for emergency medical care in the event of an injury or student illness while participating in Clinical/Fieldwork/Internship education activities. Neither the University nor the Clinical/Fieldwork/Internship Site will be liable for medical expenses incurred by the student. Financial responsibility remains with the student.
9. The Clinical/Fieldwork/Internship Site retains the right to terminate any student's Clinical/Fieldwork/Internship education experience due to reasons of conduct, unsatisfactory performance, or other reasonable cause after notifying and discussing such plans with the University.
10. The Clinical/Fieldwork/Internship Site will designate an individual as the Site Coordinator of Clinical/Fieldwork/Internship Education who will serve as liaison to the University, coordinate the Clinical/Fieldwork/Internship experience of the students, and assist with supervision.
11. The Clinical/Fieldwork/Internship Site will maintain professional liability insurance to cover their staff and employees.
12. The Clinical/Fieldwork/Internship Site will hold confidential all student and University information to which they may have access.

#### **BOTH PARTIES AGREE:**

1. This Affiliation Agreement may be terminated by either party upon ninety (90) days notice in writing to the other. Such termination will not affect students placed at the Clinical/Fieldwork/Internship Site at the time notice is given.
2. The Agreement will begin on the Effective Date and continue for a period of one year. Thereafter, the Agreement will be renewed automatically for consecutive one year terms unless terminated by either party.
3. This Agreement may be revised by written agreement signed by both parties.
4. No individual will discriminate or be discriminated against, on the basis of race, color, age, national origin, sex, religion, disability, sexual orientation or health status.
5. This Agreement will be governed by the laws of this state.
6. Indemnification:

School: The University will indemnify the Clinical/Fieldwork/Internship Site, its officers, directors, and employees from any costs, damages, and fees, including reasonable attorney fees, awarded in an action against them to the extent that such costs, damages, and fees are directly caused by the negligence or willful misconduct of the University or its employees.

Clinical/Fieldwork/Internship Site: The Clinical/Fieldwork/Internship Site will indemnify the University, its officers, directors, employees, and students from any costs, damages, and fees, including reasonable attorney fees, awarded in an action against them to the extent that such costs, damages, and fees are directly caused by the negligence or willful misconduct of the clinical site or its employees.

**CLINICAL/FIELDWORK/INTERNSHIP SITE**

**SAINT FRANCIS UNIVERSITY**

By: \_\_\_\_\_

By: \_\_\_\_\_

Kerri A. Golden, Ed.D., OTR/L  
Interim Dean, School of Health Sciences and  
Education

Date: \_\_\_\_\_

Date: \_\_\_\_\_

Name (Please Print)



Saint Francis University

## FIELD PLACEMENT APPLICATION (Junior)

Name \_\_\_\_\_

Last

First

Middle

School address \_\_\_\_\_

Home address \_\_\_\_\_

Street

City

State

Zip

Cell

Phone number: \_\_\_\_\_ Home phone: \_\_\_\_\_

E-Mail Address: \_\_\_\_\_

Current GPA: \_\_\_\_\_

What is the best way to reach you? \_\_\_\_\_

Will you have access to transportation for your placement? Yes No

St. Francis University does not provide transportation for students to attend their internships.

Anticipated Graduation Date: \_\_\_\_\_



Are there any special considerations that should be taken into account when selecting your agency setting? (Accessibility, job, time, extracurricular activities)

---

---

---

---

Indicate any previous social work experience or volunteer experience.

---

---

---

---

---

Please list what population(s) you would prefer to work with during your placement:

---

---

If you have a preference of a specific placement or setting site please list your top choices:

- 1.
  
- 2.
  
- 3.

List, beginning with your most recent job, your work experiences and the dates employed.

Job:

Date(s) employed:

---

---

---

---

My hobbies, special interest include:

---

---

---

---

Specific concerns related to starting placement:

---

---

---

---

I understand this information will be used when discussing internship sites with supervisors at local agencies. I give permission for this information to be shared with the agency that is considering me for placement. I have read and will abide by the NASW Code of Ethics, the Saint Francis University Social Work Program Field Instruction Manual and Saint Francis University Social Work Program Handbook.

Applicant signature \_\_\_\_\_ Date \_\_\_\_\_



Saint Francis University

## FIELD PLACEMENT APPLICATION (Senior)

Name \_\_\_\_\_

Last

First

Middle

School address \_\_\_\_\_

Home address \_\_\_\_\_

Street

City

State

Zip

Cell

Phone number: \_\_\_\_\_ Home phone: \_\_\_\_\_

E-Mail Address: \_\_\_\_\_

Current GPA: \_\_\_\_\_

What is the best way to reach you? \_\_\_\_\_

Will you have access to transportation for your placement? Yes No

St. Francis University does not provide transportation for students to attend their internships.

Anticipated Graduation Date: \_\_\_\_\_

Where did you complete your Junior Placement? \_\_\_\_\_

What are your plans after Graduation? \_\_\_\_\_

Are there any special considerations that should be taken into account when selecting your agency setting? (Accessibility, job, time, extracurricular activities)

---

---

---

---

Indicate any previous social work experience or volunteer experience.

---

---

---

---

---

Please list what population(s) you would prefer to work with during your placement:

---

---

---

---

If you have a preference of a specific placement or setting site please list your top choices:

- 1.
  
- 2.

3.

List, beginning with your most recent job, your work experiences and the dates employed.

Job:

Date(s) employed:

---

---

---

My hobbies, special interest include:

---

---

---

---

Specific concerns related to starting placement:

---

---

---

---

I understand this information will be used when discussing internship sites with supervisors at local agencies. I give permission for this information to be shared with the agency that is considering me for

placement. I have read and will abide by the NASW Code of Ethics, the Saint Francis University Social Work Program Field Instruction Manual and Saint Francis University Social Work Program Handbook.

Applicant signature \_\_\_\_\_ Date \_\_\_\_\_



## SENIOR FIELD PLACEMENT EVALUATION

STUDENT \_\_\_\_\_

FIELD INSTRUCTOR \_\_\_\_\_

EVALUATOR \_\_\_\_\_

DATE OF MIDTERM \_\_\_\_\_

DATE OF FINAL EVALUATION \_\_\_\_\_

The evaluation is used to determine the overall performance of the student in their social work field placement. The field placement is of the generalist sense. The level of professional behavior and practice skills are to be evaluated based on the Competency areas established by the Council on Social Work Education (EPAS 2022). Please rate the students based on a 5-point scale in regard to how effective they were in placement. Please attach final learning contract to final evaluation to show planned learning experiences to operationalize each competency.

### Rating Scale for Student Field Education Experience

<b>5</b>	<b>The student demonstrated excellence or mastered this competency area for a senior level placement in generalist practice</b>
<b>4</b>	<b>Student demonstrated the expected competency in this area for a senior level placement in generalist practice</b>

<b>3</b>	<b>Student gaining knowledge and some practice in meeting the competency expectations for a senior level placement in generalist practice</b>
<b>2</b>	<b>Student has a beginning knowledge level or skill in this competency area related generalist practice for a senior level placement</b>
<b>1</b>	<b>Student has not demonstrated or met this competency area related to generalist practice</b>

### Competency 1: Demonstrate Ethical and Professional Behavior

Practice Behaviors	Midterm	Final
1.a. Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context.		
1.b. Demonstrate professional behavior; appearance; and oral, written, and electronic communication.		
1.c. Use technology ethically and appropriately to facilitate practice outcomes.		
1.d. Use supervision and consultation to guide professional judgment and behavior.		

