MSW Faculty Liaison/Agency Contact Form

Date: ___________________________  Intern: ___________________________
Field Instructor: ___________________________  Agency: ___________________________

**Purpose of Contact:**
- Pre-Placement Interview
- Mid-Term Evaluation
- Final Evaluation
- Problem Resolution
- Renegotiate Learning Contract
- Develop a Plan of Correction
- Review the Plan of Correction
- Other ___________________________

**Intern Evaluation:**
(The intern is adhering to the established learning contract, agency policies and standards, NASW Code of Ethics, is demonstrating professional comportment, and is preparing for and is effectively utilizing supervision).

On-task                                  ___________________________
Not on-task (as stated above)             ___________________________
If not on-task, please describe areas of concern:

___________________________________________
___________________________________________
___________________________________________

**Field Instructor Evaluation:**
(The FI is managing the learning contract, providing adequate supervision, adhering to NASW Code of Ethics, adhering to agency policies, demonstrating professional comportment evident, providing adequate field instructor/intern and maintaining professional relationship boundaries, etc.).

On-task                                  ___________________________
Not on-task                               ___________________________
If not on-task, please note areas of concern:

___________________________________________
___________________________________________
___________________________________________

Field Liaison: ___________________________  Date: ___________________________

Review Date (if necessary): ________________

___________________________________________

Please give a copy of this form to the field instructor, the Field Education Director and place a copy in intern's academic file.
**MSW Internship Setting Annual Evaluation**

Internship Host Agency: __________________________________________
Field Instructor: ________________________________________________
Internship Semester: __________ 20________
Internship: ______ Foundation or ________ Clinical or ______ both

<table>
<thead>
<tr>
<th>Ability of the host agency to provide adequate physical environment (office space, desk, phone, internet access, etc.)</th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Excellent</th>
<th>Superior</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability of the host agency and field instructor to provide the intern with experiences to meet the requirements of the EPAS competencies and Practice Behaviors.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability of the host agency and field instructor to actually allow and require the intern to meet the requirements of the EPAS competencies and Practice Behaviors</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability of the host agency and field instructor to view the intern as a student and not as</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

161
<table>
<thead>
<tr>
<th>Category</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability of the host agency and field instructor to provide adequate weekly supervision</td>
<td></td>
</tr>
<tr>
<td>Probability of the host agency’s continuation as an internship setting</td>
<td></td>
</tr>
<tr>
<td>Ability of the host agency to provide a safe and ethical learning environment</td>
<td></td>
</tr>
</tbody>
</table>

Faculty Liaison: ___________________________  Date: ____________
APPENDIX F
Field Instructor Forms
Orientation Checklist
Rubric for Assessing the Professional Behaviors of the Intern in the MSW Internship
Agency Overview

- Agency history, mission, and goals
- Tour of agency – Introduction to staff
- Services provided
- Organizational structure and role of social workers
- Role of the agency in relation to the community and its resources, referrals
- Population/Communities Served
- Security and/or safety procedures and protocol
- Policy & Procedure Manuals, Code of Conduct, Regulations
- Other:

Agency Policies and Protocols

- Office procedures, work space, supplies, and provisions
- Telephone and communication/computer utilization, client information systems
- Intake/admissions/eligibility policy and procedures
- Dress code
- Parking details
- Mileage/Travel reimbursement policies and procedures
- Times and dates of required meetings
- Documentation and maintenance of records
- Agency Forms
- Confidentiality issues/HIPAA
- Client fees/payment schedule
- Emergency contacts and protocol
- Consumer rights and grievance policy
- Mandated Reporting
- Placement schedule, including lunch and breaks
- Professional language (jargon, acronyms, terms used by agency, etc)
- Agency policy regarding sexual harassment
- Other:

Field Instructor/Student Responsibilities

- Expectations, availability, style, and schedule for supervision
- Giving and receiving feedback
- Student expectations, roles, responsibilities
- Student identification to clients
- Plan for monitoring of student hours
- Agency training or staff development opportunities
- Plan for mid-semester verbal evaluation and end of semester written evaluation
- Field liaison role
- Student’s personal safety issues and concerns and strategies to deal with them
- Guidelines for assignments and deadlines
- Overview of vision for the placement and working relationship
- Review Student syllabi for concurrent practice class
- Other:

Student Signature ___________ Date ___________

Field Instructor Signature ___________ Date ___________
Department of Social Work  
The University of Mississippi  

Rubric for Assessing the Professional Behaviors of the Intern in the MSW Internship

Students must demonstrate the ability to maintain scores of 3 or 4 in each of the 15 professional behavior areas listed below while interning, as these are the expected professional behaviors of social work interns and professional social workers. This form should be completed electronically by the field instructor and/or the faculty liaison to allow full expansion of the category ranges - “Evidence to support rating, Plan of Correction, and Review Date and Post Plan of Correction Assessment”. It is advised that this form be utilized at least once per month during the 13-14 week internship.

<table>
<thead>
<tr>
<th>Professional Behaviors</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Attendance:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attends internship.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The intern has</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>missed 6 days</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Sweep</td>
</tr>
<tr>
<td>or more from</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>the MSW internship</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>without explanation,</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>and has not</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>made a plan</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>to makeup the</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>hours absent</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>from the</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The intern has</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>been absent</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(4+ days) from the MSW</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>internship with</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>without</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>offering a</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>credible</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>explanation for the</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>absence,</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>such as sickness,</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The intern has</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>has only missed 3 or</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>fewer days from the</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>internship.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>And has made</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>arrangements to make up</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>the hours absent</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>absent.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The intern does not have any absences from the internship.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

165
<table>
<thead>
<tr>
<th>Professional Behaviors</th>
<th>1</th>
<th>Unacceptable</th>
<th>2</th>
<th>Needs Improvement</th>
<th>3</th>
<th>Acceptable</th>
<th>4</th>
<th>Outstanding</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>internship.</td>
<td></td>
<td></td>
<td></td>
<td>previously</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>scheduled</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>appointments,</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>or a family</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>emergency.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Evidence to support rating:

Plan of Correction:

Plan of Correction review Date ____________:

Post Plan of Correction Assessment:

<p>| 2. Punctuality: Is punctual and present | The intern has been late to internship on at least 10 occasions. | The intern has been late to internship at least 5 to 9 times during the internship | The intern has been late 3 or fewer times, but has called to inform the FI | The intern has been consistently on time throughout the semester. |</p>
<table>
<thead>
<tr>
<th>Professional Behaviors</th>
<th>1 Unacceptable</th>
<th>2 Needs Improvement</th>
<th>3 Acceptable</th>
<th>4 Outstanding</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Evidence to support rating:

Plan of Correction:

Plan of Correction review Date ____________________________:

Post Plan of Correction Assessment:

<p>| 3. Communication: Manages communications with clients and agency personnel. | The intern is not prepared for supervision 35% or less of the time. Constant Communication skills are | The intern is prepared for supervision 60% or less of the time. | The intern is prepared for supervision 85% of the time. Minimal instruction | The intern is consistently prepared for weekly supervision and communicates effectively |</p>
<table>
<thead>
<tr>
<th>Professional Behaviors</th>
<th>1 Unacceptable</th>
<th>2 Needs Improvement</th>
<th>3 Acceptable</th>
<th>4 Outstanding</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>monitoring and correction are necessary regarding the intern's verbal and writing skills.</td>
<td>lacking. Field instructor corrects 50% of written communication</td>
<td>needed regarding verbal and written communication with clients and agency personnel</td>
<td>verbally and in writing with clients and agency personnel</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Evidence to support rating:**

**Plan of Correction:**

**Plan of Correction review Date ______________________:**

**Post Plan of Correction Assessment:**

<p>| 4. Respect: | The intern is | The intern is | The intern is | The intern is |</p>
<table>
<thead>
<tr>
<th>Professional Behaviors</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Unacceptable</td>
<td>Needs Improvement</td>
<td>Acceptable</td>
<td>Outstanding</td>
<td></td>
</tr>
<tr>
<td>Demonstrates respect</td>
<td>frequently disrespectful, rude, and oppositional towards staff, faculty or clients.</td>
<td>occasionally disrespectful and non-supportive towards staff, faculty or clients.</td>
<td>usually respectful and supportive of staff, faculty, and clients.</td>
<td>consistently respectful and supportive of staff, faculty and clients.</td>
<td></td>
</tr>
</tbody>
</table>

Evidence to support rating:

