

**SW 487/488/489**  
**Field Manual for**  
**University Partnership**  
**Program Students**

**Fall 2011 edition**

**WRIGHT STATE UNIVERSITY**  
**DEPARTMENT OF SOCIAL WORK**  
**FIELD MANUAL**

**Revised 2011**

**WRIGHT STATE UNIVERSITY**  
**DEPARTMENT OF SOCIAL WORK**  
**FIELD MANUAL**

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Wright State University is committed to achieving full equal opportunity in all aspects of university life. We are proud of the diversity of the university community and strive to make all members of the community feel welcome.

The policy of Wright State University is to not discriminate against any persons on the basis of race, religion, color, sex, sexual orientation, disability, veteran status, national origin, age, or ancestry. In addition, we take affirmative action to recruit and assist members of various racial or ethnic groups, women, Vietnam-era veterans, and persons with disabilities whose ability to achieve academic success might otherwise be unrecognized because of cultural barriers. Our policy is fully consistent with the various federal and Ohio statutes which prohibit discrimination.

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## **I. THE DEPARTMENT OF SOCIAL WORK**

The Department of Social Work is located in the College of Liberal Arts, one of the six undergraduate colleges/schools at Wright State University (WSU). The program is accredited by the Council on Social Work Education (CSWE). This ensures that the curriculum and faculty meet established, national standards.

As of October, 1992, a social work degree from an approved program is a prerequisite to apply for your state social work license.

The department has six full-time faculty. This includes the department chair, the Coordinator for Field Instruction, and four full-time classroom faculty. Additionally, there is a Campus Coordinator for the University Partnership Program and several adjunct faculty. (See Appendix I for listing.)

Students may take the two, required introductory courses, as well as general education requirements at the main campus or the Lake Campus, located in Celina, Ohio.

## **II. DEFINITION OF GENERALIST SOCIAL WORK PRACTICE**

**The faculty in the Social Work Department at Wright State University adhere to the following definition of generalist social work practice:**

“Generalist social workers work directly with client systems at all levels, connect clients to available resources, intervene with organizations to enhance the responsiveness of resources systems, advocate just social policies to ensure the equitable distribution of resources, and research all aspects of social work practice.

Generalist Social Work Practice:

- Utilizes generic practice processes to organize work with client systems
- Recognizes the potential for change at multiple system levels-within human systems, between systems, and among environmental systems
- Views human behavior in the context of the social environment
- Integrates direct practice with social policy and social work research activities”

Taken from Miley, B., & Dubois, K. (2008). *Social work: An empowering profession* (6<sup>th</sup> ed.). Boston : Pearson/Allyn & Bacon, p. 9. This text is used for the introductory course, *Social Work as a Profession*.

### **Generalist Social Work Practice**

- **Uses a systems or person-in-environment perspective**
- **Uses the strengths and client empowerment perspectives**
- **Requires multi-systems level intervention**
- **Involves the application of critical thinking skills to the planned change approach/process**
- **Integrates direct practice with social policy and social work research**
- **Is guided by the professional code of ethics**

- **Provides the core competencies (knowledge and skills) for beginning level practice in a variety of social and human service settings**
- **Serves as the foundation for advanced practice**

Students will learn more about generalist social work practice as they progress through the first few courses. By way of introduction, generalist practice prepares students for beginning practice with individuals, small groups, families, and organizations and communities in a wide variety of social problem areas. Students will develop basic knowledge of human behavior in the social environment, social welfare policy and services, practice and research and evaluation. Students will develop beginning skills in sociobehavioral assessment, social problem solving, intervention planning, interviewing, leading groups, etc.

Students will be prepared to practice with different types of clients and client groupings in a variety of social service settings. Thus, upon graduation, students will not be specialists in any one kind of social work within a specific client-problem arena. Rather, students will start out as generalist practitioners.

**Students may pursue special interest by the specific topics chosen for term papers in senior classes and through their requests relative to the setting for the senior practicum.**

### **III. DEPARTMENT MISSION, GOALS, OUTCOMES, AND GENERAL POLICIES**

#### **Social Work Program Mission Statement**

The Social Work Department at Wright State University is dedicated to preparing ethical, competent, creative, and critically thinking generalist practitioners who pursue their work from a social justice perspective. The program strives to prepare students who are self-aware life-long learners, who deliver culturally competent interventions, and who are optimistic about their abilities to promote well-being through all levels of social intervention.

The Social Work Department's mission aligns well with the WSU Vision and Mission Statements\*:

#### **Vision Statement**

In the pioneering spirit of the Wright Brothers, Wright State will be Ohio's most innovative university, known and admired for our diversity and for the transformative impact we have on the lives of our students and on the communities we serve.

#### **Mission Statement**

**We transform the lives of our students and the communities we serve.**

We are committed to:

- achieving learning outcomes through innovative, high quality programs for all students: undergraduate, graduate and professional;
- conducting scholarly research and creative endeavors; and to
- engaging in significant community service

## **Social Work Program Goals**

The Goals of the Social Work Department to meet the Program Mission are:

1. Prepare students to be professional, ethical, and competent generalist social workers.
2. Prepare students to practice without discrimination and be advocates for social justice.
3. Prepare students with a generalist knowledge, skills, and values foundation.

## **The Eleven Senior Practicum Objectives**

These eleven outcomes are what students are expected to know or do by the time they complete their senior practicum. They correspond to 11 of the 17 general department objectives.

1. Students will function within the structure of organizations and service delivery systems and seek necessary organizational change (macro intervention).
2. Students will use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities.
3. Students will apply the knowledge (from textbooks) and skills of generalist social work practice with systems of all sizes.
4. Students will apply the value base of the profession and its ethical standards and principles (SW Code of Ethics), and practice accordingly.
5. Students will evaluate research studies, apply research findings to practice, and evaluate their own practice interventions (applying knowledge from research classes).
6. Students will describe the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.
7. Students will use supervision and consultation appropriate to social work practice.
8. Students will write clearly, concisely, and with good grammar, punctuation, and spelling (mention supervisor's appraisal).
9. Students will speak clearly, concisely, and with conviction (mention supervisor's appraisal).




10. Students will use communication skills differentially across client populations, colleagues, and communities.
11. Students will apply critical thinking skills within the context of professional social work practice (focus on critical practice issues).








## **General Policies**

### **Admissions**

Students are admitted into the major once a year: Students must complete and submit the Social Work application by January 8.

Students wishing to be a social work major should have the following:

-  University and College of Liberal Arts requirements for admission which include completion of ENG 101, ENG 102, and one History General Education course.
-  SW 270, SW 271, and SW 272 with a minimum of "C" in each and a satisfactory performance evaluation from the instructor.
-  The department's related social science requirements:  

BIO 105, 107 or 111	SOC 200	PLS 200 or PLS 210
ECON 200 or 290	COM 104	PSY 105, 110 and 341
-  G.P.A. of 2.25 or better
-  Summary of performance evaluation from instructor for SW 270, SW 271, and SW 272.
-  Departmental admission application which will be distributed in Social Work 270 and 271 classes. (Applications will also be available from the Department of Social Work).
-  Two professional letters of reference.
-  Social work professional statement for admissions.
-  Complete criminal background disclosure statement.
-  Copy of transcripts with grades of all classes taken at another college or university.

Based on all application materials, a student may be admitted to the program, admitted on a conditional basis, or not admitted to the program.

Currently we are only able to accept 50 students into the major during each admission period in order to comply with CSWE standards for faculty: student ratio and social work class sizes.

The faculty may feel a student meets all of the admissions criteria and would be a good candidate but there is an area of concern that needs to be addressed. Such a student may be admitted on condition that she/he address that area of concern. Examples of concerns are a student's writing skills or personal issues that may affect a student's academic work. A student will remain on conditional status until the student and faculty agree the concern has been addressed. Conditional status must be removed before a student can begin Senior Practicum.

Students may not be admitted into the program if they do not meet all admissions criteria during the quarter prior to beginning the major. Students may also not be admitted because other students had higher qualifications among the admissions criteria. Students may reapply for future admissions but they must submit a new application. The Department Academic Advisor is available to assist students in considering other alternatives if they are not accepted into the major.

Once admitted to the major, each student is assigned a social work faculty advisor for general professional and career advising, to formulate a curriculum plan, and to discuss the senior practicum. Students can also check with the department academic advisor for specific academic and course information. Students must meet with their faculty advisor to have their curriculum plans signed during the quarter they apply for field education and the quarter prior to graduation.

### **Transfer Students**

**Transfer students** should meet the same, aforementioned admissions criteria. **We are a professionally accredited program. We are required to have a curriculum that demonstrates continuity, integration, and sequencing of knowledge acquisition. This includes the general education area, related courses, and a structured sequence of social work courses.** Students transferring from other accredited social work programs will have their coursework reviewed by the department chair so as to prevent duplication of academic content and to ensure equivalent content of WSU social work courses.

Transfer students must meet the same, aforementioned admissions criteria. Students can not receive Social Work course credit for life experience or previous work experience.

Students transferring from social work programs that are not accredited will have their transcripts and courses reviewed on a case-by-case basis for equivalent content as well as validation of the credentials of the faculty teaching the course. Students will be required to provide the following: the institution's course catalog, copy of the syllabus, and credentials of the instructor.

## **Wright State University Department of Social Work Student Dismissal Policy**

Students in the Social Work program during the annual orientation into the program are given a list of expected positive behaviors to become healthy, responsible, and ethical students. Students are also given a list of resources on campus to assist them in meeting these behavioral expectations. Students are directed to the on-line version of the Social Work Student Handbook which outlines the curricular expectations and supportive resources available in the department and university.

All WSU students are expected to abide by the Code of Student Conduct as specified by the Office of Community Standards and Student Conduct. The Code of Student Conduct specifies behaviors expected in and outside of the classroom. For a complete list of behaviors that are in violation of the Code of Student Conduct go to <http://www.wright.edu/students/judicial/conduct.html>. The faculty of the Social Work Department follows the procedures outlined by the Office of Community Standards and Student Conduct (<http://www.wright.edu/students/judicial>) to report violations of student conduct, take actions in response to the violations, notify students of the reported violation and recommended action, inform students of their right to appeal the faculty decision, and cooperate with the appeal process if taken by the student. Some severe violations of student conduct and repeated violations of student conduct can result in dismissal from the University by the Office of Community Standards and Student Conduct.

There are expectations of student behavior in the Social Work Department that are outside of the auspices of the Office of Community Standards and Student Conduct. There are times when a student's behaviors prevents him/her from being able to complete the expectations in the Social Work curriculum, especially the application of course work in the field education setting. The WSU Social Work Department's Dismissal Policy focuses on responses to student concerns when that behavior prevents a student from completing the Social Work requirements.

Minimally, the Social Work requirements are:

- \* Students must maintain a 2.25 GPA to be accepted into the program and to begin field education.
- \* Students must receive a "C" or higher in all Social Work classes.
- \* Students may NOT repeat a Social Work course more than two (2) times.
- \* Students must follow the student responsibilities outlined in the Social Work Handbook and Social Work Field Manual.