Midterm Comments:

Final Comments:



## Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Practice Behaviors	Midterm	Final
2.a. Advocate for human rights at the individual, family, group, organizational, and community system levels.		
2.b. Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.		

Midterm Comments:

Final Comments:

## Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Practice Behaviors	Midterm	Final
3.a. Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels.		
3.b. Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.		

Midterm Comments:

Final Comments:

### Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Practice Behaviors	Midterm	Final
4.a. Apply research findings to inform and improve practice, policy, and programs.		
4.b. Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.		

Midterm Comments:

Final Comments:

### Competency 5: Engage in Policy Practice

Practice Behaviors	Midterm	Final
5.a. Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and		

5.b. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.		
--	--	--

Midterm Comments:

Final Comments:

### **Competency 6: Engage with individuals, Families, Groups, Organizations and Communities**

<b>Practice Behaviors</b>	<b>Midterm</b>	<b>Final</b>
6.a. Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and		
6.b. Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies		

Midterm Comments:

Final Comments:

### Competency 7: Assess Individuals, Families, Groups, Organizations and Communities

Practice Behaviors	Midterm	Final
7.a. Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and		
7.b. Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.		

Midterm Comments:

Final Comments:

### Competency 8: Intervene with Individuals, Families, Groups, Organizations and Communities

Practice Behaviors	Midterm	Final
8.a. Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and		
8.b. Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.		

Midterm Comments:

Final Comments:

**Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

Practice Behaviors	Midterm	Final
9.a. Select and use culturally responsive methods for evaluation of outcomes; and		
9.b. Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.		

Midterm Comments:

Final Comments:



## MID SEMESTER EVALUATION

\_\_\_\_\_  
Field Instructor

\_\_\_\_\_  
Date

Comments:

I have reviewed the evaluation

\_\_\_\_\_  
Student

\_\_\_\_\_  
Date

Comments:

\_\_\_\_\_  
Field Coordinator

\_\_\_\_\_  
Date

Comments:



### FINAL EVALUATION SIGNATURE SHEET

I have reviewed the evaluation with \_\_\_\_\_ and my final recommended grade is

- A    A-    B+    B    B-    C+    C    D    F

\_\_\_\_\_  
Field Instructor

\_\_\_\_\_  
Date

Comments:

\_\_\_\_\_  
Student

\_\_\_\_\_  
Date

Comments:

\_\_\_\_\_  
Field Coordinator

\_\_\_\_\_  
Date



## Social Work

### *Saint Francis University Social Work Program*

### JUNIOR FIELD EVALUATION

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Field Instructor: \_\_\_\_\_

Agency: \_\_\_\_\_

Please rate how the student completed the following Competencies within their one day a week internship. These competencies are based upon the 2022 Curriculum Policy Statement (EPAS) from the Council of Social Work Education. Please consider that this is the student's first field experience and that they are at a beginning level knowledge base of generalist social work practice.

Please answer all questions using the following scale and only use N/A if the student has not had the opportunity to complete the competency or practice behavior.

Strongly Disagree      Disagree      Neither agree nor disagree      Agree      Strongly agree

1                                  2                                  3                                  4                                  5

	1	2	3	4	5	N/A
<b>Competency 1: Demonstrates Ethical and Professional Behavior</b>						
1.a. make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision						



making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context.						
1.b. demonstrate professional behavior; appearance; and oral, written, and electronic communication.						
1.c. use technology ethically and appropriately to facilitate practice outcomes.						
1.d. use supervision and consultation to guide professional judgment and behavior.						
<b>Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice</b>						
2.a. advocate for human rights at the individual, family, group, organizational, and community system levels.						
2.b. engage in practices that advance human rights to promote social, racial, economic, and environmental justice.						
<b>Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice</b>						
3.a. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels.						
3.b. demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.						
<b>Competency 4: Engage in Practice-Informed Research and Research-Informed Practice</b>						
4.a. apply research findings to inform and improve practice, policy, and programs.						
4.b. identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.						
<b>Competency 5: Engage in Policy Practice</b>						
5.a. use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and						

5.b. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.						
<b>Competency 6: Engage with individuals, Families, Groups, Organizations and Communities</b>						
6.a. apply knowledge of human behavior and person-in-environment, as well as inter-professional conceptual frameworks, to engage with clients and constituencies; and						
6.b. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies						
<b>Competency 7: Assess Individuals, Families, Groups, Organizations and Communities</b>						
7.a. apply theories of human behavior and person-in-environment, as well as other culturally responsive and inter-professional conceptual frameworks, when assessing clients and constituencies; and						
7.b. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.						
<b>Competency 8: Intervene with Individuals, Families, Groups, Organizations and Communities</b>						
8.a. engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and						
8.b. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.						
<b>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b>						
9.a. select and use culturally responsive methods for evaluation of outcomes; and						
9.b. critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.						

Please identify what areas you believe the student has excelled in during their internship:

---

---

---

---

---

---

---

---

Please identify areas where the student could improve upon as they will enter their final field placement next semester.

---

---

---

---

---

\_\_\_\_\_  
Field Instructor

\_\_\_\_\_  
Date

I have reviewed the evaluation:

\_\_\_\_\_  
Student

\_\_\_\_\_  
Date

---

Field Coordinator

---

Date

## LEARNING CONTRACT

The learning contract is a tool to operationalize the 9 competencies and 20 practice behaviors identified by CSWE (2022, EPAS). The working document is to be utilized by both the student and the field instructor to guide the learning experience for the semester. Each student is responsible for completing the initial draft by the fourth week of the semester and then providing a final signed copy to the field coordinator for their senior portfolio. The learning contract will be reviewed during the midterm and final site visits with the field coordinator.

Competency 1: Student demonstrates Ethical and Professional Behavior.

Practice Behaviors: Students will demonstrate in practice settings how to:

- a. Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;
- b. Demonstrate professional behavior; appearance; and oral, written, and electronic communication;
- c. Use technology ethically and appropriately to facilitate practice outcomes; and
- d. Use supervision and consultation to guide professional judgment and behavior.

Practice Behavior	Tasks (2 tasks for every practice behavior)	Target Date of completion	Evaluation	Date of Task Completion	Field Instructor Signature and Date

Comments:

### Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Practice Behaviors Students will demonstrate in practice settings how to:

- a. Advocate for human rights at the individual, family, group, organizational, and community system levels; and
- b. Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

Practice Behavior	Tasks (2 tasks for every practice behavior)	Target Date of completion	Evaluation	Date of Task Completion	Field Instructor Signature and Date


Comments:

Competency: 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice:

Practice Behaviors: Students in the practice settings will demonstrate how to:

- a. Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
- b. Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

Practice Behavior	Tasks (2 tasks for every practice behavior)	Target Date of completion	Evaluation	Date of Task Completion	Field Instructor Signature and Date







Comments:

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Practice Behaviors: Students will demonstrate in practice how to

- a. Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and
- b. Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

Practice Behavior	Tasks (2 tasks for every practice behavior)	Target Date of completion	Evaluation	Date of Task Completion	Field Instructor Signature and Date

Comment:

Competency 7: Assess Individuals, Families, Groups Organizations and Communities

Practice Behaviors: Students will demonstrate how to:

- a. Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and
- b. Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

Practice Behavior	Tasks (2 tasks for every practice behavior)	Target Date of completion	Evaluation	Date of Task Completion	Field Instructor Signature and Date

Comments:

Competency 8: Intervene with Individuals Families, Groups, Organizations, and communities

Practice Behavior: The student will demonstrate in practice how to:

- a. Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
- b. Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

Practice Behavior	Tasks (2 tasks for every practice behavior)	Target Date of completion	Evaluation	Date of Task Completion	Field Instructor Signature and Date

Comments:



## SOCIAL WORK PARADIGM (2023-2024)

<b>FALL</b>			<b>SPRING</b>		
<b>Freshman</b>		<b>Credits</b>			<b>Credits</b>
<b>WRIT 102</b>	<b>Research Writing</b>	<b>3</b>	<b>MATH 101 or higher</b>	<b>General Mathematics</b>	<b>3</b>
<b>BIOL 105</b>	<b>Human Biology</b>	<b>3</b>	<b>SCWK 223</b>	<b>Group in Theory and Practice</b>	<b>3</b>
<b>SCWK203</b>	<b>Intro to Social Welfare</b>	<b>3</b>	<b>SOC101 or SCWK/SOC 202</b>	<b>Gen Sociology or Intro to Women and Society</b>	<b>3</b>
<b>PLSC102</b>	<b>American Nat'l Government</b>	<b>3</b>	<b>PSYC101</b>	<b>Intro Psychology</b>	<b>3</b>
<b>ECON101</b>	<b>Principles I</b>	<b>3</b>	<b>FTAE 105</b>	<b>Introduction to Franciscan Theology</b>	<b>3</b>
<b>CORE 103</b>	<b>CES I</b>	<b>0</b>	<b>Core 113</b>	<b>First Year Seminar</b>	<b>3</b>
			<b>CORE 104</b>	<b>CES II</b>	<b>0</b>
		<b>15</b>			<b>18</b>
<b>Sophomore</b>					
<b>PHIL 105</b>	<b>Introduction to Philosophy</b>	<b>3</b>	<b>History Elective</b>	<b>American history preferred</b>	<b>3</b>
<b>SCWK 201</b>	<b>Soc Persp of Family</b>	<b>3</b>	<b>SCWK402</b>	<b>Cultural Diversity</b>	<b>3</b>
<b>PSYC209</b>	<b>Developmental Psychology</b>	<b>3</b>	<b>STAT101</b>	<b>Statistics I</b>	<b>3</b>
<b>LIT 104 or 201 or 202 or 204 or 207 or 270</b>	<b>Intro to Literature</b>	<b>3</b>	<b>Fine Arts</b>	<b>FNAR, ART, MUS or THTR</b>	<b>3</b>

<b>LANGUAGE</b>	<b>Foreign Lang 102 OR HIGHER or ASL</b>	<b>3</b>	<b>SCWK Elective</b>	<b>Elective</b>	<b>3</b>
			<b>CPSC101</b>	<b>Into to Computer</b>	<b>3</b>
		<b>15</b>			<b>18</b>
<b>Junior</b>					
<b>SCWK310</b>	<b>HBSE</b>	<b>3</b>	<b>SCWK314</b>	<b>Social Welfare Pol</b>	<b>3</b>
<b>SCWK315</b>	<b>Processes I</b>	<b>6</b>	<b>SCWK316</b>	<b>Processes II</b>	<b>5</b>
<b>FTA E or PHIL (elective) 300</b>	<b>Phil/Religion elective</b>	<b>3</b>	<b>SOC302</b>	<b>Social Research</b>	<b>3</b>
<b>SCWK/Free</b>	<b>Free Elective</b>	<b>3</b>	<b>Free Elective</b>		<b>3</b>
			<b>SCWK/PUBH/PSY C</b>	<b>SCWK/Free Elective</b>	<b>3</b>
		<b>15</b>			<b>17</b>
<b>Senior</b>					
<b>SCWK425</b>	<b>Field Instruction</b>	<b>15</b>	<b>SCWK426</b>	<b>Senior Seminar</b>	<b>3</b>
			<b>SCWK Elective or PSYC Elective</b>	<b>Social Work if PSYC Preferably Psychopathology</b>	<b>3</b>
			<b>SCWK Elective</b>	<b>Elective</b>	<b>3</b>
			<b>CORE 407</b>	<b>Keystone Seminar</b>	<b>3</b>
			<b>Free Elective</b>		<b>3</b>
			<b>Written and Oral comps</b>		
		<b>15</b>			<b>15</b>

\*Students also take a non-credit Junior English Exam Fall or Spring of junior year

# NASW CODE OF ETHICS OF THE NATIONAL ASSOCIATION OF SOCIAL WORKERS

## Preamble

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

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

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

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

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

## Purpose of the NASW Code of Ethics

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

The NASW Code of Ethics serves six purposes:

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

subscribing to this Code, social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

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

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

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

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

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

The NASW Code of Ethics is to be used by NASW and by individuals, agencies, organizations, and bodies (such as licensing and regulatory boards, professional liability insurance providers, courts of law, agency boards of directors, government agencies, and other professional groups) that choose to adopt it or use it as a frame of reference. Violation of standards in this Code does not automatically imply legal liability or violation of the law.

Such determination can only be made in the context of legal and judicial proceedings. Alleged violations of the Code would be subject to a peer review process. Such processes are generally separate from legal or administrative procedures and insulated from legal review or proceedings to allow the profession to counsel and discipline its own members.

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

With growth in the use of communication technology in various aspects of social work practice, social workers need to be aware of the unique challenges that may arise in relation to the maintenance of confidentiality, informed consent, professional boundaries, professional competence, record keeping, and other ethical considerations. In general, all ethical standards in this Code of Ethics are applicable to interactions, relationships, or communications, whether they occur in person or with the use of technology. For the purposes of this Code, "technology-assisted social work services" include any social work services that involve the use of computers, mobile or landline telephones, tablets, video technology, or other electronic or digital technologies; this includes the use of various electronic or digital platforms, such as the Internet, online social media, chat rooms, text messaging, e-mail and emerging digital applications. Technology-assisted social work services encompass all



aspects of social work practice, including psychotherapy; individual, family, or group counseling; community organization; administration; advocacy; mediation; education; supervision; research; evaluation; and other social work services. Social workers should keep apprised of emerging technological developments that may be used in social work practice and how various ethical standards apply to them.

Professional self-care is paramount for competent and ethical social work practice. Professional demands, challenging workplace climates, and exposure to trauma warrant that social workers maintain personal and professional health, safety, and integrity. Social work organizations, agencies, and educational institutions are encouraged to promote organizational policies, practices, and materials to support social workers' self-care.

## Ethical Principles

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

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

### 1. Social Workers' Ethical Responsibilities to Clients

#### 1.01 Commitment to Clients

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

#### 1.02 Self-Determination

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

#### 1.03 Informed Consent

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

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

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

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

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

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

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

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

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

#### *1.04 Competence*

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

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

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

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

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

#### *1.05 Cultural Competence*

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

(b) Social workers should demonstrate knowledge that guides practice with clients of various cultures and be able to demonstrate skills in the provision of culturally informed services that empower marginalized individuals and groups. Social workers must take action against oppression, racism, discrimination, and inequities, and acknowledge personal privilege.