Plan of Correction:

Plan of Correction review Date ________________:

Post Plan of Correction Assessment:

<table>
<thead>
<tr>
<th>5. Self-Awareness:</th>
<th>The intern shows a complete lack of self-awareness</th>
<th>The intern occasionally shows self-awareness</th>
<th>The intern is aware of the impact of their verbal</th>
<th>The intern maintains a high level of self-</th>
<th></th>
</tr>
</thead>
</table>

169
<table>
<thead>
<tr>
<th>Professional Behaviors</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Unacceptable</td>
<td>Needs Improvement</td>
<td>Acceptable</td>
<td>Outstanding</td>
<td></td>
</tr>
<tr>
<td>awareness about the impact of their verbal and non-verbal communication</td>
<td>awareness about the impact of their verbal and non-verbal communication, personal values, and personal biases on professional relationships with clients and agency personnel.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>about the impact of their verbal and non-verbal communication</td>
<td>awareness about the impact of their verbal and non-verbal communication, personal values, and personal biases on professional relationships with clients and agency personnel.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>personal values and personal biases on professional relationships with clients and agency personnel.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Evidence to support rating:

Plan of Correction:
<table>
<thead>
<tr>
<th>Professional Behaviors</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Unacceptable</td>
<td>Needs Improvement</td>
<td>Acceptable</td>
<td>Outstanding</td>
<td></td>
</tr>
</tbody>
</table>

Plan of Correction review Date ________________:

Post Plan of Correction Assessment:

6. Diversity Awareness:
Demonstrates awareness and responsiveness to diversity

<table>
<thead>
<tr>
<th>The intern’s interactions</th>
<th>The intern’s interactions</th>
<th>The intern’s interactions</th>
<th>The intern’s interactions</th>
</tr>
</thead>
<tbody>
<tr>
<td>rarely reflect respect and appreciation of diverse opinions, experiences, and/or people.</td>
<td>only occasionally reflect respect and appreciation of diverse opinions, experiences, and/or people.</td>
<td>almost always reflect respect and appreciation of diverse opinions, experiences, and/or people.</td>
<td>always reflect and appreciation of diverse opinions, experiences, and/or people.</td>
</tr>
</tbody>
</table>

Evidence to support rating:

Plan of Correction:
<table>
<thead>
<tr>
<th>Professional Behaviors</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Unacceptable</td>
<td>Needs Improvement</td>
<td>Acceptable</td>
<td>Outstanding</td>
<td></td>
</tr>
</tbody>
</table>

Plan of Correction review Date ____________________:

Post Plan of Correction Assessment:

<p>| 7. Collegiality: Demonstrates collegiality and collaborative interactions | The intern has not demonstrated collaborative skills in their work with others, including clients and agency personnel, and their relationships have been | The intern is reluctant to collaborate with others and struggles with maintaining positive relationships. | The intern works collaboratively with all team members while relating easily and positively with others at least 85% of the time. | The intern consistently collaborates with staff, clients, and other agency personnel while relating easily and positively with others, at least 95%. |       |</p>
<table>
<thead>
<tr>
<th>Professional Behaviors</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Unacceptable</td>
<td>Needs Improvement</td>
<td>Acceptable</td>
<td>Outstanding</td>
</tr>
<tr>
<td></td>
<td></td>
<td>affected by this.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Evidence to support rating:

Plan of Correction:

Plan of Correction review Date ________________:

Post Plan of Correction Assessment:

<table>
<thead>
<tr>
<th>8. Oral Expression:</th>
<th>The intern receives feedback from the field instructor and other agency personnel that their oral expression is</th>
<th>The intern’s professional oral expression is challenging for staff and clients to understand. It may contain grammatical</th>
<th>The intern is usually articulate and professional in their oral expression.</th>
<th>The intern is always articulate and professional in their oral expression.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Behaviors</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>------------------------</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td>Unacceptable</td>
<td>Needs Improvement</td>
<td>Acceptable</td>
<td>Outstanding</td>
</tr>
<tr>
<td>unprofessional</td>
<td>errors or slang words or it may be poorly organized.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Evidence to support rating:

Plan of Correction:

Plan of Correction review Date ____________________________:

Post Plan of Correction Assessment:

---

9. Written Expression: The intern consistently receives feedback from the field instructor and other agency. The intern's written work lacks clarity and has some errors. APA guidelines are rarely followed. The intern almost always expresses ideas/concepts clearly with very few errors, and

---

174
<table>
<thead>
<tr>
<th>Professional Behaviors</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>personnel that their written expression is unacceptable or unprofessional. Papers may not be accepted without revisions, or grades may be reduced significantly because of the writing.</td>
<td>Unacceptable</td>
<td>Needs Improvement</td>
<td>Acceptable</td>
<td>Outstanding</td>
<td>Score</td>
</tr>
<tr>
<td>correctly.</td>
<td>few errors and use APA guidelines when required.</td>
<td>uses APA referencing accurately.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Behaviors</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>Score</td>
</tr>
<tr>
<td>------------------------</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>-------</td>
</tr>
<tr>
<td></td>
<td>Unacceptable</td>
<td>Needs Improvement</td>
<td>Acceptable</td>
<td>Outstanding</td>
<td></td>
</tr>
</tbody>
</table>

Plan of Correction review Date: 

Post Plan of Correction Assessment:

10. Initiative & Reliability: Demonstrates initiative, reliability and dependability

The intern rarely takes the initiative in meeting the requirements of the learning contract. The learning contract which includes agency tasks and assignments is inconsistent in the intern only occasionally takes the initiative to plan and complete the learning contract which includes agency tasks and assignments. The intern almost always takes the initiative to plan the satisfactorily completion of the learning contract and agency tasks and assignments. The intern developed a plan to effectively and efficiently complete the learning contract and is completing the agency tasks and assignments in a timely...
<table>
<thead>
<tr>
<th>Professional Behaviors</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Unacceptable</td>
<td>Needs Improvement</td>
<td>Acceptable</td>
<td>Outstanding</td>
<td></td>
</tr>
<tr>
<td></td>
<td>not being completed in a timely manner.</td>
<td>completing agency tasks and assignments.</td>
<td>manner.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Evidence to support rating:

Plan of Correction:

Plan of Correction review Date ____________________:

Post Plan of Correction Assessment:

<table>
<thead>
<tr>
<th>11. Responsiveness to Feedback:</th>
<th>The intern has not demonstrated that they are receptive of suggestions and feedback.</th>
<th>The intern is usually receptive to suggestions and feedback, but does not adjust their and adjusts</th>
<th>The intern is almost always receptive to suggestions and feedback. and adjusts</th>
<th>The intern is consistently receptive to suggestions and feedback from others, and adjusts</th>
</tr>
</thead>
</table>

177
<table>
<thead>
<tr>
<th>Professional Behaviors</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Unacceptable</td>
<td>Needs Improvement</td>
<td>Acceptable</td>
<td>Outstanding</td>
<td></td>
</tr>
<tr>
<td></td>
<td>from others, and, therefore, makes no effort to adjust their performance accordingly.</td>
<td>performance accordingly.</td>
<td>their performance accordingly.</td>
<td>their performance accordingly.</td>
<td></td>
</tr>
</tbody>
</table>

**Evidence to support rating:**

**Plan of Correction:**

**Plan of Correction review Date**

**Post Plan of Correction Assessment:**

<table>
<thead>
<tr>
<th>12. Compliance with Professional Requirements:</th>
<th>The intern demonstrates significant</th>
<th>The intern only moderately demonstrates</th>
<th>The intern almost always</th>
<th>The intern consistently demonstrates</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Behaviors</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>Score</td>
</tr>
<tr>
<td>------------------------</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>-------</td>
</tr>
<tr>
<td></td>
<td>Unacceptable</td>
<td>Needs Improvement</td>
<td>Acceptable</td>
<td>Outstanding</td>
<td></td>
</tr>
<tr>
<td>Demonstrates compliance with the professional conduct policy in the Social Work Program and Field Education Manual</td>
<td>problems in complying with the Social Work Program requirements.</td>
<td>compliance with the Social Work Program requirements.</td>
<td>demonstrates compliance with the Social Work Program requirements.</td>
<td>compliance with the Social Work Program.</td>
<td></td>
</tr>
</tbody>
</table>

Evidence to support rating:

Plan of Correction:

Plan of Correction review Date: 

Post Plan of Correction Assessment:

<p>| 13. Compliance with the NASW Code of Ethics: Demonstrates compliance with the | The intern is unaware of the NASW Code of Ethics | The intern’s knowledge of the NASW Code of Ethics | The intern demonstrates respect for the NASW | The intern consistently demonstrates professional |       |</p>
<table>
<thead>
<tr>
<th>Professional Behaviors</th>
<th>1 Unacceptable</th>
<th>2 Needs Improvement</th>
<th>3 Acceptable</th>
<th>4 Outstanding</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Code of Ethics in its entirety</td>
<td>Ethics.</td>
<td>is not evident in his/her thinking or his/her behavior.</td>
<td>Code of Ethics which is evident in both their thinking and behavior.</td>
<td>and ethical growth in thinking, behavior and evaluation of ethical issues.</td>
<td></td>
</tr>
</tbody>
</table>

Evidence to support rating:

Plan of Correction:

Plan of Correction review Date __________________________:

Post Plan of Correction Assessment:

<table>
<thead>
<tr>
<th>14. Responsiveness to Communication: Uses departmental communications</th>
<th>The intern never communicates with the field</th>
<th>The intern rarely checks the UM-designated e-</th>
<th>The intern consistently checks UM designated e-</th>
<th>The intern consistently demonstrates leadership</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Behaviors</td>
<td>1 Unacceptable</td>
<td>2 Needs Improvement</td>
<td>3 Acceptable</td>
<td>4 Outstanding</td>
<td>Score</td>
</tr>
<tr>
<td>------------------------</td>
<td>---------------</td>
<td>---------------------</td>
<td>-------------</td>
<td>--------------</td>
<td>-------</td>
</tr>
<tr>
<td>instructor regarding direct or email communications from the field liaison or the Field Education Director. The intern rarely shares the educational content of the seminars.</td>
<td>mail account (the one the School has on record), and their response to the contents of these communications are therefore delayed or non-existent.</td>
<td>mail account (the one the School has on record). The Intern consistently responds in a timely manner.</td>
<td>with the field instructor, and agency personnel by monitoring and responding to e-mail and other methods of communicatio n that is relevant to the internship in a timely manner.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Behaviors</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>Score</td>
</tr>
<tr>
<td>------------------------</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>-------</td>
</tr>
<tr>
<td></td>
<td>Unacceptable</td>
<td>Needs Improvement</td>
<td>Acceptable</td>
<td>Outstanding</td>
<td></td>
</tr>
</tbody>
</table>

Plan of Correction:

Plan of Correction review Date:

Post Plan of Correction Assessment:

<p>| 15. Professional Appearance: Displays professional appearance (dress and personal hygiene) that does not interfere with professional relationships/responsibilities. |
|---|---|---|---|---|---|---|
| The intern does not see the connection between their style of dress and the professional impression they communicate. The intern rarely comes | The intern is ambivalent about the connection between their style of dress and the professional impression they communicate. The intern occasionally comes | The intern understands the connection between their style of dress and the professional impression they communicate. The intern usually comes | The intern understands and can explain the connection between their style of dress and the professional impression they communicate. The intern rarely comes |</p>
<table>
<thead>
<tr>
<th>Professional Behaviors</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unacceptable</td>
<td></td>
<td>Needs Improvement</td>
<td>Acceptable</td>
<td>Outstanding</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>comes the internship</td>
<td>presents to the agency and in community settings</td>
<td>consistently presents to the internship setting and to community settings wearing attire that reflects the seriousness with which they should take the professional social work identity.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>internship setting and to community settings assignments wearing attire that reflects the seriousness with which they take their professional social work identity.</td>
<td>wearing attire that reflects the seriousness of the professional social work identity.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Evidence to support rating:

Plan of Correction:

Plan of Correction review Date: 

183
<table>
<thead>
<tr>
<th>Professional Behaviors</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unacceptable</td>
<td></td>
<td>Needs Improvement</td>
<td>Acceptable</td>
<td>Outstanding</td>
<td></td>
</tr>
</tbody>
</table>

Post Plan of Correction Assessment:

Based on the current internship performance of the below signed intern, this intern is: [ ] effectively maintaining the level of competence expected of a MSW intern. 
[ ] not maintaining the level of competence expected of a MSW intern and is in danger of [ ] not successfully completing the internship.

---

Student’s Name (printed)  
Student’s Signature  
Date

MSW Field Instructor’s Name (printed)  
MSW Field Instructor’s Signature:  
Date

* Intern: upload a copy of this completed form into Blackboard.

*Field Instructor: it is advised that you complete this form on a monthly basis and discuss your evaluation with the intern.

---

Note*: Adapted from University of Vermont Department of Social Work and Tarleton State University 2-11-16
APPENDIX G

University of Mississippi Policies
NASW Code of Ethics
UNIVERSITY POLICIES

Honesty - As a social work student, you are training for a very important role in this society. Social Workers are often called upon to make critical decisions in the lives of the people they work with, and they are frequently entrusted, as part of their jobs, with confidential information which could well destroy lives if it were to be revealed. For these and other reasons, the faculty of the Department of Social Work at the University of Mississippi considers honesty as one of the most crucial qualities students can possess. Earning the good will and respect of the faculty is vital to your future career. Students who cheat or lie will at the very least lose the respect of the faculty, and depending on the severity of the offense, could be dismissed from the program and possibly from the University itself. Our clear expectation is that all social work majors will deal honestly with faculty, course work, other students, client contacts, and all other aspects of their social work educational experience.

THE UNIVERSITY OF MISSISSIPPI POLICY STATEMENT
FOR EQUAL EMPLOYMENT OPPORTUNITY AND AFFIRMATIVE ACTION

The University of Mississippi is a place where Equal Opportunity for faculty, staff, and students is welcomed and embraced in both spirit and in law. In addition to Equal Opportunity, the University reaffirms and voluntarily chooses to strengthen its commitment to the Affirmative Action Program which emphasizes recruitment, outreach, and inclusion as its primary strategies for achieving goals. Equal opportunity and affirmative action are methods by which a wealth of human resources can be developed within our society and community. A viable Equal Opportunity program enables the University community to show respect and dignity for human relationships while improving the quality of life for University faculty, staff, and students. The University's policy ensures that all available employment opportunities are provided to qualified individuals without regard to race, color, religion, sex, age, national origin, pregnancy, status as a disabled veteran or veteran of the Vietnam-era, or physical or mental disability. In addition, the University is committed to positive action to ensure equal opportunity.

The University's commitment to equal opportunity and affirmative action is an institutional commitment and positive results are expected from signatory officers and supervisors whose employment decisions have a direct impact on the attainment of affirmative action goals. The Director of Equal Opportunity and Regulatory Compliance is responsible for implementing, monitoring, and evaluating the Affirmative Action Program. Anyone desiring information regarding the Affirmative Action Program should contact Becki Bressler, Director of Equal Opportunity and Regulatory Compliance, 217 Martindale, 232-7735. A copy of the Affirmative Action Plan will be made available to any employee or student upon request.
THE UNIVERSITY OF MISSISSIPPI POLICY STATEMENT
ON SEXUAL HARASSMENT

The University of Mississippi reaffirms its commitment to provide Equal Opportunity in education and employment to its faculty, staff, and student body. The University will not tolerate sexual harassment. An important part of the University's mission is to foster an open learning and working environment. Sexual harassment violates one of the University's mission tenants - to provide an environment where students and employees are free from discrimination and harassment. Sexual harassment is an act of unlawful sex discrimination that violates Title VII of the Civil Rights Act of 1964, as amended, and Title IX of the Education Amendments. Through policies and actions, the University makes it unmistakably clear to every member of the faculty, staff, and student body that sexual harassment will not be tolerated.

In accordance with Title VII and Title IX, the University defines sexual harassment as follows:

Unwelcome and unsolicited sexual advances; requests for sexual favors; and other verbal or physical conduct of a sexual nature constitute sexual harassment when: submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or education; or submission to or rejection of such conduct by an individual is used as the basis for academic or employment decisions affecting that individual; or such conduct creates a hostile or offensive working or learning environment.