The Social Work Department's Dismissal Policy attempts to help students overcome concerns that may affect their ability to meet the Department requirements. The Dismissal Policy below defines student concerns, the procedure to report student concerns, a plan of action to address the concern, consequences of not meeting the Social Work requirements, and the appeal process for the student if she/he disagrees with the actions taken by the Department.

### **Definition of Student Concerns:**

Wright State University's Department of Social Work adheres to the following definitions of concern:

Students who show an inability to insightfully understand and resolve their own issues so that these issues do not interfere with generalist social work practice is a student concern (adapted from Bemak, Epp, & Keys, 1999, p. 21). The student concern can be reflected in one or more of the following ways: “ (a) an inability and/or unwillingness to acquire and integrate professional standards into one’s repertoire of professional behavior , (b) an inability to acquire professional skills in order to reach an acceptable level of competency, and (c) an inability to control personal stress, psychological dysfunction, and/or excessive emotional reactions that interfere with professional functioning” (Lamb, Presser, Pfost, Baum, Jackson, & Jarvis, 1987, p.598).

This definition of student concern is in sync with the *NASW Code of Ethics, Section 4.05*:

(a) Social Workers should not allow their own personal problems, psychological distress, legal problems, substance abuse, or mental health difficulties or 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, psychological 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.

### **First Identification of Student Concerns:**

The identification of a concern is a necessary entity in order to maintain the integrity of the social work program. This identification can happen in one of the following ways:

- 1) A **student** can self identify for issues regarding concern.
- 2) A **student** may observe a concern in a fellow student.
- 3) A **faculty member** may observe a concern in a student.
- 4) A **field supervisor** may observe a concern in a student.
- 5) A **staff person** may observe a concern in a student.

There are 3 possible options when a student concern is identified to the social work faculty for the **first time**:

- 1) The student and at least one social work faculty meet to discuss the concern and develop a Plan of Action to resolve the concern.
- 2) An ad hoc committee intervenes if the student does not agree that there is a student concern and develops a Plan of Action to resolve the concern.
- 3) Dismissal from the major is recommended if the concern is severe.

## **1) Procedures for Plan of Action Form when a student agrees there is a concern**

If a faculty member or field supervisor has cause for concern for issues of student concern, the faculty member/field supervisor is to meet with the student privately to discuss the matter. If a student self-identifies issues of concern, or if a student or staff member observes a concern in a student, the student or staff member is to take the issue to the Chair of the Department of Social Work.

Examples of concerns warranting a Plan of Action are: students habitually coming late to or missing class; students having difficulty with writing assignments, or students not demonstrating professional behavior in the field education setting.

If all agree that the student behavior causes concern, the student, faculty member, and if necessary, the Chair, will write a *Plan of Action Form* in order to remediate the concern. The plan could include, but is not limited to: a referral to the WSU Office of Community Standards and Student Conduct for a Health and Wellness Conference, self-monitored behavioral change, taking additional course work, or repeating field experiences.

The methods and goals discussed at the meeting will be written on the *Plan of Action Form*, and all pertinent parties will sign the document. The Chair will monitor the plan of action and follow up as the agreed upon timeline indicates. The faculty will also be aware of the plan. The *Plan of Action Form* will become part of the student's departmental record. Students may have no more than two *Plan of Action Forms* during their academic time in the Department of Social Work.

## **2) Procedures for Plan of Action Form when a student does not agree there is a concern**

If the meeting between student and faculty member/field supervisor has not resolved the issue, then either/both parties are free to notify the chair that they want to bring the issue to a review by an Ad Hoc Committee. The committee will consist of three voting members and the Chair of the Department of Social Work, who will facilitate the committee. Membership will include: one member of the Professional Advisory Committee and/or the Social Work Alumni Society, one member of the faculty, and a representative from the Office of Community Standards and Student Conduct.

- Ideally, within two weeks (but up to thirty days) of notification to the Chair, the Ad Hoc Committee will have a formal meeting with the student. Documentation, from written notice of the meeting to written notice of the allegations, will be made available to all parties.
- All parties present will discuss the student's behavior of concern, and all parties present will agree on time-based/outcome-focused goals. Possible methods that could be recommended by the Ad Hoc Committee for the attainment of these goals could include, but are not limited to: a referral to the WSU Office of Community Standards and Student Conduct for a Health and Wellness Conference, self-monitored behavioral change, additional course work, or additional field experiences.
- The methods and goals discussed at the meeting will be written on the *Plan of Action Form*, and all pertinent parties will sign the document. In the event that the parties still cannot agree, the Department Chair will be the final decision maker of the Plan of Action.

- The student's Social Work advisor will monitor the plan of action and consult as needed with the Department Chair for two weeks following the meeting.
- All faculty will be informed at the next faculty meeting of the student concern and the Plan of Action.

### **3) Procedures for Recommended Dismissal after first student concern:**

Given the severity of the behavioral concern (i.e., incidences when criminal charges would be pressed or a social work license revoked), the Social Work Department may suggest immediate dismissal.

Students who disagree with the recommendation for dismissal can follow the appeal procedures described later.

### **Second Identification of Student Concerns**

Once the Plan of Action Outcomes/Goals are met and the student and faculty agree, students will be able to end the Plan of Action.

However, a student may be asked to develop her/his second and last Plan of Action under the following circumstances:

- 1) She/he is not meeting the Plan of Action 1 Outcomes/Goals within the stated timeline and she/he agrees to a second Plan of Action;
- 2) A second concern has been identified that warrants a Plan of Action and the student agrees to a second Plan of Action;
- 3) The student is not meeting the Plan of Action 1 and/or a second concern arises and the student does not agree there are concerns.
- 4) A second concern occurs that is severe and warrants a recommendation for dismissal from the major.

The same procedures described for the identification of the first student concerns apply here:

- 1) & 2) Students who agree there are concerns will develop a second Plan of Action with their faculty advisor.
- 3) If sufficient student progress is not made in the time that was set forth in the Plan of Action and the student denies there are concerns, the student will meet again with the Ad Hoc Committee to discuss consequences for not rectifying the concerns, including dismissal from the program.
- 4) Dismissal or voluntary withdrawal from the major will be discussed for severe concerns, such as participating in behaviors that would result in having their professional license revoked.

### **Student Appeal of Decision for Plan of Action or For Dismissal**

Students may withdraw from the major voluntarily based on not being able to resolve the areas of concern. If students disagree with the Plan of Action and/or the recommendation for dismissal, they may request an

appeal meeting with the Ad Hoc Committee. The student will be given 14 days from the date of receipt of the letter of written notification from the Chair to appeal a decision.

The student may bring witnesses in his/her own defense to that meeting. Students may not bring an attorney to represent them, and if they do so, the meeting will be cancelled and the student and attorney will be referred to the WSU counsel. The possibility of termination or extended probation for the student will be discussed at this time. The student is free to voluntarily resign from the program at any time.

**All meetings/decisions should contain humanist values, with the understanding that the University is to balance the well-being of the student as well as future clients.**

**All student concern actions will fully comply with state and federal anti-discrimination laws and regulations.**

Academic decisions or decisions of clinical insufficiency will be made in good faith by the members of the Ad Hoc Committee. The decision at this time may include recommendation for dismissal from the program. All decisions/proceedings will be documented, and all documentation will be signed by the student and members of the Ad Hoc Committee. This documentation will be presented as a suggested course of action to the Chair of Social Work. Upon receipt of the written recommendations from the Ad Hoc Committee, the Chair of Social Work will consult with all social work faculty and with the Assistant Dean for Academic Affairs in the College of Liberal Arts. The decision including recommendations will be determined by the Department Chair. A letter detailing the decision made by the Chair will be sent to the student, ideally within two weeks but up to thirty days of the Chair's receipt of the Committee's recommendations.

If the student disagrees with the appeal hearing decision, the student may proceed with the College of Liberal Arts academic mediation process ([http://www.wright.edu/cola/Academic\\_Mediation\\_Policy.pdf](http://www.wright.edu/cola/Academic_Mediation_Policy.pdf)). Students should begin their process and pay specific attention to Phase Four of the CoLA appeal protocol.

## IV. CURRICULUM

### **General Education Requirements**

The social work program builds on a strong liberal arts foundation before beginning the upper-level social work courses. Thus, most of your general education courses will be completed prior to beginning the major. Upon completing the general education courses, students should have, at minimum:

Upon completing the general education courses, students should have, at minimum:

1. Developed critical, analytical thinking abilities - to be able to separate facts from assumptions and values and then to put them together again in a logical fashion to develop causal explanations and support rational actions.
2. Developed beginning problem-solving skills - to be able to use knowledge (especially sociobehavioral knowledge) and their critical thinking abilities and apply them to any specific client-

problem situation in order to develop a rational, workable approach.

3. Developed communication skills, both verbal and written. Communication skills are the primary tools of our profession. We must speak accurately, clearly, and often times convincingly. We must also write in the same fashion. Use the University Writing Center!!
4. Developed an awareness of their values, how they differ from others' values, and how they guide interpersonal behavior. This awareness will help students make a positive, workable synthesis between their value system and that of the profession.

### **Other Required Courses**

COM 104 and PSY 341. In addition to your general education courses, you should complete COM 104 – Introduction to Human Communication and PSY 341 - Lifespan Developmental Psychology prior to beginning junior level social work courses. As suggested by their titles, these courses will help students with the aforementioned interpersonal communication skills and their knowledge of people's developmental tasks during their lives from infancy through old age.

Foreign Language and Research Methods. A College of Liberal Arts requirement is to take courses in a modern foreign language up to the 202 level, which often is five courses. You may choose to complete a six course sequence in American Sign Language in lieu of the traditional foreign language (Wright State University or Sinclair Community College). In addition, students must take research related courses including computer science, statistics, and philosophy.

#### **LANGUAGE:**

Students must demonstrate proficiency at the 202 level in a modern foreign language either by satisfactorily completing course work or by examination. (or by completing a six course sequence in American Sign Language).

Students who graduated from high school in 1986 or before (prior to the college preparatory curriculum policy requiring two units of foreign language), must demonstrate proficiency at the 103 level in a foreign language either by satisfactorily completing course work or by examination.

#### **RESEARCH METHODS:**

Students must demonstrate proficiency in research methods by completing three courses: one in computer science, one in statistics or quantitative methodology, and one in philosophy.

##### Computer Science

CS 205, 206, 141; MIS 100 or MUS 465 (CS 205 is generally preferred)

##### Statistics/Quantitative Methods

SW 291 (Descriptive Statistics) (meets CoLA Statistics requirement)

Logic

PHL 215, 223, 322, 323, 471 or 472 (PHL 472 is generally preferred)

Language refresher courses (numbered 200) will be added to accommodate students who have completed two years of high school language, but who are either not prepared or not confident to begin with the 201 level.