(c) Social workers should demonstrate awareness and cultural humility by engaging in critical self-reflection (understanding their own bias and engaging in self-correction), recognizing clients as experts of their own culture, committing to lifelong learning, and holding institutions accountable for advancing cultural humility.

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

(e) Social workers who provide electronic social work services should be aware of cultural and socioeconomic differences among clients' use of and access to electronic technology and seek to prevent such potential barriers. Social workers should assess cultural, environmental, economic, mental or physical ability, linguistic, and other issues that may affect the delivery or use of these services.

#### *1.06 Conflicts of Interest*

- (a) Social workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment. Social workers should inform clients when a real or potential conflict of interest arises and take reasonable steps to resolve the issue in a manner that makes the clients' interests primary and protects clients' interests to the greatest extent possible. In some cases, protecting clients' interests may require termination of the professional relationship with proper referral of the client.
- (b) Social workers should not take unfair advantage of any professional relationship or exploit others to further their personal, religious, political, or business interests.
- (c) Social workers should not engage in dual or multiple relationships with clients or former clients in which there is a risk of exploitation or potential harm to the client. In instances when dual or multiple relationships are unavoidable, social workers should take steps to protect clients and are responsible for setting clear, appropriate, and culturally sensitive boundaries. (Dual or multiple relationships occur when social workers relate to clients in more than one relationship, whether professional, social, or business. Dual or multiple relationships can occur simultaneously or consecutively.)
- (d) When social workers provide services to two or more people who have a relationship with each other (for example, couples, family members), social workers should clarify with all parties which individuals will be considered clients and the nature of social workers' professional obligations to the various individuals who are receiving services. Social workers who anticipate a conflict of interest among the individuals receiving services or who anticipate having to perform in potentially conflicting roles (for example, when a social worker is asked to testify in a child custody dispute or divorce proceedings involving clients) should clarify their role with the parties involved and take appropriate action to minimize any conflict of interest.
- (e) Social workers should avoid communication with clients using technology (such as social networking sites, online chat, e-mail, text messages, telephone, and video) for personal or non-work-related purposes.
- (f) Social workers should be aware that posting personal information on professional Web sites or other media might cause boundary confusion, inappropriate dual relationships, or harm to clients.
- (g) Social workers should be aware that personal affiliations may increase the likelihood that clients may discover the social worker's presence on Web sites, social media, and other forms of technology. Social workers should be aware that involvement in electronic communication with groups based on race, ethnicity, language, sexual orientation, gender identity or expression, mental or physical ability, religion, immigration status, and other personal affiliations may affect their ability to work effectively with particular clients.
- (h) Social workers should avoid accepting requests from or engaging in personal relationships with clients on social networking sites or other electronic media to prevent boundary confusion, inappropriate dual relationships, or harm to clients.

#### *1.07 Privacy and Confidentiality*

- (a) Social workers should respect clients' right to privacy. Social workers should not solicit private information from or about clients except for compelling professional reasons. Once private information is shared, standards of confidentiality apply.
- (b) Social workers may disclose confidential information when appropriate with valid consent from a client or a person legally authorized to consent on behalf of a client.
- (c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or others. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.
- (d) 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. This agreement should include consideration of whether confidential information may be exchanged in person or electronically, among clients or with others outside of formal counseling sessions. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.

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

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

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

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

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

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

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

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

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

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

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

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

(s) Social workers should transfer or dispose of clients' records in a manner that protects clients' confidentiality and is consistent with applicable laws governing records and social work licensure.

(t) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.

(u) Social workers should not disclose identifying information when discussing clients for teaching or training purposes unless the client has consented to disclosure of confidential information.

(v) Social workers should not disclose identifying information when discussing clients with consultants unless the client has consented to disclosure of confidential information or there is a compelling need for such disclosure.

(w) Social workers should protect the confidentiality of deceased clients consistent with the preceding standards.

#### *1.08 Access to Records*

(a) Social workers should provide clients with reasonable access to records concerning the 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) Social workers should develop and inform clients about their policies, consistent with prevailing social work ethical standards, on the use of technology to provide clients with access to their records.

(c) When providing clients with access to their records, social workers should take steps to protect the confidentiality of other individuals identified or discussed in such records.

#### *1.09 Sexual Relationships*

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

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

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

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

#### *1.10 Physical Contact*

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

#### *1.11 Sexual Harassment*

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

#### *1.12 Derogatory Language*

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

#### *1.13 Payment for Services*

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

(b) Social workers should avoid accepting goods or services from clients as payment for professional services. Bartering arrangements, particularly involving services, create the potential for conflicts of interest, exploitation, and inappropriate boundaries in social workers' relationships with clients. Social workers should explore and may

participate in bartering only in very limited circumstances when it can be demonstrated that such arrangements are an accepted practice among professionals in the local community, considered to be essential for the provision of services, negotiated without coercion, and entered into at the client's initiative and with the client's informed consent. Social workers who accept goods or services from clients as payment for professional services assume the full burden of demonstrating that this arrangement will not be detrimental to the client or the professional relationship.

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

#### *1.14 Clients Who Lack Decision-Making Capacity*

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

#### *1.15 Interruption of Services*

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

#### *1.16 Referral for Services*

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

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

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

#### *1.17 Termination of Services*

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

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

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

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

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

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

## *2. Social Workers' Ethical Responsibilities to Colleagues*

### *2.01 Respect*

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

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

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

#### *2.02 Confidentiality*

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

#### *2.03 Interdisciplinary Collaboration*

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

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

#### *2.04 Disputes Involving Colleagues*

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

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

#### *2.05 Consultation*

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

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

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

#### *2.06 Sexual Relationships*

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

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

#### *2.07 Sexual Harassment*

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

#### *2.08 Impairment of Colleagues*

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

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

#### *2.09 Incompetence of Colleagues*

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

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

### *2.10 Unethical Conduct of Colleagues*

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

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

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

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

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

## *3. Social Workers' Ethical Responsibilities in Practice Settings*

### *3.01 Supervision and Consultation*

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

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

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

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

### *3.02 Education and Training*

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

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

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

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

### *3.03 Performance Evaluation*

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

### *3.04 Client Records*

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

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



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

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

### *3.05 Billing*

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

### *3.06 Client Transfer*

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

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

### *3.07 Administration*

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

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

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

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

### *3.08 Continuing Education and Staff Development*

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

### *3.09 Commitments to Employers*

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

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

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

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

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

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

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

### *3.10 Labor-Management Disputes*

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

## *4. Social Workers' Ethical Responsibilities as Professionals*

### *4.01 Competence*

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

### *4.02 Discrimination*

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

### *4.03 Private Conduct*

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

### *4.04 Dishonesty, Fraud, and Deception*

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

### *4.05 Impairment*

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

### *4.06 Misrepresentation*

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

### *4.07 Solicitations*

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

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

#### *4.08 Acknowledging Credit*

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

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

### *5. Social Workers' Ethical Responsibilities to the Social Work Profession*

#### *5.01 Integrity of the Profession*

(a) Social workers should work toward the maintenance and promotion of high standards of practice.

(b) Social workers should uphold and advance the values, ethics, knowledge, and mission of the profession. Social workers should protect, enhance, and improve the integrity of the profession through appropriate study and research, active discussion, and responsible criticism of the profession.