Examples of sexual harassment include, but are not limited to the following: Verbal (spoken), nonverbal, physical, sexual innuendos, leering, touching, suggestive comments, whistling, pinching, insults, obscene gestures, brushing the body, humor and jokes about sex, display of sexual materials, coerced sexual intercourse, threats or sexual demands, and assaults. All members of the University community are encouraged to report promptly complaints about sexual harassment. An employee or student who believes he or she has been the subject of sexual harassment should report the alleged act to any of the following: any academic or administrative officer of the University, any vice chancellor, dean, director, supervisor, or department head. Any University employee or student found by the University to have sexually harassed another employee or student will be subject to appropriate discipline. Persons raising complaints about unlawful sexual harassment are protected from retaliatory actions. Questions regarding this policy should be directed to: Director of Equal Opportunity and Regulatory Compliance, 217 Martindale, 915-7735.
POLICY ON ACADEMIC APPEALS (Students should read the M Book: Handbook of Standards and Activities for the University appeal process)

A student may appeal a course grade that he or she believes was based on prejudice, discrimination, arbitrary or capricious action, or other reasons not related to academic performance. The student's request may be taken successively to the professor, the chair of the department in which the grade was given, and the dean of the school or college to which the department belongs, with a possible resolution at any stage. Either the student or the professor may appeal a decision made at the Dean's level by making a written request for a review by an Academic Appeals Committee


A final course grade may be based on attendance, recitation, written and oral quizzes, reports, papers, final examinations, and other class activities. There is a presumption that the professor who has conducted the course is competent to judge the student's work, and in the absence of convincing evidence to the contrary, has evaluated it fairly. In all cases, the complaining student shall have the burden of proof with regard to all allegations in his or her complaint and in his or her request for review or hearing.

If any part fails to pursue any step of the grade appeal procedure within its allotted time, the disposition of the case made in the last previous step shall be final. All records and correspondence shall be retained in the office in which the complaint is finally resolved.

POLICIES REGARDING STUDENTS WITH DISABILITIES
The entire statement regarding policies and procedures for students with disabilities can be found on the University of Mississippi home page at

www.olemiss.edu/administration/ada/

Disability Accommodations

It is University policy to provide, on a flexible and individual basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or meet course requirements. Students with disabilities, which have been verified through the Office of Student Disability Services, are encouraged to contact their instructors to discuss their individual needs for accommodations.
Code of Ethics
of the National Association of Social Workers

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

Preamble

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

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

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

- service

- social justice
dignity and worth of the person

importance of human relationships

integrity

competence.

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

**Purpose of the NASW Code of Ethics**

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

The *NASW Code of Ethics* serves six purposes:

1. The Code identifies core values on which social work’s mission is based.

2. The *Code* summarizes broad ethical principles that reflect the profession’s core values and establishes a set of specific ethical standards that should be used to guide social work practice.

3. The *Code* is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.

4. The *Code* provides ethical standards to which the general public can hold the social work profession accountable.
5. The *Code* socializes practitioners new to the field to social work's mission, values, ethical principles, and ethical standards.

6. The *Code* articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members.* In subscribing to this *Code*, social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

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

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

Ethical decision making is a process. There are many instances in social work where simple answers are not available to resolve complex ethical issues. Social workers should take into consideration all the values, principles, and standards in this *Code* that are relevant to any situation in which ethical judgment is warranted. Social workers’ decisions and actions should be consistent with the spirit as well as the letter of this *Code*.
In addition to this Code, there are many other sources of information about ethical thinking that may be useful. Social workers should consider ethical theory and principles generally, social work theory and research, laws, regulations, agency policies, and other relevant codes of ethics, recognizing that among codes of ethics social workers should consider the NASW Code of Ethics as their primary source. Social workers also should be aware of the impact on ethical decision making of their clients' and their own personal values and cultural and religious beliefs and practices. They should be aware of any conflicts between personal and professional values and deal with them responsibly. For additional guidance social workers should consult the relevant literature on professional ethics and ethical decision making and seek appropriate consultation when faced with ethical dilemmas. This may involve consultation with an agency-based or social work organization's ethics committee, a regulatory body, knowledgeable colleagues, supervisors, or legal counsel.

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

The NASW Code of Ethics is to be used by NASW and by individuals, agencies, organizations, and bodies (such as licensing and regulatory boards, professional liability insurance providers, courts of law, agency boards of directors, government agencies, and other professional groups) that choose to adopt it or use it as a frame of reference. Violation of standards in this Code does not automatically imply legal liability or violation of the law. Such determination can only be made in the context of legal and judicial proceedings. Alleged violations of the Code would be subject to a peer review process. Such processes are generally separate from legal or administrative procedures and insulated from legal review or proceedings to allow the profession to counsel and discipline its own members.
A code of ethics cannot guarantee ethical behavior. Moreover, a code of ethics cannot resolve all ethical issues or disputes or capture the richness and complexity involved in striving to make responsible choices within a moral community. Rather, a code of ethics sets forth values, ethical principles, and ethical standards to which professionals aspire and by which their actions can be judged. Social workers’ ethical behavior should result from their personal commitment to engage in ethical practice. The *NASW Code of Ethics* reflects the commitment of all social workers to uphold the profession’s values and to act ethically. Principles and standards must be applied by individuals of good character who discern moral questions and, in good faith, seek to make reliable ethical judgments.

**Ethical Principles**

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

**Value: Service**

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

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

**Value: Social Justice**

**Ethical Principle:** *Social workers challenge social injustice.*

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

Value: Dignity and Worth of the Person

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

Value: Importance of Human Relationships

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

Value: Integrity

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

**Value:** Competence

**Ethical Principle:** Social workers practice within their areas of competence and develop and enhance their professional expertise. Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.

**Ethical Standards**

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

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

**1. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES TO CLIENTS**

**1.01 Commitment to Clients**

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

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

1.03 Informed Consent

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

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

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

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

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

1.04 Competence

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

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

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

1.05 Cultural Competence and Social Diversity

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

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

1.06 Conflicts of Interest

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

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

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

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

1.07 Privacy and Confidentiality

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

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

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

(d) Social workers should inform clients, to the extent possible, about the disclosure of confidential information and the potential consequences, when feasible before the disclosure is made. This applies whether social workers disclose confidential information on the basis of a legal requirement or client consent.
(e) Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients’ right to confidentiality. Social workers should review with clients circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. This discussion should occur as soon as possible in the social worker-client relationship and as needed throughout the course of the relationship.

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

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

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

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

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

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

(m) Social workers should take precautions to ensure and maintain the confidentiality of information transmitted to other parties through the use of computers, electronic mail, facsimile machines, telephones and telephone answering machines, and other electronic or computer technology. Disclosure of identifying information should be avoided whenever possible.

(n) Social workers should transfer or dispose of clients’ records in a manner that protects clients’ confidentiality and is consistent with state statutes governing records and social work licensure.

(o) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker’s termination of practice, incapacitation, or death.

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

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

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

1.08 Access to Records
(a) Social workers should provide clients with reasonable access to records concerning the clients. Social workers who are concerned that clients' access to their records could cause serious misunderstanding or harm to the client should provide assistance in interpreting the records and consultation with the client regarding the records. Social workers should limit clients' access to their records, or portions of their records, only in exceptional circumstances when there is compelling evidence that such access would cause serious harm to the client. Both clients' requests and the rationale for withholding some or all of the record should be documented in clients' files.

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

1.09 Sexual Relationships

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

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

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

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

1.10 Physical Contact

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

1.11 Sexual Harassment

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

1.12 Derogatory Language

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

1.13 Payment for Services

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

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

1.14 Clients Who Lack Decision-Making Capacity

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

1.15 Interruption of Services

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

1.16 Termination of Services

(a) Social workers should terminate services to clients and professional relationships with them when such services and relationships are no longer required or no longer serve the clients’ needs or interests.
(b) Social workers should take reasonable steps to avoid abandoning clients who are still in need of services. Social workers should withdraw services precipitously only under unusual circumstances, giving careful consideration to all factors in the situation and taking care to minimize possible adverse effects. Social workers should assist in making appropriate arrangements for continuation of services when necessary.

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

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

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

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

2. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO COLLEAGUES

2.01 Respect

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

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

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

2.02 Confidentiality

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

2.03 Interdisciplinary Collaboration

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

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

2.04 Disputes Involving Colleagues

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

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

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

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

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

2.06 Referral for Services

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

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

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

2.07 Sexual Relationships

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

2.08 Sexual Harassment

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

2.09 Impairment of Colleagues

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

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

2.10 Incompetence of Colleagues

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

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

2.11 Unethical Conduct of Colleagues

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

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

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

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

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

3. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES IN PRACTICE SETTINGS

3.01 Supervision and Consultation

(a) Social workers who provide supervision or consultation should have the necessary knowledge and skill to supervise or consult appropriately and should do so only within their areas of knowledge and competence.
(b) Social workers who provide supervision or consultation are responsible for setting clear, appropriate, and culturally sensitive boundaries.