Required Social Work Courses

1. **SW 270 - Social Work as a Profession**  
Introduction to the profession: Historical development, value base, social systems perspective on social problems, and major fields of practice. Includes required knowledge, skills, and values; critical thinking; problem solving; self-awareness; and appreciation of racial, ethnic, and cultural pluralism.
2. **SW 271 - Social Welfare and Social Services**  
Study of social welfare and social services in society; introduction to generalist social work practice; continued career testing. Agency-based field project required. Prerequisite: SW 270.
3. **SW 272 – Cultural Competence in a Diverse World**  
The main objective of this course is to help students understand theories and skills that prepares them to become culturally competent members of their communities, which include their family, Wright State University, local/state/federal governments, non-Western governments, religious and secular organizations, workplaces, and international networks. Cultural competence is "the set of knowledge and skills that a person must develop in order to be effective with multicultural clients. The culturally competent person has the task of bringing together elements from his or her culture of origin and the dominant culture to accomplish bicultural integration and competency" (Lum, 1999, p. 3). "Clients" for this class will include actual and potential members of the communities in which the student participates, including persons from non-Western cultures.
4. **SW 291 – Descriptive Statistics**  
This course provides an introduction to the use of statistical methods in social science research with emphasis on descriptive statistics using statistics software and the application of descriptive analysis to social work research. Students are guided step-by-step through the process of data analysis using the Statistical Package for Social Sciences (SPSS). The student will receive instruction on (1) how to collect data (2) organize and analyze data, and (3) how to interpret and report the results of statistical analyses. Prerequisite: MTH 102 or DEV 095.
5. **SW 375 - Human Behavior in Social Functioning**  
Analysis of human behavior in assessment of social functioning as it relates to social work intervention. Includes ego psychology, social-systems theory, role theory, and learning theory. Prerequisite: SW 271.

6. **SW 380 - Basic Practice Theory**  
Foundation sequence of generalist social work practice theory. Problem assessment, data collecting, data analysis, intervention methods, and evaluation procedures. Prerequisite: SW 271.
7. **SW 470 - Social Welfare Policy**  
Development, status, and effectiveness of social welfare policies. Application of social work values and knowledge to current policies, programs, and services. Prerequisites: SW 375, SW 380, SW 490.
8. **SW 481 - Generalist Practice with Individuals**  
In-depth study of generalist social work practice theory for the enhancement of social functioning of individuals. Prerequisites: SW 375, SW 380, SW 490.
9. **SW 482 - Generalist Practice with Groups**  
In-depth study of generalist social work practice theory for the enhancement of social functioning of small groups. Prerequisites: SW 375, SW 380, SW 490.
10. **SW 483 - Generalist Practice with Families**  
In-depth study of generalist social work practice theory for the enhancement of family social functioning. Prerequisites: SW 375, SW 380, SW 490.
11. **SW 484 - Generalist Practice with Organizations, and Communities**  
In-depth study of generalist social work practice theory for the enhancement of social functioning in social welfare organizations and communities. Prerequisites: SW 375, SW 380, SW 490.
12. **SW 487, 488, 489 - Practicum in Social Work I, II, III**  
Application of theory to practice in agency settings. Individual supervised learning experiences and on-site seminars under the direction of instructor, faculty liaisons and agency staff. The final quarter is Writing Intensive. Co-requisite: For 487, SW 481. Prerequisites: For 487, SW 375, SW 380, SW 490. Prerequisites: For 488, SW487. Prerequisites: For 489, SW 488 or departmental permission.
13. **SW 490 - Research Methods in Social Work I**  
Sequential study of evaluative research design methodology. Development of criteria for the selection and intelligent use of research reports. Evaluation of selected research reports for relevance to social work practice. Prerequisite: SW 271.
14. **SW 491 - Research Methods in Social Work II**  
Sequential study of evaluative research design methodology. Development of criteria for the selection and intelligent use of research reports. Evaluation of selected research reports for relevance to social work practice. Emphasis on inferential statistics. Prerequisites: SW 291 and SW 490.

## SAMPLE CURRICULUM PLAN

(Showing Sequencing of Social Work Courses after Admission to the Major)

FALL	WINTER	SPRING	SUMMER
SW 291 SW 375 SW 490	SW 380 SW 491	SW 470	
FALL	WINTER	SPRING	SUMMER
SW 481 SW 487	SW 482 SW 483 SW 488	SW 484 SW 489	

**NOTE:** A student is only permitted to take 300 or 400 level required social work courses if they have been admitted to the major (335) or with written permission of the department (class admission slip). **SW 481** must be taken along with starting the concurrent, senior practicum (SW 487). And, while in the practicum, you must concurrently enroll in SW 482, 483, and 484.

**Note!!!** Many of the social work courses, not just the practicum, require community and/or agency-based experiential learning activity! Appropriate academic credit is, however, given for this learning.

**Policy -** **No Academic Credit for life experience and previous work experience.** The Department of Social Work does not provide academic credit for life experience and previous work experience, in whole or in part, in lieu of the field practicum or of courses in the professional foundation areas (social work values and ethics, diversity, promotion of social and economic justice, populations-at-risk, human behavior and the social environment, social welfare policy and services, social work practice, research and field practica).

### V. FIELD PRACTICUM POLICIES/PROVISIONS

**Field Supervisor Minimum Qualifications:** Senior practicum field supervisors must have at least a Bachelor's Degree in Social Work (BSW) from a CSWE accredited program and two years post-degree professional work experience. Those with a Master's Degree in Social Work (MSW) from a CSEW accredited program are not required to have a minimum number of years of work experience. Social work

licensure (i.e., LSW or LISW) is not required (unless the state requires it). Nonetheless social work licensure is not a substitute for the BSW or MSW. Exceptions may be granted with the instructor's and/or field coordinator's approval. In such cases, field supervisors must commit to reinforcing a social work perspective and the NASW Code of Ethics with training from the field coordinator and ongoing guidance from the faculty field liaison.

**Reasonable Accommodations:** If needed, students with physical, mental, and/or learning disabilities may ask the director of their field agency for specific and reasonable accommodations for their disabilities.

### **General Policies:**

**Hours:** Students enrolled in the concurrent practicum must complete 425 clock hours. For the three-quarter practicum, students must complete an average of 15 hours per week. For the two-quarter practicum, students must complete an average of 22 hours per week.

**Attendance:** Students are expected to be punctual and observe the regular agency working hours. When students are absent or tardy for reasons beyond their control (death in family, illness), they must call their field supervisor by 9:00 a.m. and give reason for absence or tardiness. Students should speak directly to the supervisor; a message should be left only if the supervisor is not accessible. Students are expected to make up missed time. This is to be structured in conjunction with the agency field supervisor.

**Holidays:** Students are expected to complete the 425 clock hours. Students can take agency holidays and university holidays. However, these holidays are to be negotiated at the beginning of each quarter. Assignments and responsibilities to clients should guide the decisions relative to holidays.

**Professional Meetings:** Students are encouraged to attend professional meetings. The field supervisor can determine the appropriateness of such a meeting and whether practicum hours can be used. The Social Work Program may also encourage students to attend certain professional meetings and will allow time to count for practicum hours. Such a decision will be made in conjunction with the field supervisor.

**Time Records:** Students are required to maintain written documentation of practicum hours completed. These hours will be maintained in the students' logs and should be maintained at the agency. The field supervisor is to document hours on the evaluations submitted at the end of each quarter.

**Withdrawal from SW 487, 488, 489:** Students have the right to drop the practicum within the University approved period. However, this decision must be discussed in detail with the Coordinator for Field Instruction and the field supervisor. Termination of the practicum may be initiated by the student, agency, or Coordinator for Field Instruction and must be done in a planned way to minimize damage to agency services and clients, the student, and the future working relationship between the agency and the Department of Social Work.

### Professional Liability Insurance:

Senior practicum students are required to purchase liability insurance through the group plan offered to the Department of Social Work at Wright State University. The non-refundable, annual premium is paid in full as a course fee when enrolling in SW 487.

### Placement Process for the Senior Practicum:

Students must meet the following requirements before they can formally apply for the senior practicum (SW 487):

1. Students must have a grade point average of 2.25 or better.
2. Students must have completed liberal arts courses that are pre-requisites for the 400 level social work courses.
3. Students must have completed all 200 and 300 level social work courses (SW 270, 271, 272, 375, 380) and SW 490.
4. Student must be able to concurrently enroll in SW 481 Generalist Practice with Individuals and SW 487 Practicum in Social Work. (Because SW 487 is listed as by permission of instructor only, all students registering for SW 487 must have the Coordinator for Field Instruction's signature on the pink registration form before submitting it to the registrar or have their names submitted by the Coordinator for Field Instruction to the registrar in order to register by WINGS EXPRESS.)

When the above requirements are met, students are able to start the official process. In order to enroll in the practicum (SW 487) for the Fall Quarter, students must apply during the preceding Winter Quarter. Students must **complete the application** form which is called the Student Profile (available online at the senior practicum Web site [www.wright.edu/~tmyadze](http://www.wright.edu/~tmyadze)). Once the Student Profile is completed, students then schedule a **screening interview** with the Coordinator for Field Instruction. The purpose of the screening interview is to determine the readiness of the student to enter practicum and the appropriate agency for the practicum site. Readiness of students for senior practicum is based on the student's completion of prerequisites, expressed readiness, and input from the social work faculty. If it is felt that the student is not ready to do a field practicum, the Coordinator for Field Instruction reserves the right to not accept the student for practicum at that time.

The actual placement site is a negotiable matter between student, the Coordinator for Field Instruction, and the desired agency, based on the student's interest and practice goals, and the availability of an appropriate agency to meet these goals.

The identified agency for desired placement will have the final decision to accept the student for placement, based on an interview between the student and the designated supervisor and/or agency designee (Appendix B). The student also has the right to accept or reject the agency for placement (Appendix C).

The Coordinator for Field Instruction will finalize the agreed upon placement in written form, clearly delineating the starting and ending dates of the practicum experience.

## **VI. SENIOR PRACTICUM: SW 487,488,489-Practicum in Social Work I, II, III**

### **Course Description**

The Social Work Practicum is an integral part of the undergraduate social work curriculum. It bridges the gap between classroom education and practice by providing students with the opportunity to continue their knowledge building and professional development in a practice learning environment under the supervision of qualified social work practitioners that function as Field Supervisors. Through the practicum experience, the student is provided the opportunity to engage in generalist social work practice, and thus to observe, participate and intervene with individuals, families, groups, organizations and communities on behalf of the defined client systems.

### **Purpose**

Specifically, practicum allows students direct contact with individuals of differing racial, ethnic, age and gender groups who are in need of social services in order to learn how to provide these services adequately, and to be sensitized to the practice issues germane to these groups.

In addition to specific learning experiences assigned and coordinated by the field supervisor, students may also participate in group and individual supervision, board and staff meetings, in-service or related training, and other experiences in the broader practice community. Moreover, practicum seminars are conducted on campus for all students during the duration of their practicum experience.

### **Field Outcomes**

There are nine outcomes that guide the practicum. These nine outcomes are tailored for each quarter and allow both the field supervisor and the student to monitor the learning experiences.