(c) Social workers should contribute time and professional expertise to activities that promote respect for the value, integrity, and competence of the social work profession. These activities may include teaching, research, consultation, service, legislative testimony, presentations in the community, and participation in their professional organizations.

(d) Social workers should contribute to the knowledge base of social work and share with colleagues their knowledge related to practice, research, and ethics. Social workers should seek to contribute to the profession's literature and to share their knowledge at professional meetings and conferences.

(e) Social workers should act to prevent the unauthorized and unqualified practice of social work.

#### *5.02 Evaluation and Research*

(a) Social workers should monitor and evaluate policies, the implementation of programs, and practice interventions.

(b) Social workers should promote and facilitate evaluation and research to contribute to the development of knowledge.

(c) Social workers should critically examine and keep current with emerging knowledge relevant to social work and fully use evaluation and research evidence in their professional practice.

(d) Social workers engaged in evaluation or research should carefully consider possible consequences and should follow guidelines developed for the protection of evaluation and research participants. Appropriate institutional review boards should be consulted.

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

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

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

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

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

- (j) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.
- (k) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.
- (l) Social workers engaged in the evaluation of services should discuss collected information only for professional purposes and only with people professionally concerned with this information.
- (m) Social workers engaged in evaluation or research should ensure the anonymity or confidentiality of participants and of the data obtained from them. Social workers should inform participants of any limits of confidentiality, the measures that will be taken to ensure confidentiality, and when any records containing research data will be destroyed.
- (n) Social workers who report evaluation and research results should protect participants' confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.
- (o) Social workers should report evaluation and research findings accurately. They should not fabricate or falsify results and should take steps to correct any errors later found in published data using standard publication methods.
- (p) Social workers engaged in evaluation or research should be alert to and avoid conflicts of interest and dual relationships with participants, should inform participants when a real or potential conflict of interest arises, and should take steps to resolve the issue in a manner that makes participants' interests primary.
- (q) Social workers should educate themselves, their students, and their colleagues about responsible research practices.

## 6. Social Workers' Ethical Responsibilities to the Broader Society

### 6.01 Social Welfare

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

### 6.02 Public Participation

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

### 6.03 Public Emergencies

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

### 6.04 Social and Political Action

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

*On August 4, 2017, the NASW Delegate Assembly approved the most substantive revision to the NASW Code of Ethics since 1996.*

**Updated: February 19, 2021**



## SAINT FRANCIS UNIVERSITY

### School of Health Sciences and Education (SHSE)

# DRUG AND ALCOHOL POLICY

## Rationale

Those employed in the field of healthcare are entrusted with the safety, health, and welfare of patients and work in settings which require that sound ethical behavior and good judgment be exercised. Some majors within the School of Health Sciences and Education will even have the ability to prescribe and / or have access to controlled substances within their chosen profession therefore requiring an absolute commitment to these principles.

The use of illicit drugs, non-prescribed drugs or impairment due to alcohol consumption can diminish the student's ability to learn in the classroom as well as their ability to provide adequate and appropriate care in the clinical setting. Therefore, the use of illicit drugs, non-prescribed drugs and / or being under the influence of alcohol in the classroom or clinical setting will not be tolerated.

Clinical facilities that serve as educational and training sites for students require that every department verifies that each student has a negative drug and / or alcohol screen prior to scheduling students at their facility. Additionally, many licensing agencies require individuals to pass a drug screen as a condition of licensure and / or employment. Clinical rotations / field experiences / internships are a required element of all programs within the School of Health Sciences and Education. It is thus in the interest of both the students and the School of Health Sciences and Education to identify any barriers to a student completing the clinical education requirements to allow the student to graduate with a degree within the School of Health Sciences and Education.

In keeping with the Safe Harbor policy found in the Alcohol and Other Drugs Policy in the University's Student Handbook, any currently enrolled School of Health Sciences and Education student who brings their own use, addiction or dependency to University officials or academic department / program personnel at least **three days prior** to student notification of any drug / alcohol testing or prior to any conduct sanctions and seeks assistance will not be immediately dismissed from the health science major. A written action plan between the academic department / program and student will be created. This plan may include, but not be limited to a mandated leave of absence to complete a certified drug treatment program, conditions of readmission / continuation in the health science major, and additional drug screenings performed at cost to the student. Failure to follow the action plan will nullify the Safe Harbor protection and lead to dismissal of the student from the health science major except for the B.S. in Health Care Studies major, which does not require clinical experiences.

### SHS Drug and Alcohol Policy and Procedures

1. Any student within the School of Health Sciences and Education who violates the Alcohol and Other Drugs Policy in the University's Student Handbook for example, by possessing an illicit drug substance in University housing, will be required to submit to appropriate drug or alcohol testing.
  - a. Students who are involved with any violation of the University's Illegal Drug Policy will be required to submit to drug testing as soon as possible, but no later than three days following the incident. The student will be responsible for the cost of testing in this incident.
  - b. Students exhibiting signs of excessive alcohol consumption will undergo a field sobriety test performed by the University Police Officers or other appropriate law enforcement personnel. Any student that does not pass the field sobriety test will be required to be transported via Emergency Medical Services (EMS) at the student's expense for medical attention, including a blood alcohol content level.
  
2. Depending on their academic major, students may be required to submit to drug screens prior to admission to and / or progression into the professional portion of the academic major and / or prior to or during clinical experiences. Students should be prepared for drug or alcohol testing at any point in their education and must comply when a test is scheduled.
  
3. Drug screens will be scheduled by the academic department / program as needed and / or required by clinical sites or when use is suspected.
  - a. If the student is taking a prescribed substance, they are required to disclose the prescription information to the testing site personnel *prior to the testing*.
  - b. Students subsequently must provide written documentation from their licensed health care provider to the testing site that performed the screen within two business days that there is a medical necessity for the medication.
  - c. Failure to submit appropriate documentation to the testing site from a licensed health care provider for medical necessity for the medication will result in the test being considered a "positive" result.
  - d. Despite a medical necessity for taking this medication, the student may not be able to attend clinical experiences if this medication impairs the student's ability to appropriately function and meet the physical and cognitive functioning required for the safety of the student and patients. A decision regarding the student's ability to participate in clinical experiences will be made at the academic department / program level utilizing each department's / program's current student review processes.
  - e. Students are able to request a medical leave of absence if they believe that a medical condition and its subsequent treatment would prohibit them from appropriately functioning in their role as a student health care provider.
  
4. Drug testing may be performed through any of the following methods:
  - a. Urine drug testing
  - b. Hair follicle testing
  - c. Clinical facility policy, if applicable
  
5. Students will be notified about associated fees for required drug screens from their respective academic department / program. Students will be responsible for the cost of all screens, either individually or through an academic department / program designated budget line that includes student fees for that purpose.
  
6. If screening for alcohol use is warranted, screens will be performed by obtaining a blood alcohol content

level. The student will be responsible for the cost of any testing related to suspected alcohol use or abuse.