(c) Social workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation of or potential harm to the supervisee.

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

3.02 Education and Training

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

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

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

(d) Social workers who function as educators or field instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

3.03 Performance Evaluation

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

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

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

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

(d) Social workers should store records following the termination of services to ensure reasonable future access. Records should be maintained for the number of years required by state statutes or relevant contracts.

3.05 Billing

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

3.06 Client Transfer

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

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

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

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

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

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

3.08 Continuing Education and Staff Development

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

3.09 Commitments to Employers

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

(b) Social workers should work to improve employing agencies’ policies and procedures and the efficiency and effectiveness of their services.
(c) Social workers should take reasonable steps to ensure that employers are aware of social workers' ethical obligations as set forth in the *NASW Code of Ethics* and of the implications of those obligations for social work practice.

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

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

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

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

### 3.10 Labor-Management Disputes

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

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

4.01 Competence

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

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

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

4.02 Discrimination

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

4.03 Private Conduct

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

4.04 Dishonesty, Fraud, and Deception

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

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

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

4.06 Misrepresentation

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

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

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

4.07 Solicitations

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

4.08 Acknowledging Credit

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

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

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

5.01 Integrity of the Profession

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

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

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

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

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

5.02 Evaluation and Research

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

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

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

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

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

(f) When evaluation or research participants are incapable of giving informed consent, social workers should provide an appropriate explanation to the participants, obtain the participants’ assent to the extent they are able, and obtain written consent from an appropriate proxy.
(g) Social workers should never design or conduct evaluation or research that does not use consent procedures, such as certain forms of naturalistic observation and archival research, unless rigorous and responsible review of the research has found it to be justified because of its prospective scientific, educational, or applied value and unless equally effective alternative procedures that do not involve waiver of consent are not feasible.

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

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

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

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

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

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

(n) Social workers should report evaluation and research findings accurately. They should not fabricate or falsify results and should take steps to correct any errors later found in published data using standard publication methods.
(o) Social workers engaged in evaluation or research should be alert to and avoid conflicts of interest and dual relationships with participants, should inform participants when a real or potential conflict of interest arises, and should take steps to resolve the issue in a manner that makes participants’ interests primary.

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

6. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES TO THE BROADER SOCIETY

6.01 Social Welfare

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

6.02 Public Participation

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

6.03 Public Emergencies

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

6.04 Social and Political Action

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

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

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

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

Key Terms

code of ethics, nasw code of ethics, ethics, code, social work, preamble, ethical, code in english, code in spanish,
APPENDIX H
Electronic Online Assessments – Interns and Field Instructors (brief samples)
University of Mississippi
MSW Implicit Curriculum Survey (Exiting MSW Students)

This survey is to learn about the University of Mississippi MSW students’ reactions to the “culture” of the Department of Social Work. Please think about your experiences in classes with faculty members and your fellow students, with advisors, and your internship (field) experience. Questions also ask about the kinds of support that you have received as a student in the social work department, and your overall evaluation of your experience to date.

Each section of the survey includes questions asking for your comments. You may want to make comments to clarify or expand on your answers to earlier questions in that section, or to raise points that the questions in that section did not address.

The information you provide will help the social work faculty and staff to improve the MSW program and the Department. Your answers will remain anonymous; neither your name nor any other identifying information will be associated with your responses. If there are any questions that you would prefer not to answer, that’s fine. Simply skip any such item and go on to the next question.

Please circle the response for each item that best reflects your experience or opinion

Strongly Agree, Agree, Agree/Disagree, Disagree, Strongly Disagree, Don’t Know

ACADEMIC EXPERIENCES

This first set of questions ask about how your social work courses have affected you so far, and about your experiences with faculty members in the Department of Social Work.

1. My studies in the Department of Social Work have helped me to contribute to the well-being of others.
   - Strongly Agree
   - Agree
   - Neither Agree nor Disagree
   - Disagree
   - Strongly Disagree
   - Don’t Know

2. My studies in the Department of Social Work have helped me to refine my ethical principles
   - Strongly Agree
   - Agree
   - Neither Agree nor Disagree
   - Disagree
   - Strongly Disagree
   - Don’t Know
3. My studies in the Department of Social Work have helped me to refine my personal values.
   - Strongly Agree
   - Agree
   - Neither Agree nor Disagree
   - Disagree
   - Strongly Disagree
   - Don't Know

4. My studies in the Department of Social Work have helped me to strengthen my ability to solve complex, real-world problems.
   - Strongly Agree
   - Agree
   - Neither Agree nor Disagree
   - Disagree
   - Strongly Disagree
   - Don't Know

5. My studies in the Department of Social Work have helped me to increase my ability to think critically and analytically.
   - Strongly Agree
   - Agree
   - Neither Agree nor Disagree
   - Disagree
   - Strongly Disagree
   - Don't Know

6. My studies in the Department of Social Work have helped me to deepen my understanding of myself.
   - Strongly Agree
   - Agree
   - Neither Agree nor Disagree
   - Disagree
   - Strongly Disagree
   - Don't Know

7. My studies in the Department of Social Work have helped me to develop my ability to write clearly and effectively.
   - Strongly Agree
   - Agree
   - Don't Know
Default Question Block

MSW Foundation Interns Mid-Term Self-Efficacy -
Core Foundation Competencies and Practice Behaviors

Type in today’s date and the campus you are attending. For example: May 16, 2016 - Oxford Campus

As you complete this survey, think about your current mid-term ability to be effective as a social worker. Your responses will help us develop the best educational program possible.

For each CSWE Core Competency and corresponding Practice Behaviors, rate your effectiveness by responding:

I believe that I am able to:

1. Identify as a professional social worker and conduct oneself accordingly. Core Competency #1, EPAS 2.1.1

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

I believe that I am able to:

PB1. Advocate for client access to the services of social work. (choose one response below)
- Unsatisfactory
- Satisfactory
- Good
- Very Good
- Excellent

PB 2. Practice personal reflection and self-correction to assure continual professional development. (choose one response below)
- Unsatisfactory
- Satisfactory
- Good
- Very Good
- Excellent
PB 3. Attend to professional roles and boundaries. (choose one response below)
   - Unsatisfactory
   - Satisfactory
   - Good
   - Very Good
   - Excellent

PB 4. Demonstrate professional demeanor in behavior, appearance, and communication. (choose one response below)
   - Unsatisfactory
   - Satisfactory
   - Good
   - Very Good
   - Excellent

PB 5. Engage in career-long learning. (choose one response below)
   - Unsatisfactory
   - Satisfactory
   - Good
   - Very Good
   - Excellent

PB 6. Use supervision and consultation (choose one response below)
   - Unsatisfactory
   - Satisfactory
   - Good
   - Very Good
   - Excellent

2. Apply social work ethical principles to guide professional practice - Core Competency #2, EPAS 2.1.2

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

I believe that I am able to: (Read below)

PB 7. Recognize and manage personal values in a way that allows professional values to guide practice. (choose one response below)
   - Unsatisfactory
   - Satisfactory
Default Question Block

**MSW Foundation Interns Post-Internship Self-Efficacy - Core Foundation Competencies and Practice Behaviors**

Type in today's date and the campus you are attending. For example: August 08, 2016 - Oxford Campus

As you complete this survey, think about your current post-internship ability to be effective as a generalist social worker. Your responses will help us develop the best educational program possible.

For each CSWE Core Competency and corresponding Practice Behaviors, rate your effectiveness by responding:

**I believe that I am able to:**

1. **Identify as a professional social worker and conduct oneself accordingly.** Core Competency #1, EPAS 2.1.1

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

**I believe that I am able to:**

PB1. Advocate for client access to the services of social work. (choose one response below)

- Unsatisfactory
- Satisfactory
- Good
- Very Good
- Excellent

PB 2. Practice personal reflection and self-correction to assure continual professional development. (choose one response below)

- Unsatisfactory
- Satisfactory
- Good
- Very Good
- Excellent
PB 3. Attend to professional roles and boundaries. (choose one response below)

- Unsatisfactory
- Satisfactory
- Good
- Very Good
- Excellent

PB 4. Demonstrate professional demeanor in behavior, appearance, and communication. (choose one response below)

- Unsatisfactory
- Satisfactory
- Good
- Very Good
- Excellent

PB 5. Engage in career-long learning. (choose one response below)

- Unsatisfactory
- Satisfactory
- Good
- Very Good
- Excellent

PB 6. Use supervision and consultation (choose one response below)

- Unsatisfactory
- Satisfactory
- Good
- Very Good
- Excellent

2. Apply social work ethical principles to guide professional practice - Core Competency #2, EPAS 2.1.2

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

I believe that I am able to: (Read below)

PB 7. Recognize and manage personal values in a way that allows professional values to guide practice. (choose one response below)

- Unsatisfactory
- Satisfactory
MSW Clinical Internship Pre - Self-Efficacy -

Clinical student, please indicate your educational background and license (check all that apply).