## SENIOR PRACTICUM OUTCOMES

<b>SW 487, 1<sup>ST</sup> Quarter</b>	<b>SW 488, 2<sup>ND</sup> Quarter</b>	<b>SW 489, 3<sup>RD</sup> Quarter</b>
1. To understand the organizational purpose, mission, goals, and structure of an agency. Tasks: Logs, field assignments.	To utilize knowledge of organization's structures and service delivery systems on behalf of the client population. Tasks: Logs, field assignments.	To assess organization's structures and service delivery systems and contribute to organizational change. Tasks: Integrative paper (plus 2 <sup>nd</sup> and 3 <sup>rd</sup> quarters' outcomes 1), field assignments (macro projects).
2. To use theoretical frameworks supported by empirical evidence to explain individual development and behavior across the life span. Tasks: Logs, field assignments, class presentations / discussions.	To use theoretical frameworks to explain interactions between individuals, families, and groups. Tasks: Logs, field assignments, class presentations / discussions.	To use theoretical frameworks to explain interactions between individuals, organizations, and communities. Tasks: Integrative paper (plus 2 <sup>nd</sup> and 3 <sup>rd</sup> quarters' outcomes 2), field assignments.
3. To identify and assess situations with individuals using generalist practice knowledge. Tasks: Logs, field assignments, class presentations / discussions.	To identify and assess situations with families and groups using generalist practice knowledge. Tasks: Logs, field assignments, class presentations / discussions.	To identify and assess situations on the community level using generalist practice knowledge. Tasks: Integrative paper (plus 2 <sup>nd</sup> and 3 <sup>rd</sup> quarters outcomes 3), field assignments.
4. To develop intervention plans that meet client's (individuals) needs while maintaining the Code of Ethics for social work practice. Tasks: Logs, field assignments, ethics quiz, class presentations / discussions.	To develop intervention plans that meet clients' needs (family and groups) while maintaining the Code of Ethics for social work practice. Tasks: Logs, field assignments, ethics quiz, values and dilemmas mini-paper, class presentation / discussions.	To develop intervention plans that meet clients' needs (community and/or organizational) while maintaining the Code of Ethics for social work practice. Tasks: Integrative paper (plus 2 <sup>nd</sup> and 3 <sup>rd</sup> quarters' outcomes 4), field assignments.
5. To understand published research and its applicability to the practicum agency and its service delivery system. Tasks: Logs, field assignments.	To understand published research and apply research findings to practice. Tasks: Logs, field assignments.	To evaluate one's own practice interventions (applying knowledge from research classes). Tasks: Integrative paper (plus 2 <sup>nd</sup> and 3 <sup>rd</sup> quarters' outcomes 5), field assignments (research project).
6. To develop an understanding of, and sensitivity to, culturally diverse groups (relating to staff and individual clients). Tasks: Logs, field assignments.	To develop an understanding of how social systems impact groups most at risk (e.g., women, low income, persons of color). Tasks: Logs, field assignments.	To apply strategies of empowerment, advocacy, and social change to advance social and economic justice. Tasks: Integrative paper (plus 2 <sup>nd</sup> and 3 <sup>rd</sup> quarters outcomes 6), field assignments.
7. To use supervision to enhance learning. Tasks: Logs, field assignments.	To use supervision and consultation to enhance learning. Tasks: Logs, field assignments.	To be able to utilize less supervision and more professional judgment. Tasks: Integrative paper (plus 2 <sup>nd</sup> and 3 <sup>rd</sup> quarters' outcomes 7), field assignments.
8. To write grammatically correct documents (mention supervisor's appraisal). Tasks: Logs, field assignments.	To write documentation according to the requirements and guidelines of the agency (mention supervisor's appraisal). Tasks: Logs, field assignments.	To write clearly and be able to distinguish between objective information and subjective judgment. Tasks: Integrative paper (plus 2 <sup>nd</sup> and 3 <sup>rd</sup> quarters outcomes 8), field assignments.
9. To speak clearly, concisely, and with conviction (mention supervisor's appraisal). Tasks: Logs, field assignments, class presentations (also applies to 2 <sup>nd</sup> and 3 <sup>rd</sup> quarters' presentations).	To use communication skills differentially across client populations, colleagues, and communities. Tasks: Logs, field assignments.	To apply critical thinking skills within the context of professional social work practice (focus on critical practice issues). Tasks: Integrative paper (plus 2 <sup>nd</sup> and 3 <sup>rd</sup> quarters' outcomes 9), field assignments.

## **Practicum Options**

Students are able to select from two options. Ideally the option selected relates to the educational needs and the psychosocial maturity level of the student.

### A. Three-Quarter Concurrent Practicum

The three-quarter concurrent practicum is taken concurrently with social work methods or practice courses. The three-quarter practicum is the preferred option for the social work program. Students must complete 425 clock hours, which averages out to a minimum of fifteen (15) hours per week. The clock hours are completed in three quarters (4, 4, and 4 credit hours) for a total of twelve (12) credit hours.

### B. Two-Quarter Concurrent Practicum

The two-quarter concurrent practicum is taken concurrently with social work methods or practice courses. Students must complete 425 clock hours, which averages out to a minimum of twenty-two (22) hours per week. The clock hours are completed in two quarters (6 and 6 credit hours) for a total of twelve (12) credit hours.

Students must petition the department to enroll in the two-quarter practicum. The following factors are considered: maturity of the student, social work experiences (volunteer and work), the service learning opportunities of the practicum setting being requested, and academic abilities of the student.

## **Responsibilities and Functions of the Department of Social Work and the Agency**

**The University Partnership Program Campus Coordinator (UPPCC) has the following responsibilities:**

- A. To screen students making application for the University Partnership Program and practicum.
- B. To provide students with information about placement opportunities with county public child welfare agencies.
- C. To provide public child welfare agencies with information about particular students.
- D. To match students with public child welfare agencies keeping the interests and needs of both in mind.
- E. To maintain ongoing contact with students and public child welfare agencies during placement and arbitrate issues that may arise where either agency or student is experiencing difficulty, and to make and carry out decisions to remove students when necessary.
- F. To plan and conduct the seminar in which students participate during practicum at specified intervals.
- G. To keep students and field supervisors aware of all dates and related expectations that effect

- practicum. This includes dates, times, and location of seminars, dates evaluations are due, etc.
- H. To assign grades based on final evaluations, logs, participation in seminars, and/or other clearly specified criteria.
  - I. To provide assistance as deemed appropriate, to the faculty-field liaison, field supervisor, agency, and/or student upon request.
  - J. To identify and evaluate public child welfare agencies as potential practicum settings for students.
  - K. To plan and implement orientation and a quarterly seminar for field supervisors.
  - L. To carry out other duties as identified as being related to practicum.
  - M. To read and evaluate student's logs.
  - N. To assess student's performance/process during quarterly visits to agency, including the assessment of at least one observation of a student activity in the agency.
  - O. To maintain ongoing contact with UPP students and agencies and arbitrate issues that may arise between them.
  - P. To keep the chair of the social work department apprised of any major problems.
  - Q. To notify the chair of the social work department whenever arbitration necessitates intervention.
  - R. To read and evaluate the Student's Draft and Final Integrative paper.
  - S. To meet individually with each UPP student quarterly to assess progress.
  - T. To prepare and submit to Research and Sponsored Programs quarterly student financial aid information.
  - U. To plan and chair quarterly the UPP Advisory Council meeting.
  - V. To meet quarterly with the UPP state coordinator.
  - W. To prepare certification letters for students, agencies, and the Regional Training Center.
  - X. To attend state-wide meetings connected to the UPP, such as the evaluation and junior curriculum committees.
  - Y. Meet at least quarterly with the instructors of the child welfare courses.
  - Z. Assist students in obtaining employment with a county child welfare agency.

**The Agency has the following responsibilities:**

- A. To provide learning experiences that adhere to the Social Work Program's purpose and outcomes.
- B. To provide the supervisory/instructional personnel to ensure quality learning experiences for students, that is, to select a person with the MSW or BSW from a CSWE accredited social work program and a minimum of two years of supervisory experience for BSW level supervisors. (Exceptions must be arranged with the Coordinator for Field Instruction.)
- C. To provide travel reimbursement for student expenses incurred while performing agency business or to explore the feasibility of reimbursement if such a policy does not exist.
- D. To provide opportunities to work with members of different ethnic groups.
- E. To provide adequate space and supplies for students.
- F. To prepare the agency personnel for the arrival of student(s).
- G. To participate in the selection of student(s) assigned to agency, including interviewing student(s) prior to placement and submitting forms indicating acceptance or non-acceptance.
- H. To provide learning experiences that insure students direct involvement with clients in a manner consistent with Practicum course outcomes, professional social work practice, and the NASW Code of Ethics.
- I. To provide learning experiences that expose students to the total operation of the agency.

**The Field Supervisor (Field Instructor) has the following responsibilities:**

- A. To assist students with developing the learning/contract activities of the students that ensure achievement of the nine field outcomes.
- B. To meet with students for at least an hour each week for an instructional conference, and at other times as needed.
- C. To complete the mid-point and end of the quarter evaluations.
- D. To serve as a professional role model for the students.
- E. To attend orientation and special meetings convened for field supervisors.

**Students have the following responsibilities:**

- A. To be present at the agency during the times arranged for the practicum. If, for any reason, the student is unable to adhere to the designated dates and/or times, the student is to immediately notify their field supervisor and the UPP Campus Coordinator.
- B. To make and comply with arrangements made to cover any missed time.

- C. To spend a minimum of 425 clock hours in the practicum agency.
- D. To conduct themselves in a responsible and professional manner at all times while carrying out the assigned duties of the agency. This includes promptness, neatness in personal appearance, and working cooperatively with other staff members.
- E. To comply with the NASW Code of Ethics and to conform to the agency rules to protect client rights, particularly with regard to confidentiality of case material and other information the student may have access to because of the practicum assignment.
- F. To work within the framework of the agency established by its policies and procedures.
- G. To attend each scheduled practicum seminar which occur each week during each quarter of practicum.
- H. To attend and receive a grade of “C” or higher in the two child welfare courses required of all UPP students.
- I. To attend at least one day of UPP workshops at the annual Public Children Services Association of Ohio.
- J. To actively participate in case assignments (individual, family and group work), conferences, and all other activities deemed appropriate by the agency.
- K. To be part of the learning experience, doing each assignment to the best of his/her ability.
- L. To keep a log of the actual hours in practicum and be able to document that the total hours required have actually been fulfilled.
- M. To keep the UPP Campus Coordinator aware of any problems he/she is concerned about and/or is unable to resolve in cooperation with the field supervisor.
- N. To not make initial contacts with agencies regarding practicum placement possibilities, without the specific permission of the UPP Campus Coordinator.
- O. To complete all expectations, contractual agreements, and assignments that are defined as part of the practicum experience.
- P. To meet all the obligations the student has to the University, agency, and clients.

### **Grievance Procedures**

The grievance procedures are developed for use by students, faculty, agency based field supervisors, and clientele. The grievance procedures are designed to deal with discrepancies that may emerge during the field practicum experience. A step-by-step procedure is outlined and must be followed in order and timetable outlined.