7. The program director, program or any School of Health Sciences and Education faculty and clinical preceptors / facility reserve the right to request a drug or alcohol screen when use is suspected.
  - a. If a student appears to be impaired, they will be removed from the clinical experience, class, or activity immediately.
  - b. Any faculty member or clinical preceptor / facility who suspects alcohol impairment or use of illicit or non-prescribed drugs may require that the student submit to an alcohol or drug screen. This testing could be scheduled on the same day as the suspected incident, especially if alcohol use is suspected. The student will be responsible for the cost of testing in this incident.
  - c. If an incident occurs on campus with suspected excessive alcohol consumption, the University Policy will be contacted to perform a field sobriety test. Any student that does not pass the field sobriety test will be required to be transported via EMS at the student's expense for medical attention, including a blood alcohol content level.
  - d. If the clinical preceptor / facility suspects any impairment due to drugs and / or alcohol, the academic department / program is to be notified immediately. The scent of alcohol on the breath while at a clinical site will also not be tolerated. Testing may occur according to the School of Health Sciences and Education Drug and Alcohol policy or the clinical facility's policy, if appropriate.
8. Failure to complete a drug or alcohol screen which has been scheduled by University personnel and / or the student's department faculty or clinical preceptor / facility will be considered as a positive result.
9. Applicable students within the School of Health Sciences and Education will sign a Department / Academic Program Drug and Alcohol Policy Contract and Consent form with a waiver of liability releasing the results of any drug or alcohol testing information to the academic department / program and any clinical site that may require the reported results.
  - a. Failure to sign this form will result in automatic dismissal of the student from the School of Health Sciences and Education major except for the B.S. in Health Care Studies major, which does not require clinical experiences.
  - b. Students who are licensed professional nurses will also be directed to the Volunteer Recovery Program (Commonwealth of Pennsylvania Bureau of Professional and Occupational Affairs Professional Health Monitoring Programs) which offers the eligible professional an alternative to board disciplinary action from becoming a permanent part of their professional licensing record.
10. If the result of the drug or alcohol screen is positive as determined by the appropriate Medical Review Officer at the testing site, the Department Chair / Program Director or an appointed designee will be notified in writing of the results of the drug screen, typically within two business days. The results of any testing completed off campus will be sent to the University MyHealth@School and then forwarded to the Department Chair / Program Director or an appointed designee as outlined.
11. Students who do not pass a drug or alcohol screen and / or fail to get a drug or alcohol screen when scheduled by University personnel and / or the student's department faculty or clinical preceptor / facility will be dismissed from their major within the School of Health Sciences and Education and are prohibited from changing majors to any other School of Health Science major except for the B.S. in Health Care Studies major, which does not require clinical experiences. Students who are licensed professional nurses will also be directed to the Volunteer Recovery Program which offers the eligible professional an alternative to board disciplinary action from becoming a permanent part of their professional licensing record.



12. Any student that has a positive drug or alcohol screen will be referred for evaluation and treatment to an appropriate chemical dependency program. The University MyHealth@School will provide a referral list of programs in the regional area, if needed. The student is responsible for any costs associated with the counseling and treatment in the chemical dependency program.
13. In addition to University or School of Health Sciences and Education sanctions, students are subject to all legal sanctions under federal, state and local law for any offenses involving under-age drinking, driving while under the influence/driving while intoxicated or with the sale, manufacture, distribution, possession or use of illicit/non-prescribed drugs.

### **SHSE Drug and Alcohol Testing Process**

1. Testing times for academic department / program screens will not be announced in advance.
2. The School of Health Sciences and Education utilizes a strict chain-of-custody system to ensure minimal possibility of tampering with the specimen from the time of announcement of the testing through its collection to the time of testing in the laboratory. To that end, if the testing takes place at a site on the Saint Francis University campus, the student will be escorted to the testing area by department / program personnel and will remain at the testing area until the appropriate specimen is obtained.

#### 3. MyHealth@School Process

The following drug and alcohol testing process will be utilized for any testing completed through MyHealth@School Saint Francis. MyHealth@School Saint Francis recognizes that applicable students in the School of Health Sciences and Education are required to have drug screens performed as outlined by the academic department / program. There may also be times as outlined in the School of Health Sciences and Education Drug and Alcohol Policy that testing be completed for suspected drug and / or alcohol use. To that end, the following procedures and policies for testing completed by MyHealth@School will be in effect:

#### ***MyHealth@School Saint Francis Scheduling of Testing***

- a. The School of Health Sciences and Education academic department / program will contact MyHealth@School at least two (2) weeks prior to schedule the timing of drug testing that includes testing the entire class cohort.
- b. The School of Health Sciences and Education academic department / program will schedule drug screenings as a class, whenever possible. Individual testing for drugs and / or alcohol will be completed based on extenuating circumstances and / or when requested due to suspected use.
- c. The School of Health Sciences and Education academic department / program will inform their students of the need and timing of any drug and / or alcohol testing.
- d. The School of Health Sciences and Education academic department / program will provide a copy of this drug and alcohol testing process to student donors to include notification of the following:
  - 1) Student donors must present photo identification at the time of testing
  - 2) Student donors should be instructed by the academic department / program not to over-hydrate once the testing time is announced to avoid a “dilute” testing result. Student donors should be instructed not to drink more than 8 ounces of water every 30 minutes up to 5 times (40 oz.)
  - 3) Student donors will be required to provide a list of prescribed medications the student is taking as part

- of the intake process prior to drug testing
- 4) Student donors will need to review and sign the MyHealth@School Drug / Alcohol Screen Consent form the day of testing (See Appendix A)
  - 5) If an observed urine drug screen is scheduled, the process includes the need to monitor the urine specimen collection. This process will include the presence of a MyHealth@School designee that will serve as a monitor based on the gender of choice as chosen by the student donor on the day of testing to be present in the bathroom during specimen collection.

### ***MyHealth@School Procedures***

#### **a. Urine sample collection**

##### **1) Preparation for urine sample collection**

- a) Ensure supplies are present (test collection kit with cup, color chart, and specimen transport bag)
- b) Place bluing agent in toilet
- c) Affix tamper evident tape to soap dispenser and faucet
- d) Remove garbage can and any other supplies from restroom
- e) Shut off water valve to restroom

##### **2) Urine sample collection**

- a) Upon the student donor's arrival to the health center, they will be escorted to a waiting area inside the health center to complete pre-testing paperwork
  - The student donor will provide a list of current medications to the medical staff as part of the consent form
  - The student donor will then sign the consent to be tested form
- b) The student donor will remain in this area until their turn and when they feel they are able to give at least a 30 mL urine sample
- c) The student donor will be escorted to the lab and asked to remove any outer clothing which would include hats, jackets, hoodies etc.
- d) The student donor will be asked to empty all pockets and place articles on lab counter
- e) The student donor will be required to present a photo identification card that may be either the student's University identification card and/or another photo identification card, such as a driver's license
- f) The certified MyHealth@School collector will put on gloves
- g) The student donor will be asked to wash and dry their hands
- h) The student donor will be asked to pick a test collection kit and examine it to see if it is securely sealed
- i) Once the student donor agrees the test collection kit is sealed, it is given to the certified MyHealth@School collector to be examined for proper seal and expiration date
- j) The test collection kit will be opened and the bag and test container will be emptied onto the counter by the certified MyHealth@School collector and the collection cup will be given to the student donor
- k) The student donor will be escorted to the bathroom where a MyHealth@School designee that will serve as a monitor based on the gender of choice as chosen by the student donor on the day of testing will enter the bathroom with the student donor. The monitor must have completed the MyHealth@School's training process.
- l) Once the sample is obtained, the student donor will hand it directly to the certified MyHealth@School collector
- m) The sample is kept in view of the student donor at all times
- n) Should the student donor be unable to give at least a 30 mL urine sample, they will be considered

to have a “shy bladder”