<table>
<thead>
<tr>
<th>Education level</th>
<th>BA/BS</th>
<th>BSW</th>
<th>MA/MS</th>
<th>LSW</th>
<th>other license</th>
<th>Passed the LMSW exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your racial/ethnic group</td>
<td>Black</td>
<td>White</td>
<td>Hispanic</td>
<td>Native American</td>
<td>Asian</td>
<td>Bi-racial</td>
</tr>
<tr>
<td>racial/ethnic group</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Age</td>
<td>20-25</td>
<td>26-30</td>
<td>31-38</td>
<td>39-46</td>
<td>47-55</td>
<td>56+</td>
</tr>
<tr>
<td>Age range</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Sex</td>
<td>☐ Male</td>
<td>☐ Female</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Use this Rating Scale to rate your assessment of your current self:

Please base your assessment on how well you believe that you could practice now as a clinical social worker at the beginning of your internship. Rate your current social work practice ability to demonstrate the performance of the clinical practice behaviors using the range of the rating scale below. As you read through EPAS 2.1.1 - 2.1.10, please click the circle that is the best rating of your current skills and abilities.

<table>
<thead>
<tr>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Failure</td>
<td>Incompetent</td>
<td>Lacking</td>
<td>Performance</td>
<td>Inadequate</td>
<td>Competent</td>
<td>Performance</td>
<td>Superior</td>
<td>Performance</td>
<td>Mastered</td>
</tr>
</tbody>
</table>

Identify as a professional social worker and conduct oneself accordingly (EP 2.1.1)

Advanced practitioners in clinical social work recognize the importance of the therapeutic relationship, the person-in-environment and strengths perspectives, the professional use of self with clients, and adherence to ethical guidelines of professional behavior.

I BELIEVE THAT I AM ABLE TO DO THE FOLLOWING:

<table>
<thead>
<tr>
<th>0 Failure Incompetent</th>
<th>1 Lacking Performance</th>
<th>2 Inadequate Performance</th>
<th>3 Competent Performance</th>
<th>4 Superior Performance</th>
<th>5 Mastered Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Readily identify as a social work professional (CPB1)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Demonstrate Professional use of self with clients. (CPB2)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
Understand and identify professional strengths, limitations, and challenges. (CPB3)

Develop, manage, and maintain therapeutic relationships with clients within the person-in-environment and strengths perspective. (CPB4)

Apply social work ethical principles to guide professional practice (EP 2.1.2)

Advanced practitioners in clinical social work are knowledgeable about ethical issues, legal parameters, and shifting societal mores that affect the therapeutic relationship.

**I BELIEVE THAT I AM ABLE TO DO THE FOLLOWING:**

<table>
<thead>
<tr>
<th></th>
<th>0 Failure Performance</th>
<th>1 Lacking Performance</th>
<th>2 Adequate Performance</th>
<th>3 Inadequate Performance</th>
<th>4 Competent Performance</th>
<th>5 Competent Performance</th>
<th>6 Superior Performance</th>
<th>7 Superior Performance</th>
<th>8 Performance</th>
<th>9 Mastered Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply ethical decision making skills to issues specific to clinical social work (CPB6)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employ strategies of ethical reasoning to address the use of technology in clinical practice and its impact on client rights. (CPB6)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify and use knowledge of relationship dynamics, including power differentials. (CPB7)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recognize and manage personal biases as they affect the therapeutic relationship in the service of clients' well-being. (CPB8)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Apply critical thinking to inform and communicate professional judgments (EP 2.1.3)

Advanced Practitioners understand and differentiate the strengths and limitations of multiple practice theories and methods, clinical processes and technical tools, including differential diagnosis. They deconstruct theories and methods to evaluate how they relate to clients and client systems within their environmental context. They regularly question and reflect on their own assumptions and consider how these might affect practice.

**I BELIEVE THAT I AM ABLE TO DO THE FOLLOWING:**

<table>
<thead>
<tr>
<th></th>
<th>0 Failure Performance</th>
<th>1 Lacking Performance</th>
<th>2 Adequate Performance</th>
<th>3 Inadequate Performance</th>
<th>4 Competent Performance</th>
<th>5 Competent Performance</th>
<th>6 Superior Performance</th>
<th>7 Superior Performance</th>
<th>8 Performance</th>
<th>9 Mastered Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engage in reflective practice (CPB9)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify and articulate client's strengths and vulnerabilities. (CPB10)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluate, select and implement appropriate multidimensional assessment, diagnostic, intervention, and practice evaluation tools. (CPB11)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluate the strengths and weaknesses of multiple theoretical perspectives and differentially apply them to client situations. (CPB12)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communicate professional judgments to other disciplines, in both verbal and written formats. (CPB13)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Default Question Block

**MSW Clinical Intern's - Final Self-Efficacy**

MSW Clinical Intern, please indicate your educational background and license (check all that apply).

<table>
<thead>
<tr>
<th>Education level</th>
<th>BA/BS</th>
<th>BSW</th>
<th>MA/MS</th>
<th>LSW</th>
<th>other license</th>
<th>Passed the LMSW exam</th>
</tr>
</thead>
</table>

Your racial/ethnic group

<table>
<thead>
<tr>
<th>racial/ethnic group</th>
<th>Black</th>
<th>White</th>
<th>Hispanic</th>
<th>Native American</th>
<th>Asian</th>
<th>Bi-racial</th>
<th>Multi-racial</th>
<th>Other</th>
</tr>
</thead>
</table>

Age

<table>
<thead>
<tr>
<th>Age range</th>
<th>20-25</th>
<th>26-30</th>
<th>31-38</th>
<th>39-46</th>
<th>47-55</th>
<th>56+</th>
</tr>
</thead>
</table>

Sex

- Male
- Female

Where did you intern?


How many hours of the week did you intern at your internship setting?

- 14-16
- 17-32
- 33+

At the end of your internship, how many hours will you or did you complete?


Use this Rating Scale to rate your clinical performance at the end of your clinical internship:

Please base your assessment on how well you demonstrated your clinical social work practice knowledge, skills, and abilities related to the performance of the clinical practice behaviors using the range of the rating scale below. As you read through EP 2.1.1 - 2.1.10, please click the circle that is the best rating of your post internship skills and abilities.

<table>
<thead>
<tr>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Failure</td>
<td>Inadequate</td>
<td>Competent</td>
<td>Superior</td>
<td>Mastered</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Incompetent</td>
<td>Performance</td>
<td>Performance</td>
<td>Performance</td>
<td>Performance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Identify as a professional social worker and conduct oneself accordingly (EP 2.1.1)
Advanced practitioners in clinical social work recognize the importance of the therapeutic relationship, the person-in-environment and strengths perspectives, the professional use of self with clients, and adherence to ethical guidelines of professional behavior.

### I BELIEVE THAT I AM ABLE TO DO THE FOLLOWING:

<table>
<thead>
<tr>
<th>0 Failure Incompetent</th>
<th>1 Lacking Performance</th>
<th>2 Inadequate Performance</th>
<th>3 Competent Performance</th>
<th>4 Superior Performance</th>
<th>5 Mastered Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Readily identify as a social work professional (CPB1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate Professional use of self with clients. (CPB2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understand and identify professional strengths, limitations, and challenges. (CPB3)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop, manage, and maintain therapeutic relationships with clients within the person-in-environment and strengths perspective. (CPB4)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Apply social work ethical principles to guide professional practice (EP 2.1.2)

Advanced practitioners in clinical social work are knowledgeable about ethical issues, legal parameters, and shifting societal mores that affect the therapeutic relationship.