Step 1. Whenever there is a discrepancy, the two parties involved should take every precaution to try to resolve the matter. If the matter cannot be resolved, then the matter should be brought to the attention of the agency based field supervisor. If the matter cannot be resolved at this level, the grieving person must inform the other party of his/her intention to proceed to Step 2. This should be communicated in writing with a copy being forwarded to the UPP Campus Coordinator within five working days following the meeting between the student and agency based field supervisor.

Discrepancies between clientele and students will be resolved and handled in Step 1 only. If additional action is required, the procedures of the agency will be followed. The agency based field supervisor will inform and keep the UPP Campus Coordinator apprised of all developments.

Step 2. The student, field supervisor, and UPP Campus Coordinator will meet to resolve the matter. If satisfactory resolution is not obtained, then the grieving parties may initiate action within five working days following the meeting by written communication to the Chair of the Department.

Step 3. The Chair of the Department of Social Work will meet with parties to try to satisfactorily resolve the matter. If a satisfactory agreement cannot be reached, the parties will move to the final step.

Step 4. The final step will involve meeting with a panel of three. Each party in conflict will select a representative from a developed list to hear grievance. This panel of three (Department Chair and two selected representatives) will make a final decision to which parties must agree.

### **Evaluation Process for the Student in Senior Practicum**

The evaluation of the student in practicum is a joint assessment of the field supervisor and UPP Campus Coordinator.

Both the student and the agency field supervisor have an integral part in the evaluation. Each has a particular level of responsibility in making it an educational part of the practicum. Communication between the agency field supervisor and the student should be such that both are aware of the level of performance of the student at any given point in time. Ongoing and regularly scheduled conferences between student and supervisor are necessary in order for this to be achieved.

Students are evaluated twice during the first quarter, and thereafter once at the end of each quarter. For the first quarter practicum experience, students will receive a midpoint evaluation at five weeks and an end of the quarter evaluation.

The due date for each specific evaluation will be communicated to students and supervisors. (See Appendix D for Midpoint Evaluation which is completed during the first quarter practicum only.)

A contract/evaluation tool must be developed each quarter based on the appropriate nine outcomes. (Sample contracts for each quarter are in Appendix E).

In addition to participating in the evaluation, each student is required to review and sign the evaluation before it is submitted. The student's signature does not denote agreement about its content but rather that the student has had an opportunity to read and discuss the evaluation with the supervisor. Students may submit a written addendum to the evaluation if there are disagreements with respect to the ratings and comments. The addendum must be reviewed and signed by the supervisor.

Evaluations are considered the property of the Department of Social Work. However, students may make a written request that a copy be given to them or sent to an employer or a graduate school.

### **Grading Process**

Each student will receive a letter grade (A, B, C, D, or F) each quarter.

The UPP Campus Coordinator is responsible for determining the final grade of each student in practicum, during any given quarter. The final grade is based upon the following factors:

- 1) Practicum evaluation completed by field supervisor.
- 2) Well-documented logs submitted at specified intervals, to the UPP Campus Coordinator.
- 3) Attendance and participation at scheduled practicum seminars.
- 4) Completion of a major paper during the final quarter --contents to be delineated by the UPP Campus Coordinator.
- 5) Completion of additional practicum assignments each quarter.

### **PLEASE NOTE:**

**SW 487, 488 and 489 assignments are described in detail in the course syllabus.**

## **VII. Code of Ethics of the National Association of Social Workers**

Approved by the 1996 NASW Delegate Assembly and revised by the 1999 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.

\*For information on NASW adjudication procedures, see *NASW Procedures for the Adjudication of Grievances*.

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

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

# VIII.

# APPENDICES







12. Do you have transportation?

Yes	
-----	--

No	
----	--

13. What type of practicum do you desire?

3-quarter	
-----------	--

2-quarter	
-----------	--

(Note: Must petition department for a 2-quarter practicum)

14. What days of the week and times will you be available for placement (M W F are the normally scheduled days)?

Please sign and date below to indicate that you consent to our releasing the above information to prospective agencies and that you understand that some agencies may require additional information such as health screenings, criminal background checks, and drug screens.

Signature	
Date	

**Note:** Students needing an accommodation for a disability should direct their requests to the agency director after they have been accepted for the practicum. Please contact WSU's Office of Disability Services for information on transportation and other resources.

**NOTE:** Please keep Questions 15, 16, and 17, which are on the next page, separate from the other questions since this information is used for screening purposes and does not go to the agency.

**NOTE: These Questions & Responses are not sent to the prospective agencies.**

15. What are your career goals?
16. Do you have any physical, learning, or mental condition that should be considered in planning a field placement? If so, please indicate your limitations and needs as a result of this condition.
17. Considering your responses to the previous questions and your current situation and desires, what kind of setting would you want for your practicum placement? **List at least three** types of agencies, populations and/or fields of practice **in rank order** with the first being the most desired (refer to the senior practicum Web site and/or the United Way Social Services Directory available in the Social Work Office).

1.	
2.	
3.	
4.	

Name	
Date	

## APPENDIX B

Date

Agency Supervisor  
Agency  
Address  
City, State Zip

Re: Practicum Student \_\_\_\_\_  
Fall, Winter, and Spring Quarter Practicum  
September - June

Dear Mr./Ms. \_\_\_\_\_:

The above named student is interested in your agency as the practicum site to fulfill the Social Work Program requirements for graduation. The agency practicum is the required portion of the curriculum that affords each student an opportunity to integrate classroom theory with actual social work practice. The student must complete 425 clock hours at the practicum site.

The attached Student Profile Form(s) provides basic information pertaining to the student(s) expressing interest in your agency. The above named student will call and schedule an appointment with you. After your interview with the student, please return the enclosed Student Acceptance Form, and indicate your acceptance or non-acceptance of the student.

If you require additional information, please call me at (937) 775-2754 or 775-2751.

Thank you for your support and cooperation.

Sincerely,

Jo Ellen Layne, LISW-S, ACSW  
UPP Campus Coordinator

Enclosures

UNDERGRADUATE PROGRAM IN SOCIAL WORK  
STUDENT ACCEPTANCE FORM

Agency \_\_\_\_\_

Contact Person \_\_\_\_\_

I accept the following student(s) for field practicum commencing the:

Fall Qtr.       Winter Qtr.      Year \_\_\_\_\_

Name(s) of Student(s)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

I cannot accept the following student(s) for field practicum:

Fall Qtr.       Winter Qtr.

Name(s) of Student(s)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

Send to:

Jo Ellen Layne, LISW-S, ACSW  
UPP Campus Coordinator  
Department of Social Work  
Wright State University  
270 Millett Hall  
3640 Colonel Glenn Highway  
Dayton, OH 45435-0001  
(937) 775-2751

# APPENDIX C

DATE:

TO: Student

FROM: Jo Ellen Layne, LISW-S, ACSW, UPP Campus Coordinator

RE: Practicum Site for Fall, Winter and Spring Quarters  
Dates:

Below is the proposed site for your Senior Practicum (SW 487, 488, 489):

Contact Name:  
Agency Name:  
Address:  
City State Zip  
Phone Number

Please schedule an interview with the agency representative. After the interview, **please complete the portion below and mail your response to the Coordinator for Field Instruction.**

Enclosure

**Please return this portion (after the interview).**

Student Name: \_\_\_\_\_

Yes  I am interested in (agency name) \_\_\_\_\_  
\_\_\_\_\_ for my practicum.

No  I am not interested in (agency name) \_\_\_\_\_  
\_\_\_\_\_ for my practicum.

**APPENDIX D**  
WRIGHT STATE UNIVERSITY  
Department of Social Work

MID-POINT EVALUATION FORM  
(Completed During the 1st Quarter)

Social Work 487 - Practicum in Social Work  
Instructor/UPP Campus Coordinator: Jo Ellen Layne, LISW-S, ACSW

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

Name of Student: \_\_\_\_\_

Name of Supervisor: \_\_\_\_\_

Name of Agency: \_\_\_\_\_

(Address) \_\_\_\_\_

Phone: \_\_\_\_\_

Evaluation Period -  
Hours Completed: \_\_\_\_\_

Directions: A meaningful performance evaluation must give an accurate assessment of the student's performance in carrying out assignments. As well as their ability to receive and actualize instructions for completing assignments.

Please use the following scale to evaluate each area: You may include fractions (e.g., "3.5") if they provide a more precise indication of the student's performance.

- |                     |   |
|---------------------|---|
| 4 = Excellent       | Performance is consistently above what is generally expected. |
| 3 = Above Average   | Performance is above what is generally expected.              |
| 2 = Average         | Performance is at the expected level.                         |
| 1 = Below Average   | Performance is frequently below expected level.               |
| 0 = Poor            | Unable to perform.  |
| NA = Not Applicable | No opportunity to perform this in practicum.                  |



# **APPENDIX E**

# **UPP SAMPLE**

**WSU Student Field Practicum  
Contract/Evaluation - 1st Quarter**

## UPP

**WSU Department of Social Work**  
Field Practicum  
**Contract/Evaluation Period: 1st Quarter**

Name of Student: \_\_\_\_\_

Name of Supervisor: \_\_\_\_\_

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

Address: \_\_\_\_\_

Phone: \_\_\_\_\_

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

Hours Completed: \_\_\_\_\_

Directions: A meaningful performance evaluation must give an accurate description of the student's performance in carrying out assignments. Nine field outcomes guide the expected learning experiences. Please rate the student on the nine outcomes based on the activities and performance criteria outlined in the Student Field Practicum Contract.

Please use the following scale to indicate your estimation of the student's level of current functioning. You may include fractions (e.g., 3.5) if they provide a more precise indication of the student's performance. This evaluation accounts for 35% of the student's overall grade in the course.

- |                     |  |
|---------------------|--|
| 4 = Excellent       | Performance is consistently above what is expected |
| 3 = Above Average   | Performance is above what is generally expected.   |
| 2 = Average         | Performance is at the expected level.              |
| 1 = Below Average   | Performance is frequently below expected level.    |
| 0 = Poor            | Unable to perform.                                 |
| NA = Not Applicable | No opportunity to perform this in practicum.       |

**Conclude with a statement summarizing strengths and areas for attention or further development.**

**OUTCOME #1**

To understand the organizational purpose, mission, goals, and structure of an agency.

**STUDENT ACTIVITIES/TASKS**

- Attend New Employee Orientation.
- Tour and learn about various programs and services of the agency.

**OUTCOME MEASURES:** Student will be able:

**RATING**

- \_\_\_ To demonstrate accurate knowledge of the resources available to clients by identifying agency resources.
- \_\_\_ To demonstrate accurate knowledge of the resources available to clients by making appropriate referrals within the agency.

COMMENTS: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**OUTCOME #2**

To use theoretical frameworks supported by empirical evidence to explain individual development and behavior across the life span.

**STUDENT ACTIVITIES/TASKS**

- To learn about Family Group Decision Making
- To incorporate life span theory into practicum, select at least one theoretical framework (from class and readings) and discuss with supervisor how it may explain the development and behavior of individual clients at different locations along the lifespan.