- The student donor will then be escorted to a designated waiting area within the health center
  - The student donor will be offered 8 ounces of water every 30 minutes up to 5 times (40 oz.)
  - The student donor may be required to wait up to three hours with periodic attempts to provide an adequate 30 mL urine sample
  - The certified MyHealth@School collector will document in the remarks section of the custody form the time each attempt was made and whether any specimen was provided
  - If the student donor leaves before the end of the three-hour period, it is considered a refusal to test and is subject to disciplinary action as outlined in the School of Health Sciences and Education Drug and Alcohol Policy
  - When the student donor states they are able to potentially supply a urine sample, another specimen using a new collection kit will be attempted
    - If the volume is adequate (30 mL), the sample will be utilized to complete the testing process
    - If the volume remains insufficient (less than 30 mL), a note of “shy bladder” will be made in the “remarks” section of the custody and control form by the certified MyHealth@School collector
  - If any student, including a student with a noted “shy bladder,” is not able to provide a urine sample on the scheduled day of testing, a hair follicle sample will automatically be obtained to complete the testing process
- o) The student donor is then escorted back to the lab to wash and dry their hands
  - p) The volume, temperature, odor and color are checked by the certified MyHealth@School collector, which is documented on the designated section of the chain of custody form
  - q) The 30 mL sample is transferred to the test container and security seal is placed over the lid
    - The student donor initials and dates the seal
    - The remainder of the urine sample is discarded down the sink by the certified MyHealth@School collector
  - r) The chain of custody form is completed by the MyHealth@School designated monitor, the student donor and the certified MyHealth@School collector
    - The MyHealth@School designated monitor completes and signs the appropriate portion of the custody form
    - The student donor completes and signs their appropriate portion of the custody form
    - The certified MyHealth@School collector ensures that all areas of the chain of custody form is completed appropriately and signs the designated portion of the custody form
    - A copy of the chain of custody form is given to the student donor
  - s) The student donor may leave the health center
  - t) The sample will be sent to an offsite certified testing facility
  - u) The results will be kept in the student donor’s confidential medical record at the MyHealth@School and also released to the designated academic department / program personnel as outlined on the School of Health Sciences and Education Drug and Alcohol Policy Contract and Consent form

b. Hair follicle sample collection

- 1) Preparation for hair follicle sample collection: ensure supplies are present (scissors, alcohol pads, hair clip, security seals, hair specimen collection envelope and specimen transportation bags)
- 2) Hair follicle sample collection
  - a) Upon the student donor’s arrival to the health center, they will be escorted to a waiting area inside

- the health center to complete pre-testing paperwork unless it is a student with a noted “shy bladder” who is already in the waiting area
- The student donor will provide a list of current medications to the medical staff as part of the consent form
  - The student donor will then sign the consent to be tested form
- b) The student donor will be required to present a photo identification card that may be either the student’s University identification card and/or another photo identification card, such as a driver’s license
- c) The certified MyHealth@School collector will put on gloves and clean the scissors and hair clip with an alcohol pad in front of the student donor
- d) The certified MyHealth@School collector will prepare the foil for the specimen
- Remove foil from specimen collection envelope
  - Fold the foil lengthwise
- e) If the student donor has hair in a ponytail or braid have the student donor undo it
- f) The certified MyHealth@School collector will obtain the hair follicle sample by
- Using a hair clip to separate and cleanly part the student donor’s hair
  - Moving the top layer of hair out of the way
  - Sliding the scissors under a single row of hair one strand deep and ½ inch wide
  - Pulling the row over the certified MyHealth@School collector’s index finger and holding it with their thumb
  - Sliding the scissors down the student donor’s hair to the scalp and cut the hair
  - Pinching the root ends together and keeping them aligned
  - Making an appropriate cut of hair to collect a specimen with the following characteristics:
    - The specimen is small – about 120 strands of hair
    - The correct amount of hair will measure about one-centimeter-wide when it is wrapped in foil
    - The hair specimen should resemble the thickness of a pencil
    - The specimen is collected from the crown of the head, where the hair is thickest
    - If the student donor has sparse hair, a few strands are taken from different spots, so it is cosmetically undetectable
    - If the student donor has short, curly hair: cut from different spots on the head, repeat until specimen is the size of a small cotton ball, or about two centimeters in diameter
    - If the student donor has hair that is shorter than 1 inch: body hair may be used with possible sites in order of preference:
      - Head
      - Nape
      - Beard/mustache
      - Underarms
      - Chest
      - Arms
      - Legs
      - Back
    - The hair sample will NOT combine body hair with head hair
- g) The certified MyHealth@School collector will finalize the hair follicle specimen to be sent to an offsite certified testing facility
- Place the hair specimen in the prepared foil
  - Press the sides of foil together while keeping the root ends of the hair sample aligned

- Root ends should extend  $\frac{1}{4}$  inch beyond the edge of the foil
  - Wrap ends around the foil, do not cut
  - Remove the security seal from the specimen collection envelope
  - Place the seal on the front of the envelope with the bar code facing up
  - Flip the envelope over and wrap the seal around the bottom with the area of initials and date visible
  - Seal the specimen collection envelope
  - Date and initial the security seal making sure the initials run over onto the envelope
    - Sign and date the area marked “Sample Collector”
    - The student donor initials the security seal and the specimen collection envelope to certify the hair specimen in the envelope is theirs, that it was cut close to the scalp, and that they witnessed the certified MyHealth@School collector seal their hair in the envelope
- h) The chain of custody form is completed by the student donor and the certified MyHealth@School collector
- The student donor will read, sign and date the Donor Certification on Copy-1
  - The student donor must provide date of birth, as well as day and evening contact information
  - The certified MyHealth@School collector will make sure the student donor’s signature matches the photo identification card and return it to the student donor
  - The certified MyHealth@School collector will complete the Collector’s Certification on Copy-1 with name and signature (printed and signed), time of collection, and name of delivery service and then will:
    - Fold Copy 1 of the form in half and place it in the large pouch of the specimen transportation bag collection and name of delivery service
    - Place the specimen collection envelope in the small pouch and remove the release liner folding over both openings and seal it
    - Give the student donor the Copy-5
    - Put the sealed specimen transportation bag in the mail for transport to the offsite certified testing facility

### **SHSE Drug and Alcohol Testing Results**

1. A negative or “clean” drug screen result is needed to participate in clinical experiences and remain within the School of Health Science majors except for the B.S. in Health Care Studies major, which does not require clinical experiences.
2. The results of the urine drug screening will be forwarded to the Department Chair/Program Director, at the department’s request, with a valid release signed by the student.
3. A “negative dilute” result on a urine drug screen means that the urine was not concentrated enough to determine accurate test results. This result and any result that is reported as “invalid” as determined by the testing site will need to be repeated. Since accurate test results were not initially able to be determined, repeat drug testing will automatically occur as outlined:
  - a. Once the academic department / program is made aware of the test results, an observed repeat urine drug screen will be performed within 24-72 hours. The student may be responsible for the cost of testing in this incident.
  - b. If the repeated urine drug screen is again reported as “negative dilute,” the student will be scheduled to have a drug screen performed through hair follicle analysis. The student may be responsible for the cost of testing in this incident.