### I BELIEVE THAT I AM ABLE TO DO THE FOLLOWING:

<table>
<thead>
<tr>
<th>0 Failure Incompetent</th>
<th>1 Lacking Performance</th>
<th>2 Inadequate Performance</th>
<th>3 Competent Performance</th>
<th>4 Superior Performance</th>
<th>5 Mastered Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply ethical decision making skills to issues specific to clinical social work (CPB5)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employ strategies of ethical reasoning to address the use of technology in clinical practice and its impact on client rights. (CPB6)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify and use knowledge of relationship dynamics, including power differentials. (CPB7)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recognize and manage personal biases as they affect the therapeutic relationship in the service of clients' well-being. (CPB8)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Apply critical thinking to inform and communicate professional judgments (EP 2.1.3)

Advanced Practitioners understand and differentiate the strengths and limitation of multiple practice theories and methods, clinical processes and technical tools, including differential diagnosis. They deconstruct theories and methods to evaluate how they relate to clients and client systems within their environmental context. They regularly question and reflect on their own assumptions and consider how these might affect practice.

### I BELIEVE THAT I AM ABLE TO DO THE FOLLOWING:

<table>
<thead>
<tr>
<th>0 Failure Incompetent</th>
<th>1 Lacking Performance</th>
<th>2 Inadequate Performance</th>
<th>3 Competent Performance</th>
<th>4 Superior Performance</th>
<th>5 Mastered Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engage in reflective practice (CPB9)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify and articulate client's strengths and vulnerabilities. (CPB10)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
This form is a demo form, changes will NOT be saved.

After you were to submit the data, these reports would be available to download.

Click Below To Download Form To Print

FPPAI Report For Test Model Student.rtf  FPPAI Report For Test Model Student.pdf

Student Name

Test Model Student

Please indicate your education background (Mark all that apply):

- BA or BS in Human Services field
- BA or BS in Social Work
- BS
- MA in Liberal Arts field
- MA in Human Services field
- MSW or MA/MS in Social Work
- MS
- PhD in Human Services Field
- PhD or DSW in Social Work
- Other

Please base your assessment of how well the Field/Practicum Social Work Student demonstrates their ability related to the performance of the practice behavior using the rating scale below. Please circle your answer. Thank you.

<table>
<thead>
<tr>
<th>Scale</th>
<th>Performance Measure</th>
<th>Description</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Mastered Performance</td>
<td>The intern/student shows effective and innovative application of the knowledge, values, and skills related to the performance of the practice behavior.</td>
<td>Mastered: &quot;somebody highly skilled at something.&quot; Mastered performance is demonstration of knowledge, values, and skills of the practice behavior at high levels.</td>
</tr>
<tr>
<td>8</td>
<td>Superior Performance</td>
<td>The intern/student shows superior application of the knowledge, values, and skills related to the performance of the practice behavior.</td>
<td>Superior: &quot;surpasses competent in one or more ways.&quot; Superior performance is demonstration of knowledge, values, and skills where all components of the practice behavior are included.</td>
</tr>
<tr>
<td>7</td>
<td>Competent Performance</td>
<td>The intern/student shows competent application of the knowledge, values, and skills related to the performance of the practice behavior.</td>
<td>Competent: &quot;having enough skill or ability to do something well.&quot; Competent performance is demonstration of knowledge, values, and skills</td>
</tr>
</tbody>
</table>

https://sweepinstruments.org/router.php?ID=0000FM0000
4. Inadequate Performance

The intern/student shows beginning application of the knowledge, skills, or dispositions related to the performance of the practice behavior.

Inadequate: “failing to reach an expected or required level or standard.” Inadequate performance is demonstration of knowledge, values, and skills where one or more of the components of the practice behavior are missing.

2. Lacking Performance

The intern/student has not demonstrated application of the knowledge, values and skills related to the performance of the practice behavior.

Lacking: “missing, not present or available.” Lacking performance is the inability to demonstrate any of the components of the knowledge, values, or skills related to the practice behavior.

0. Not Observed

The intern/student has not had the opportunity to demonstrate the knowledge, values, and skills related to the performance of the practice behavior.

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

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

2.1.1A - Intern advocates for client access to the services of social work.

2.1.1B - Intern practices personal reflection and self-correction to assure continual professional development.

2.1.1C - Intern attends to professional roles and boundaries.

2.1.1D (1) - Intern demonstrates professional demeanor in behavior, appearance, and communication.

2.1.1D (2) - Intern empathizes effectively with clients.

2.1.1E - Intern engages in career-long learning (The intern understands the importance of continuing social work education and lifelong learning).

2.1.1F - Intern uses supervision and consultation effectively.

Do you have any other comments?

Text was an excellent student and showed the utmost respect and skills.

Thanks ___INSERT SCHOOL NAME HERE___!

Show the scoring guide

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

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

2.1.2A - Intern recognizes and manages personal values in a way that allows professional values to guide practice.

2.1.2B - Intern makes ethical decisions by applying standards of the National Association of Social Workers Code of Ethics2 and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles.

2.1.2C - Intern tolerates ambiguity in resolving ethical conflicts.

2.1.2D - Intern applies strategies of ethical reasoning to arrive at principled decisions.

Do you have any other comments?

Show the scoring guide

Educational Policy 2.1.3 - Apply critical thinking to inform and communicate professional judgments.
This form is a demo form, changes will NOT be saved.

After you were to submit the data, these reports would be available to download.

Click Below To Download Form To Print

[Link to FPPAI Report]

Student Name

/asdfsdf/

Please indicate your education background (Mark all that apply):

- [ ] BA or BS in Human Services field
- [ ] BA or BS in Social Work
- [ ] BS
- [ ] MA in Liberal Arts field
- [ ] MA in Human Services field
- [ ] MSW or MA/MS in Social Work
- [ ] MS
- [ ] PhD in Human Services field
- [ ] PhD or DSW in Social Work
- [ ] Other

Please base your assessment of how well the Field/Practicum Social Work Student demonstrates their ability related to the performance of the practice behavior using the rating scale below. Please circle your answer. Thank you.

<table>
<thead>
<tr>
<th>Scale</th>
<th>Performance Measure</th>
<th>Description</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Mastered Performance</td>
<td>The intern/student shows effective and innovative application of the knowledge, values, and skills related to the performance of the practice behavior.</td>
<td>Mastered: &quot;somebody highly skilled at something.&quot; Mastered performance is demonstration of knowledge, values, and skills of the practice behavior at high levels.</td>
</tr>
<tr>
<td>8</td>
<td>Superior Performance</td>
<td>The intern/student shows superior application of the knowledge, values, and skills related to the performance of the practice behavior.</td>
<td>Superior: &quot;surpasses competent in one or more ways.&quot; Superior performance is demonstration of knowledge, values, and skills where all components of the practice behavior are included.</td>
</tr>
<tr>
<td>7</td>
<td>Competent Performance</td>
<td>The intern/student shows competent application of the knowledge, values, and skills related to the performance of</td>
<td>Competent: &quot;having enough skill or ability to do something well.&quot; Competent performance is demonstration of knowledge, values, and skills</td>
</tr>
</tbody>
</table>

https://sweepinstruments.org/router.php?ID=0000FP0000
the practice behavior, where all components of the practice behavior are included, but at the beginning or rudimentary level.

Inadequate: "Failing to reach an expected or required level or standard." Inadequate performance is demonstration of knowledge, values, and skills where one or more of the components of the practice behavior are missing.

Lacking: "Missing, not present or available." Lacking performance is the inability to demonstrate any of the components of the knowledge, values, or skills related to the practice behavior.

Observed: "To see or notice something, especially while watching carefully." There was no observation of the performance of the practice behavior.

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

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

2.1.1A - Intern advocates for client access to the services of social work.

2.1.1B - Intern practices personal reflection and self-correction to assure continual professional development.

2.1.1C - Intern attends to professional roles and boundaries.

2.1.1D (1) – Intern demonstrates professional demeanor in behavior, appearance, and communication.

2.1.1D (2) - Intern empathizes effectively with clients.

2.1.1E - Intern engages in career-long learning (The intern understands the importance of continuing social work education and lifelong learning).

2.1.1F - Intern uses supervision and consultation effectively.

Do you have any other comments?

Show the scoring guide

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

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

2.1.2A - Intern recognizes and manages personal values in a way that allows professional values to guide practice.

2.1.2B - Intern makes ethical decisions by applying standards of the National Association of Social Workers Code of Ethics2 and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles.

2.1.2C - Intern tolerates ambiguity in resolving ethical conflicts

2.1.2D - Intern applies strategies of ethical reasoning to arrive at principled decisions.