**OUTCOME MEASURES:** Student will be able:

**RATING**

- \_\_\_ To verbalize and demonstrate basic principles of the Family Group Decision Making service delivery model.
- \_\_\_ Demonstrate the integration of theory and practical application using generalist knowledge.

COMMENTS: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**OUTCOME #3**

To identify and assess situations with individuals using generalist practice knowledge.

**STUDENT ACTIVITIES/TASKS**

- Complete the computer-based training modules: Overview of the Work Flow and Intake.

Sample - 1st Quarter Page 3

- Review required paperwork/forms with Unit member and/or supervisor.
- Shadow Intake Referral Specialist, Intake Worker, and Assessment Worker and develop client assessment.

**OUTCOME MEASURES:** Student will be able:

RATING

\_\_\_ To describe and perform the process of investigation/assessment of referral of child abuse, neglect or dependency.

COMMENTS: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**OUTCOME #4**

To develop intervention plans that meet clients' (individuals) needs while maintaining the Code of Ethics for social work practice.

**STUDENT ACTIVITIES/TASKS**

- Observe and discuss services being provided to clients.
- Interview clients (individuals, families and children).
- Develop intervention plans for families.

**OUTCOME MEASURES:** Student will be able:

RATING

\_\_\_ To demonstrate interviewing skills with individuals and families.  
\_\_\_ To demonstrate skills in planning appropriate services/activities in assigned cases.

COMMENTS: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**OUTCOME #5**

To understand published research and its applicability to the practicum agency and its service delivery systems.

**STUDENT ACTIVITIES/TASKS:**

- To meet with Quality Assurance Manager to discuss CPOE, AFCARs, and PIPs and apply knowledge from research journal/article.
- Explore examples of data collected for the above monitoring reports.

**OUTCOME MEASURES:** Student will be able:

RATING

\_\_\_ To verbalize an understanding and apply knowledge of the use of data in determining the quality of services provided.

Sample - 1st Quarter Page 4

COMMENTS: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**OUTCOME #6**

To develop an understanding of, and sensitivity to, culturally diverse groups (relating to staff and individual clients).

**STUDENT ACTIVITIES/TASKS:**

- Read the agency diversity study on the disproportionate number of African American children in care.

**OUTCOME MEASURES:** Student will be able:

**RATING**

- \_\_\_ To discuss with supervisor issues of diversity (obvious and not so obvious) addressed in the study.
- \_\_\_ To make recommendations as to next steps agency should take.

COMMENTS: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**OUTCOME #7**

To use supervision to enhance learning.

**STUDENT ACTIVITIES/TASKS:**

- To meet weekly with supervisor.
- To be prepared to discuss coursework and its application to the job.

**OUTCOME MEASURES:** Student will be able:

**RATING**

- \_\_\_ To integrate knowledge learned in class with the field placement/practice and observations.

COMMENTS: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**OUTCOME #8**

To write grammatically correct documents (mention supervisor's appraisal).

**STUDENT ACTIVITIES/TASKS:**

- To review 4 case records (as selected by the supervisor) to explore:
  - Organization of record.

SAMPLE - 1st Quarter Page 5

- Flow of information. Did the narrative case dictation make sense and did you find the supporting documentation/follow-up reports when necessary?
- Worker writing styles.

**OUTCOME MEASURES:** Student will be able:

RATING

\_\_\_ To document aspects of the job in a way that is structurally and grammatically correct.

COMMENTS: \_\_\_\_\_

\_\_\_\_\_

**OUTCOME #9**

To speak clearly, concisely and with conviction (mention supervisor's appraisal).

**STUDENT ACTIVITIES/TASKS:**

- Student to present an overview of a topic or resource (as determined in discussion with supervisor) in a Unit or Department Meeting.

**OUTCOME MEASURES:** Student will be able:

RATING

\_\_\_ To have an opportunity to make a brief presentation on a social work related topic in front of their peers.

COMMENTS: \_\_\_\_\_

\_\_\_\_\_

**Overall summary statement of student's strengths and areas for further development.**

\_\_\_\_\_

\_\_\_\_\_

**Overall Rating** \_\_\_\_\_

**Signatures Upon Completion of Contract**

**Signatures Upon Completion of Evaluation**

\_\_\_\_\_  
Student Date

\_\_\_\_\_  
Student Date

\_\_\_\_\_  
Supervisor Date

\_\_\_\_\_  
Supervisor Date

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

**UPP  
SAMPLE**

**WSU Student Field Practicum  
Contract/Evaluation - 2nd Quarter**

**UPP**  
**CWWPEP**  
**WSU Department of Social Work**  
Field Practicum  
**Contract/Evaluation Period: 2nd Quarter**

Name of Student: \_\_\_\_\_

Name of Supervisor: \_\_\_\_\_

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

Address: \_\_\_\_\_

Phone: \_\_\_\_\_

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

Hours Completed: \_\_\_\_\_

Directions: A meaningful performance evaluation must give an accurate description of the student's performance in carrying out assignments. Nine field outcomes guide the expected learning experiences. Please rate the student on the nine outcomes based on the activities and performance criteria outlined in the Student Field Practicum Contract.

Please use the following scale to indicate your estimation of the student's level of current functioning. You may include fractions (e.g., 3.5) if they provide a more precise indication of the student's performance. This evaluation accounts for 35% of the student's overall grade in the course.

4 = Excellent                      Performance is consistently above what is expected

3 = Above Average                Performance is above what is generally expected.

2 = Average                        Performance is at the expected level.

1 = Below Average                Performance is frequently below expected level.

0 = Poor                              Unable to perform.

NA = Not Applicable            No opportunity to perform this in practicum.

**Conclude with a statement summarizing strengths and areas for attention or further development.**

Sample - 2nd Quarter Page 2

**OUTCOME #1**

To utilize knowledge of organization’s structures and service delivery systems on behalf of the client population.

**STUDENT ACTIVITIES/TASKS**

- Continue to read agency manuals.
- Contact community resource son behalf of clients.
- Spend a day with each unit: Placement, Adoption, In-home, to understand “hands-on” their purpose/role in the agency.
- Apply broader agency structure/procedures to specific case.

**OUTCOME MEASURES:** Student will be able:

**RATING**

- \_\_\_ To discuss treatment options with clients and staff.
- \_\_\_ To refer clients to appropriate treatment program when indicated.

COMMENTS: \_\_\_\_\_  
\_\_\_\_\_

**OUTCOME #2**

To use theoretical frameworks to explain interactions between individuals, families, and groups.

**STUDENT ACTIVITIES/TASKS**

- Research the theoretical framework based on the “learning theory.”
- Use the framework to describe intergenerational abuse or neglect.
- Identify and describe a case in which the framework applies.

**OUTCOME MEASURES:** Student will be able:

**RATING**

- \_\_\_ To demonstrate an understanding of how theories may help to explain interactions between individuals, families, and groups.

COMMENTS: \_\_\_\_\_  
\_\_\_\_\_

**OUTCOME #3**

To identify and assess situations with families and groups using generalist practice knowledge.

**STUDENT ACTIVITIES/TASKS**

- Review and identify the main ideas of the generalist practice and method.
- Identify and apply one of the generalist method steps with a family or group.
- Complete Safety Plan and Risk Assessment with clients.
- Interact with and provide support to families as needed.

**Sample - 2nd Quarter Page 3**

**OUTCOME MEASURES:** Student will be able:

RATING

\_\_\_ To gather relevant and necessary information to complete assessments (family/group) based on generalist practice knowledge.

\_\_\_ To formally record and document the findings of a safety plan using a standardized case recording or safety plan, risk assessment, and case plan instrument.

COMMENTS: \_\_\_\_\_

\_\_\_\_\_

**OUTCOME #4**

To develop intervention plans that meet clients' needs (family and groups) while maintaining the Code of Ethics for social work practice.

**STUDENT ACTIVITIES/TASKS**

- Review the Code of Ethics.
- Work with case workers in creating case plans and safety plans with a family that is abusing or neglecting the child.
- Develop and document plans in progress notes that follow agency policy for service to clients.
- Assist the client in designing plans that meet client needs/goals.

**OUTCOME MEASURES:** Student will be able:

RATING

\_\_\_ To develop plan based on assessment of needs that include specific goals and objectives and to evaluate progress toward goals.

\_\_\_ To conduct effective individual and family sessions that support client and offer help in meeting goals and objectives.

COMMENTS: \_\_\_\_\_

\_\_\_\_\_

**OUTCOME #5**

To understand published research and apply research findings to practice.

**STUDENT ACTIVITIES/TASKS:**

- Find a published research article about child welfare.
- Discuss the findings of the article with supervisor and how the findings relate to child welfare practices.

**OUTCOME MEASURES:** Student will be able:

RATING

**Sample - 2nd Quarter Page 4**

- \_\_\_ To demonstrate knowledge of subject matter.
- \_\_\_ To discuss issues unique to the agency's population.
- \_\_\_ To relate the needs and behaviors of the population served by the agency to their life-span development.
- \_\_\_ To take service delivery data, evaluate it, and interpret it for application to direct practice.

COMMENTS: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**OUTCOME #6**

To develop an understanding of how social systems impact groups most at risk (e.g. women, low income, persons of color).

**STUDENT ACTIVITIES/TASKS:**

- Identify a client population that is considered to be at risk (for examples in child welfare, single mothers, older persons, or children.)
- Identify social systems that impact the population and might put the population further at risk.
- Meet with a community resource servicing an at-risk group/population.

**OUTCOME MEASURES:** Student will be able:

**RATING**

- \_\_\_ To demonstrate an understanding of individual diversity and its impact on family dynamics and treatment issue.
- \_\_\_ To understand how one's use of self can impact their work with groups most at risk.

COMMENTS: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**OUTCOME #7**

To use supervision and consultation to enhance learning.

**STUDENT ACTIVITIES/TASKS:**

- Continue to meet with supervisor for one hour a week for consultation.
- Ask for feedback of individual performance after interacting with clients.
- Consult with each case worker following observations and ask at least one question for further clarification.
- Students to ask clarifying questions of supervisor.

**OUTCOME MEASURES:** Student will be able:

**RATING**

- \_\_\_ To share observation and insights regarding clients.

**Sample - 2nd Quarter Page 5**

- \_\_\_ To ask questions to enhance learning.
- \_\_\_ To accept and learn from supervisor's feedback.
- \_\_\_ To accept and learn from at least one consultant (knowledgeable person).
- \_\_\_ To begin to conceptualize continued learning as part of the job.

COMMENTS: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**OUTCOME #8**

To write documentation according to the requirements and guidelines of the agency (mention supervisor's appraisal).

**STUDENT ACTIVITIES/TASKS:**

- Review types of documentation.
- Review accepted documentation at agency.
- Practice writing documents with own clients.
- Ask for supervisor feedback.
- Complete all required paperwork on assigned caseload within established timeframes.

**OUTCOME MEASURES:** Student will be able:

**RATING**

- \_\_\_ To complete agency documentation in accordance with agency procedure as well as state and federal mandates.
- \_\_\_ To have appropriate written communication skills.