#### 4. Positive Results

- a. All positive drug screen results will be reviewed by MyHealth@School's certified Medical Review Officer.
- b. A positive drug test, including a "positive dilute" result, which is not related to a legally prescribed drug therapy, will result in immediate dismissal from any health science major except for the B.S. in Health Care Studies major, which does not require clinical experiences.
- c. If the student has a valid prescription to justify the positive result, the result will be determined as "negative" by the Medical Review Officer and documented such on the chain of custody. The student is responsible for providing the necessary documentation including, but not limited to; written prescription, label, and/or physical prescription bottle for medication.
- d. The current federal testing cutoff levels of 2,000 ng/mL for opiate metabolites essentially eliminate casual poppy seed ingestion. Levels  $\geq$  to 2,000 ng/mL will be considered a positive drug screen for opiates not due to poppy seed consumption.
- e. The student's academic department and/or MyHealth@School will assist the student in getting a meeting set up with the on campus Drug and Alcohol Educator and/or evaluation by an off campus chemical dependency agency.
- f. The student is responsible for any costs associated with the counseling and treatment in the chemical dependency program.
- g. The results of the urine drug screening will be forwarded to the Department Chair/Program Director, at the department's request, with a valid release signed by the student.

5. A blood alcohol content that is 0.08% or greater that occurs during any scheduled class, lab or clinical rotation / field experience / internship is considered a positive alcohol testing result. If a clinical site has a more restrictive requirement of acceptable blood alcohol content level (less than 0.08%), students will be notified and the site's policy will be followed. A positive blood alcohol content in either of these situations will also result in immediate dismissal from any health science major except for the B.S. in Health Care Studies major, which does not require clinical experiences.

#### **SHSE Appeals Process**

All students have the right to appeal any dismissal due to a positive drug test to the School of Health Sciences and Education Appeal Board. An appeal must be submitted in writing to the Dean of the School of Health Sciences and Education's office within five business days of student notification of dismissal from the School of Health Sciences and Education major. All decisions rendered by the School of Health Science and Education Appeal Board are final.



SAINT FRANCIS UNIVERSITY SCHOOL OF HEALTH SCIENCE  
DEPARTMENT / ACADEMIC PROGRAM FORM

## DRUG AND ALCOHOL POLICY CONTRACT AND CONSENT FORM

By signing below, I acknowledge the following:

1. I have received a copy of the Saint Francis University School of Health Sciences and Education Drug and Alcohol Policy that explains the rationale for testing, testing policies, testing procedures and testing results, as well as an appeal process regarding dismissal based on a positive test result.
2. I agree to abide by all policies and procedures outlined in the School of Health Sciences and Education Drug and Alcohol Policy, including being tested for drugs and / or alcohol as outlined.
3. Depending on my academic major, I may be required to submit to drug screens prior to admission to and / or progression into the professional portion of the academic major and / or prior to or during clinical experiences. Test results must be negative to remain in any School of Health Sciences and Education major except for the B.S. in Health Care Studies major, which does not require clinical experiences.
4. I agree to provide the testing site with a list of current medications, including prescribed and over-the-counter (herbals, vitamins, etc.) drugs as part of the intake information on the day of testing.
5. I hereby give my consent for any authorized testing site to release the results of any drug and / or alcohol testing to the Saint Francis University MyHealth@School. The MyHealth@School will release the results to my Department Chair / Program Director or an appointed designee and any clinical site that may require the reported results.
6. I am aware that any positive test for drugs and / or alcohol will dismiss me from the School of Health Sciences and Education and all of its majors except for the B.S. in Health Care Studies major, which does not require clinical experiences.

**STUDENT:**

Print Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

***WITNESS:***

Print Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

cc: MyHealth@School Updated 1-10-2020





**APPENDIX A**

**MyHEALTH@SCHOOL SAINT FRANCIS FORM**

**DRUG / ALCOHOL SCREEN CONSENT FORM**

I hereby consent to submit to a drug and / or alcohol test and to furnish an appropriate sample for analysis in order to meet the School of Health Sciences and Education Drug and Alcohol Policy.

I understand that refusing to provide or tampering with a collection specimen, or providing false information on a specimen's chain of custody form, may constitute disciplinary action from my academic department / program according to the policies outlined in the School of Health Sciences and Education Drug and Alcohol Policy. I understand that failure to pass the drug test will lead to my immediate dismissal from the School of Health Science majors.

I further authorize and give full permission to have the MyHealth@School send the specimen or specimens collected to a certified laboratory for a screening test for the presence of any prohibited substances under the policy, and for the laboratory or other testing facility to release any and all documentation relating to such test to the Saint Francis University MyHealth@School. As per the School of Health Sciences and Education Drug and Alcohol Policy, all tests results will also be released to the designated academic department / program personnel.

The following is a list of current medications, including prescribed and over-the counter (herbals, vitamins, etc.) drugs that I am currently taking:

1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

***STUDENT DONOR:***

Print Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

***WITNESS:***

Print Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_



*Department of Social Work*

*BSW Program*

## FIELD INCIDENT REPORT FORM

Date: \_\_\_\_\_

Student Intern:

Phone:

Field Educator (Faculty)

Phone:

Field Supervisor/Instructor

Phone:

Agency:

Phone:

Address:

City:

Zip Code:

1. Please describe the situation or issue you are experiencing or witnessed at your field placement?

---

---

---

---

---

---

---

---

---

---

2. Which individuals did you discuss this situation or issue with?

Field Educator (Faculty)

Field Instructor (Supervisor)

Task Supervisor (Non-Social Worker)

What was the outcome of this discussion?

---

---

---

---

---

---

---

3. Did your Field Educator (faculty) contact your Field Instructor or Task Supervisor? Circle, Yes or No.

\_\_\_\_\_

***BSW Student Signature***

***If needed, supply more details on an attached paper.***

***Received on:*** \_\_\_\_\_

### **Amended Saint Francis University COVID-19 Vaccine Procedure**

The safety of our students and those for whom they encounter and/or provide care for is of the utmost importance. Healthcare students and students completing internships must adhere to the affiliation agreements from our agencies.

While Saint Francis University does not mandate the COVID vaccine, nor issue exemptions, if agencies with executed affiliation agreements require the COVID vaccine, it is the responsibility of the student to either get the vaccine or convince the facility to recognize their exemption. If a student has a legitimate medical (signed by student's PCP) or religious exemption (documentation from your religious leader, on letterhead, indicating the religious reason for your request OR your own statement of a sincerely held religious belief, practice or observation that conflicts with this vaccine requirement) the Chair of the respective SFU department will retain that exemption on file in the department and share with the agency as requested. Note that there is not a specific "form" required for these requests.

Ability to complete clinical or educational requirements are dependent upon the availability and willingness of our community, clinical and educational partners to take our students. Students must understand that if they do not have required vaccines for an assigned facility, the respective faculty will do their best to promptly reschedule at another facility. Faculty cannot, however, "guarantee" how quickly the reschedule will occur, and this may result in disruption of teaching/clinical placements/internships may result in delayed completion of the semester requirements and possibly graduation.

February 17, 2023

## STUDENT FIELD INSTRUCTION MANUAL ACKNOWLEDGMENT FORM

I acknowledge the receipt of the Saint Francis University Social Work Student Field Instruction Manual.

---

Signature

Date

---

Print Name