Do you have any other comments?

Show the scoring guide

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

https://swapinstruments.org/router.php?ID=0000FP0000
Default Question Block

MSW FIELD INSTRUCTORS’ EVALUATION of the MSW Student’s Clinical Internship - Mid-term Spring 2015

Field Instructor, please indicate your educational background and licensure (check all that apply)

<table>
<thead>
<tr>
<th>Education level</th>
<th>BA/BS</th>
<th>BSW</th>
<th>MAMS</th>
<th>MSW/MSSW</th>
<th>PhD in SW</th>
<th>PhD in related field</th>
<th>DSW</th>
<th>EdD</th>
<th>LMSW</th>
<th>LCSW</th>
<th>ACSW</th>
<th>LMFT</th>
<th>LPC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sex
- Male
- Female

Please select your age,

<table>
<thead>
<tr>
<th>Age</th>
<th>22-26</th>
<th>27-35</th>
<th>36-45</th>
<th>46+</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Race
- Black
- White
- Hispanic
- Native American
- Asian
- Multi-racial

Hours per semester that the clinical intern is interning with the agency:
- 225 hours per semester
- 450 hours per semester

Internship Setting
- Health
- Mental Health
- Child Welfare
- VA

Use this Rating Scale to rate your MSW intern:

Please base your assessment on how well the MSW Clinical Field/Practicum Intern demonstrates his/her ability related to their performance of the clinical practice behaviors using the range of the rating scale below. As you read through EP 2.1.1 - 2.1.10), please click the circle that is the best rating.

0 1 2 3 4 5 6 7 8 9

Failure Lacking Inadequate Competent Superior Mastered
Identify as a professional social worker and conduct oneself accordingly (EP 2.1.1)

Advanced practitioners in clinical social work recognize the importance of the therapeutic relationship, the person-in-environment and strengths perspectives, the professional use of self with clients, and adherence to ethical guidelines of professional behavior.

<table>
<thead>
<tr>
<th>Performance</th>
<th>Performance</th>
<th>Performance</th>
<th>Performance</th>
<th>Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Readily identify as a social work professional (CPB1)</td>
<td>1 Lacking Performance</td>
<td>2</td>
<td>3 Inadequate Performance</td>
<td>4</td>
</tr>
<tr>
<td>Demonstrate professional use of self with clients. (CPB2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understand and identify professional strengths, limitations, and challenges. (CPB3)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop, manage, and maintain therapeutic relationships with clients within the person-in-environment and strengths perspective. (CPB4)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Apply social work ethical principles to guide professional practice (EP 2.1.2)

Advanced practitioners in clinical social work are knowledgeable about ethical issues, legal parameters, and shifting societal mores that affect the therapeutic relationship.

<table>
<thead>
<tr>
<th>Performance</th>
<th>Performance</th>
<th>Performance</th>
<th>Performance</th>
<th>Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply ethical decision making skills to issues specific to clinical social work (CPB5)</td>
<td>1 Lacking Performance</td>
<td>2</td>
<td>3 Inadequate Performance</td>
<td>4</td>
</tr>
<tr>
<td>Employ strategies of ethical reasoning to address the use of technology in clinical practice and its impact on client rights. (CPB6)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify and use knowledge of relationship dynamics, including power differentials. (CPB7)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recognize and manage personal biases as they affect the therapeutic relationship in the service of clients' well-being. (CPB8)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Apply critical thinking to inform and communicate professional judgments (EP 2.1.3)

Advanced Practitioners understand and differentiate the strengths and limitation of multiple practice theories and methods, clinical processes and technical tools, including differential diagnosis. They deconstruct theories and methods to evaluate how they relate to clients and client systems within their environmental context. They regularly question and reflect on their own assumptions and consider how these might affect practice.

<table>
<thead>
<tr>
<th>Performance</th>
<th>Performance</th>
<th>Performance</th>
<th>Performance</th>
<th>Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engage in reflective practice (CPB9)</td>
<td>1 Lacking Performance</td>
<td>2</td>
<td>3 Inadequate Performance</td>
<td>4</td>
</tr>
<tr>
<td>Identify and articulate clients' strengths and vulnerabilities. (CPB10)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Default Question Block

MSW FIELD INSTRUCTORS' EVALUATION of the MSW Student's Clinical Internship - Final Evaluation (Copy)

Field Instructor, please indicate your educational background and licensure (check all that apply)

<table>
<thead>
<tr>
<th>Education level</th>
<th>BA/BS</th>
<th>BSW</th>
<th>MA/MS</th>
<th>MSW/SSW</th>
<th>PhD in SW</th>
<th>PhD in related field</th>
<th>DSW</th>
<th>EdD</th>
<th>LMSW</th>
<th>LCSW</th>
<th>ACSW</th>
<th>LMFT</th>
<th>LPC</th>
</tr>
</thead>
</table>

Sex
- Male
- Female

Please select your age.

<table>
<thead>
<tr>
<th>Age</th>
<th>22-26</th>
<th>27-35</th>
<th>36-45</th>
<th>46+</th>
</tr>
</thead>
</table>

Race
- Black
- White
- Hispanic
- Native American
- Asian
- Multi-racial

Hours per semester that the clinical intern is interning with the agency:
- 225 hours per semester
- 450 hours per semester

Internship Setting
- Health
- Mental Health
- Child Welfare
- VA

Use this Rating Scale to rate your MSW intern:

Please base your assessment on how well the MSW Clinical Field/Practicum Intern demonstrates his/her ability related to their performance of the clinical practice behaviors using the range of the rating scale below. As you read through EP 2.1.1 - 2.1.10), please click the circle that is the best rating.

<table>
<thead>
<tr>
<th>Rating</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Failure</td>
<td>Lacking</td>
<td>Inadequate</td>
<td>Competent</td>
<td>Superior</td>
<td>Mastered</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Identify as a professional social worker and conduct oneself accordingly (EP 2.1.1)

Advanced practitioners in clinical social work recognize the importance of the therapeutic relationship, the person-in-environment and strengths perspectives, the professional use of self with clients, and adherence to ethical guidelines of professional behavior.

<table>
<thead>
<tr>
<th></th>
<th>0 Failure, totally incompetent</th>
<th>1 Lacking Performance</th>
<th>2</th>
<th>3 Inadequate Performance</th>
<th>4</th>
<th>5 Competent Performance</th>
<th>6</th>
<th>7 Superior Performance</th>
<th>8</th>
<th>9 Mastered Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Readily identify as a social work professional (CPB1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate Professional use of self with clients. (CPB2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understand and identify professional strengths, limitations, and challenges, (CPB3)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop, manage, and maintain therapeutic relationships with clients within the person-in-environment and strengths perspective. (CPB4)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Apply social work ethical principles to guide professional practice (EP 2.1.2)

Advanced practitioners in clinical social work are knowledgeable about ethical issues, legal parameters, and shifting societal mores that affect the therapeutic relationship.

<table>
<thead>
<tr>
<th></th>
<th>0 Failure, totally incompetent</th>
<th>1 Lacking Performance</th>
<th>2</th>
<th>3 Inadequate Performance</th>
<th>4</th>
<th>5 Competent Performance</th>
<th>6</th>
<th>7 Superior Performance</th>
<th>8</th>
<th>9 Mastered Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply ethical decision making skills to issues specific to clinical social work (CPB6)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employ strategies of ethical reasoning to address the use of technology in clinical practice and its impact on client rights. (CPB6)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify and use knowledge of relationship dynamics, including power differentials. (CPB7)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recognize and manage personal biases as they affect the therapeutic relationship in the service of clients' well-being. (CPB8)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Apply critical thinking to inform and communicate professional judgments (EP 2.1.3)

Advanced Practitioners understand and differentiate the strengths and limitation of multiple practice theories and methods, clinical processes and technical tools, including differential diagnosis. They deconstruct theories and methods to evaluate how they relate to clients and client systems within their environmental context. They regularly question and reflect on their own assumptions and consider how these might affect practice.

<table>
<thead>
<tr>
<th></th>
<th>0 Failure, totally incompetent</th>
<th>1 Lacking Performance</th>
<th>2</th>
<th>3 Inadequate Performance</th>
<th>4</th>
<th>5 Competent Performance</th>
<th>6</th>
<th>7 Superior Performance</th>
<th>8</th>
<th>9 Mastered Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engage in reflective practice (CPB9)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify and articulate client's strengths and vulnerabilities. (CPB10)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>