COMMENTS: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**OUTCOME #9**

To use communication skills differentially across client populations, colleagues, and communities.

**STUDENT ACTIVITIES/TASKS:**

- Read book about effective communication, especially communicating with children and confrontation (towards abusive caregivers).
- Use skills with clients (including children and adults), colleagues, and community members (such as law enforcement and educational settings).
- Determine student style and explore characteristics of style.
- Explore communication skills/styles used by unit colleagues and clients, thus applying information learned to client populations, colleagues, supervisor, etc.



**UPP  
SAMPLE**

**WSU Student Field Practicum  
Contract/Evaluation - 3rd Quarter**

**UPP  
CWWPEP  
WSU Department of Social Work  
Field Practicum  
Contract/Evaluation Period: 3rd Quarter**

Name of Student: \_\_\_\_\_

Name of Supervisor: \_\_\_\_\_

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

Address: \_\_\_\_\_

Phone: \_\_\_\_\_

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

Hours Completed: \_\_\_\_\_

Directions: A meaningful performance evaluation must give an accurate description of the student's performance in carrying out assignments. Nine field outcomes guide the expected learning experiences. Please rate the student on the nine outcomes based on the activities and performance criteria outlined in the Student Field Practicum Contract.

Please use the following scale to indicate your estimation of the student's level of current functioning. You may include fractions (e.g., 3.5) if they provide a more precise indication of the student's performance. This evaluation accounts for 35% of the student's overall grade in the course.

- |                     |  |
|---------------------|--|
| 4 = Excellent       | Performance is consistently above what is expected |
| 3 = Above Average   | Performance is above what is generally expected.   |
| 2 = Average         | Performance is at the expected level.              |
| 1 = Below Average   | Performance is frequently below expected level.    |
| 0 = Poor            | Unable to perform.                                 |
| NA = Not Applicable | No opportunity to perform this in practicum.       |

**Conclude with a statement summarizing strengths and areas for attention or further development.**

**OUTCOME #1**

To assess organization's structures and service delivery systems and contribute to organizational change.

Sample - 3rd Quarter Page 2

STUDENT ACTIVITIES/TASKS

- Daily work with clients assessing an aspect of the organization and service delivery system.
- Review cases.
- Participate in activities aimed at improving organizational functioning and service delivery.

OUTCOME MEASURES: Student will be able:

RATING

- \_\_\_ To work with clients following the guidelines of policy and procedure.
- \_\_\_ To assess the program and identify areas of needed change.
- \_\_\_ To contribute in improving organizational functioning and service delivery.
- \_\_\_ Review 4 cases for structures and processes to be changed and/or improved.

COMMENTS: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

OUTCOME #2

To use theoretical frameworks to explain interactions between individuals, organizations, and communities.

STUDENT ACTIVITIES/TASKS

- Select at least one theoretical framework (from classes/readings) and discuss with supervisor how it may explain the interactions between individuals, organizations, and communities.

OUTCOME MEASURES: Student will be able:

RATING

- \_\_\_ To demonstrate an understanding of how theories may help to explain interactions between individuals, organizations, and communities.

COMMENTS: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

OUTCOME #3

To identify and assess situations on the community level using generalist practice knowledge.

STUDENT ACTIVITIES/TASKS

- Review homelessness within the community and its impact on clients.
- Identify services available in the community to deal with homelessness.

OUTCOME MEASURES: Student will be able:

RATING

Sample - 3rd Quarter Page 3

\_\_\_ To comprehend a historical background on homelessness in your agency's community and the results on clients.

\_\_\_ To identify services available in the community to help the issue of homelessness and how that issue impacts on a specific client using generalist practice knowledge.

COMMENTS: \_\_\_\_\_  
\_\_\_\_\_

**OUTCOME #4**

To develop intervention plans that meet clients' needs (community and/or organizational) while maintaining the Code of Ethics for social work practice.

**STUDENT ACTIVITIES/TASKS**

- Attend supervisory reviews/sessions.
- Attend case-related reviews, meetings, court appearances, etc.

**OUTCOME MEASURES:** Student will be able:

RATING

\_\_\_ To prepare case plans in preparation for supervisory, case-related reviews, meetings.

\_\_\_ To assess the kind and quality of services being provided on worker's assigned cases.

COMMENTS: \_\_\_\_\_  
\_\_\_\_\_

**OUTCOME #5**

To evaluate one's own practice interventions (apply knowledge from research classes).

**STUDENT ACTIVITIES/TASKS:**

- Develop methods to evaluate the effectiveness of your interventions based on knowledge you have obtained from your research classes.

**OUTCOME MEASURES:** Student will be able:

RATING

\_\_\_ To apply research strategies to determine the effectiveness of their interventions.

COMMENTS: \_\_\_\_\_  
\_\_\_\_\_

**OUTCOME #6**

To apply strategies of empowerment, advocacy, and social change to advance social and economic justice.

**STUDENT ACTIVITIES/TASKS:**

Sample - 3rd Quarter Page 4

- Become familiarized with the community resources providing services to clients, agency and community.
- Identify “at risk” issues of primary assigned cases.
- Identify ways to empower, advocate on behalf of, and encourage social change for “at risk” populations.
- Manage caseload using community providers as part of a treatment team.
- Review the agency’s training on cultural diversity as it relates to personnel and clients.

**OUTCOME MEASURES:** Student will be able:

**RATING**

- \_\_\_ To identify and use community resources in working with an assigned client population.
- \_\_\_ To participate in activities with staff that interact with community. Such acts will provide an atmosphere of direct experience/resources for the individual and agency.
- \_\_\_ To identify to field supervisor any identified service needs where gaps exist with resources.
- \_\_\_ To enhance and/or enlighten knowledge about “at risk” populations and special needs of that population.
- \_\_\_ To understand the agency’s approach to cultural diversity in relation to personnel and clients.
- \_\_\_ To relate to differences of staff and clients.
- \_\_\_ To empower and advocate on behalf of “at risk” populations to advance social and economic justice.

COMMENTS: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**OUTCOME #7**

To be able to utilize less supervision and more professional judgment.

**STUDENT ACTIVITIES/TASKS:**

- Meet formally with supervisor once a week.

**OUTCOME MEASURES:** Student will be able:

**RATING**

- \_\_\_ To come to supervision prepared to ask questions or make suggestions.
- \_\_\_ To come to supervision prepared with agenda of case-, agency-, and/or community-related issues.
- \_\_\_ To come to supervision prepared to discuss and document progress made on learning contract objectives.
- \_\_\_ To assist in training of new unit staff member, assisting that worker in managing a caseload.

COMMENTS: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**OUTCOME #8**



## APPENDIX F

Please note that the following conversion table will be used when converting students' average field practicum scores to factors for computing total points earned for practicum portion of grade.

Average Score = Factor **(Multiply this times the maximum points allotted to the practicum portion of the course/grade)**

			<u>100 Max</u>	<u>35 Max</u>	<u>50 Max</u>
<b>4</b>	=	<b>1.00</b> (Highest A)	100.0	<b>35.0</b>	<b>50.0</b>
3.9	=	.98	98.0	34.3	49.0
3.8	=	.96	96.0	33.6	48.0
3.7	=	.94	94.0	32.9	47.0
3.6	=	.92	92.0	32.2	46.0
<b>3.5</b>	=	<b>.90</b> (Lower A)	<b>90.0</b>	<b>31.5</b>	<b>45.0</b>
3.4	=	.88	88.0	30.8	44.0
3.3	=	.86	86.0	30.1	43.0
3.2	=	.84	84.0	29.4	42.0
3.1	=	.82	82.0	28.7	41.0
<b>3.0</b>	=	<b>.80</b> (B)	<b>80.0</b>	<b>28.0</b>	<b>40.0</b>
2.9	=	.79	79.0	27.7	39.5
2.8	=	.78	78.0	27.3	39.0
2.7	=	.77	77.0	27.0	38.5
2.6	=	.76	76.0	26.6	38.0
2.5	=	.75	75.0	26.3	37.5
2.4	=	.74	74.0	25.9	37.0
2.3	=	.73	73.0	25.6	36.5
2.2	=	.72	72.0	25.2	36.0
2.1	=	.71	71.0	24.9	35.5
<b>2.0</b>	=	<b>.70</b> (C)	<b>70.0</b>	<b>24.5</b>	<b>35.0</b>
1.9	=	.69	69.0	24.2	34.5
1.8	=	.68	68.0	23.8	34.0
1.7	=	.67	67.0	23.5	33.5
1.6	=	.66	66.0	23.1	33.0
1.5	=	.65	65.0	22.8	32.5
1.4	=	.64	64.0	22.4	32.0
1.3	=	.63	63.0	22.1	31.5
1.2	=	.62	62.0	21.7	31.0
1.1	=	.61	61.0	21.4	30.5
<b>1.0</b>	=	<b>.60</b> (D)	<b>60.0</b>	<b>21.0</b>	<b>30.0</b>
<1.0	=	.00	00.0	00.0	00.0

# APPENDIX G

WRIGHT STATE UNIVERSITY  
Department of Social Work

## STUDENT EVALUATION OF AGENCY (Completed at the End of the 3rd Quarter of Practicum)

Name \_\_\_\_\_

Agency Assigned \_\_\_\_\_

Time Period for the Practicum \_\_\_\_\_

Please complete the following form. It will be used in making an assessment for agency selection in the future.

### Agency

1. Were service/learning experiences provided that allowed you to work with members of various ethnic groups?

Yes \_\_\_\_\_ No \_\_\_\_\_ Uncertain \_\_\_\_\_

2. Were appropriate supervision and instructional personnel provided to ensure quality service/learning experiences?

Yes \_\_\_\_\_ No \_\_\_\_\_ Uncertain \_\_\_\_\_

3. Were service/learning experiences provided that ensured direct involvement with clientele in a manner consistent with professional social work development?

Yes \_\_\_\_\_ No \_\_\_\_\_ Uncertain \_\_\_\_\_

4. Were there adequate space and supplies?

Yes \_\_\_\_\_ No \_\_\_\_\_ Uncertain \_\_\_\_\_

5. Were opportunities provided to utilize new approaches of social work interventions?

Yes \_\_\_\_\_ No \_\_\_\_\_ Uncertain \_\_\_\_\_

6. Did the agency provide travel reimbursement for expenses incurred while performing agency business?

Yes \_\_\_\_\_ No \_\_\_\_\_ Uncertain \_\_\_\_\_

7. Did the agency provide written copies of its rules and regulations?  
 Yes \_\_\_\_\_ No \_\_\_\_\_ Uncertain \_\_\_\_\_
8. Did the agency provide easy access to records for learning experiences?  
 Yes \_\_\_\_\_ No \_\_\_\_\_ Uncertain \_\_\_\_\_
9. Did the staff reflect the local diversity?  
 Yes \_\_\_\_\_ No \_\_\_\_\_ Uncertain \_\_\_\_\_
10. Was the agency and other staff members prepared for the arrival of students?  
 Yes \_\_\_\_\_ No \_\_\_\_\_ Uncertain \_\_\_\_\_
11. Were opportunities available for exposure to the total operation and activities of the agency?  
 Yes \_\_\_\_\_ No \_\_\_\_\_ Uncertain \_\_\_\_\_

Supervision

12. Were there appropriate service/learning experiences?  
 Yes \_\_\_\_\_ No \_\_\_\_\_ Uncertain \_\_\_\_\_
13. Were weekly instructional conferences held?  
 Yes \_\_\_\_\_ No \_\_\_\_\_ Uncertain \_\_\_\_\_
14. Did you have access to instructional personnel when needed?  
 Yes \_\_\_\_\_ No \_\_\_\_\_ Uncertain \_\_\_\_\_
15. Was adequate time allotted for consulting with instructional personnel?  
 Yes \_\_\_\_\_ No \_\_\_\_\_ Uncertain \_\_\_\_\_

Learning Activities

16. Were there opportunities to function within the structure of organizations and service delivery systems and seek necessary organizational change?

Yes \_\_\_\_\_ No \_\_\_\_\_ Uncertain \_\_\_\_\_

17. Were there opportunities to use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities?

Yes \_\_\_\_\_ No \_\_\_\_\_ Uncertain \_\_\_\_\_

18. Were there opportunities to apply the knowledge (from textbooks) and skills of generalist social work practice with systems of all sizes?

Yes \_\_\_\_\_ No \_\_\_\_\_ Uncertain \_\_\_\_\_

19. Were there opportunities to apply the value base of the profession and its ethical standards and principles (SW Code of Ethics), and practice accordingly?

Yes \_\_\_\_\_ No \_\_\_\_\_ Uncertain \_\_\_\_\_

20. Were there opportunities to evaluate research studies, apply research findings to practice, and evaluate your own practice interventions (applying knowledge from research classes)?

Yes \_\_\_\_\_ No \_\_\_\_\_ Uncertain \_\_\_\_\_

21. Were there opportunities to describe the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice?

Yes \_\_\_\_\_ No \_\_\_\_\_ Uncertain \_\_\_\_\_

22. Were there opportunities to use supervision and consultation appropriate to social work practice?

Yes \_\_\_\_\_ No \_\_\_\_\_ Uncertain \_\_\_\_\_

23. Were there opportunities to learn to write clearly, concisely, and with good grammar, punctuation, and spelling?

Yes \_\_\_\_\_ No \_\_\_\_\_ Uncertain \_\_\_\_\_

24. Were there opportunities to learn to speak clearly, concisely, and with conviction?

Yes \_\_\_\_\_ No \_\_\_\_\_ Uncertain \_\_\_\_\_

25. Were there opportunities to use communication skills differentially across client populations, colleagues, and communities?

Yes \_\_\_\_\_ No \_\_\_\_\_ Uncertain \_\_\_\_\_

26. Were there opportunities to apply critical thinking skills within the context of professional social work practice?

Yes \_\_\_\_\_ No \_\_\_\_\_ Uncertain \_\_\_\_\_

**Impressions**

27. How did you perceive yourself at the agency?

Student \_\_\_ Visitor \_\_\_ Staff \_\_\_ Other \_\_\_ Uncertain \_\_\_

28. How did the agency perceive you?

Student \_\_\_ Visitor \_\_\_ Staff \_\_\_ Other \_\_\_ Uncertain \_\_\_

29. Were the supervisory sessions beneficial?

Yes \_\_\_\_\_ No \_\_\_\_\_ Uncertain \_\_\_\_\_



# APPENDIX H

SW 487, 488, 489

## FACULTY-FIELD LIAISON AGENCY VISIT REPORT

Student \_\_\_\_\_  
 Agency \_\_\_\_\_  
 Supervisor \_\_\_\_\_  
 Date of visit \_\_\_\_\_  
 Faculty Liaison \_\_\_\_\_

Reason for visit:      First Quarter Meeting \_\_\_\_\_  
                                  Second Quarter Meeting/Observation \_\_\_\_\_  
                                  Third Quarter Meeting/Observation \_\_\_\_\_  
                                  Other \_\_\_\_\_

Rating - 1 Unsatisfactory to 5 Outstanding

	(Circle One)					Not Applicable This Quarter
1. Student is prepared for visit (prompt, responsive to questions).	1	2	3	4	5	NA
2. Student presents self professionally.						
a. dress	1	2	3	4	5	NA
b. demeanor	1	2	3	4	5	NA
c. vocabulary (Social Work and Agency specific terminology)	1	2	3	4	5	NA
3. Student is able to articulate strengths:						
about self professionally	1	2	3	4	5	NA
about practicum experience	1	2	3	4	5	NA
Strengths: _____						
_____						
_____						
4. Student is able to articulate areas for further development:						
in self professionally	1	2	3	4	5	NA
in practicum experience	1	2	3	4	5	NA
Areas: _____						
_____						
_____						
5. Student's progress toward each of the Eleven Practicum Outcomes						
1) Function within organizational structure	1	2	3	4	5	NA
2) Understand theories of Lifespan Development and interactions between individuals, families, groups, organizations, and communities.	1	2	3	4	5	NA
3) Apply generalist Practice and Systems Theories from classes	1	2	3	4	5	NA
4) Follow NASW Code of Ethics	1	2	3	4	5	NA
5) Apply Research and Evaluation	1	2	3	4	5	NA
6) Advocate to reduce oppression	1	2	3	4	5	NA
7) Utilize supervision and consultation	1	2	3	4	5	NA
8) Write clearly and professionally	1	2	3	4	5	NA
9) Speak clearly and professionally	1	2	3	4	5	NA
10) Communicate differentially with clients and colleagues	1	2	3	4	5	NA
11) Apply critical thinking skills	1	2	3	4	5	NA

- |    |  |   |   |   |   |   |    |
|----|--|---|---|---|---|---|----|
| 6. | Educational - supervisory meetings are held regularly.     | 1 | 2 | 3 | 4 | 5 | NA |
| 7. | Student and supervisor are maintaining open communication. | 1 | 2 | 3 | 4 | 5 | NA |
| 8. | Student takes initiative during supervisory meetings.      | 1 | 2 | 3 | 4 | 5 | NA |

(9 - 12 to be completed for visits that include observation of student performing social work tasks)

(Circle One)

Not Applicable  
This Quarter

- |     |   |   |   |   |   |   |    |
|-----|---|---|---|---|---|---|----|
| 9.  | Student demonstrates appropriate preparation/planning for assignments.  | 1 | 2 | 3 | 4 | 5 | NA |
| 10. | Student listens effectively to client(s).   | 1 | 2 | 3 | 4 | 5 | NA |
| 11. | Student reacts appropriately to client(s).<br>[This can include negotiating future plans for action with client(s)] | 1 | 2 | 3 | 4 | 5 | NA |
| 12. | Student demonstrates competency in the learning outcomes listed above:<br>_____                                     | 1 | 2 | 3 | 4 | 5 | NA |
|     | _____   | 1 | 2 | 3 | 4 | 5 | NA |
|     | _____   | 1 | 2 | 3 | 4 | 5 | NA |
|     | _____   | 1 | 2 | 3 | 4 | 5 | NA |
|     | _____   | 1 | 2 | 3 | 4 | 5 | NA |

13. Specific future areas of development for student as verbalized by:
- Student \_\_\_\_\_
- \_\_\_\_\_
- Supervisor \_\_\_\_\_
- \_\_\_\_\_
- Faculty-Field Liaison \_\_\_\_\_
- \_\_\_\_\_

14. Comments \_\_\_\_\_
- \_\_\_\_\_

Signed \_\_\_\_\_  
Faculty-Field Liaison

## APPENDIX I

### Department of Social Work Full-Time Faculty and Staff 2011/2012

Shreya Bhandari, Ph.D., MSW	Instructor
Carl Brun, Ph.D., LISW-S	Chair, Professor, Interim Field Practicum Coordinator
Michel Coconis, Ph.D., MSW	Assistant Professor
Beth Kinsel, Ph.D., LSW	Assistant Professor
Jo Ellen Layne, LISW-S, ACSW	University Partnership Program (UPP) Campus Coordinator
Theresa Myadze, Ph.D., LISW-S, ACSW	Professor
Sarah Twill, Ph.D., MSW	Associate Professor
Carole Staruch	Administrative Support Coordinator

### Part-Time Adjunct Faculty

Monica Mickles Ascar, MSW, LSW	Adjunct Faculty
Debra Downing, MSW, LISW-S	Adjunct Faculty, Child Welfare I & II
Gregory Meriwether, MSW	Adjunct Faculty
Margaret Morrison, MSW	Adjunct Faculty
Mary Anne Nelson, MSW, LISW	Adjunct Faculty, Child Welfare I & II
Marita Rogers, Ph.D.	Adjunct Faculty
Any Senetra, MSW, LISW-S	Adjunct Faculty

# APPENDIX J

## Council on Social Work Education Educational Policy and Accreditation Procedures 2008 Competencies

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

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

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

Educational Policy 2.1.4—Engage diversity and difference in practice.

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

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

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

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

Educational Policy 2.1.9—Respond to contexts that shape practice.

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

### **Educational Policy 2.1.10(a)—Engagement**

Social workers

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

### **Educational Policy 2.1.10(b)—Assessment**

Social workers

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

### **Educational Policy 2.1.10(c)—Intervention**

Social workers

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

### **Educational Policy 2.1.10(d)—Evaluation**

Social workers

- critically analyze, monitor, and evaluate interventions.

## APPENDIX K

# Council on Social Work Education

# Educational Policy and Accreditation Standards

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Sections renumbered December 2001, released April 2002, corrected May 2002, July 2002.

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## **PREAMBLE**

Social work practice promotes human well-being by strengthening opportunities, resources, and capacities of people in their environments and by creating policies and services to correct conditions that limit human rights and the quality of life. The social work profession works to eliminate poverty, discrimination, and oppression. Guided by a person-in-environment perspective and respect for human diversity, the profession works to effect social and economic justice worldwide.

Social work education combines scientific inquiry with the teaching of professional skills to provide effective and ethical social work services. Social work educators reflect their identification with the profession through their teaching, scholarship, and service. Social work education, from baccalaureate to doctoral levels, employs educational, practice, scholarly, interprofessional, and service delivery models to orient and shape the profession's future in the context of expanding knowledge, changing technologies, and complex human and social concerns.

The Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS) promotes academic excellence in baccalaureate and master's social work education. The EPAS specifies the curricular content and educational context to prepare students for professional social work practice. The EPAS sets forth basic requirements for these purposes. Beyond these basic requirements of EPAS, individual programs focus on areas relevant to their institutional and program mission, goals, and objectives.

The EPAS permits programs to use time-tested and new models of program design, implementation, and evaluation. It does so by balancing requirements that promote comparability across programs with a level of flexibility that encourages programs to respond to changing human, professional, and institutional needs.

The EPAS focuses on assessing the results of a program's development and its continuous improvement. While accreditation is ultimately evaluative, in social work education it is based on a consultative and collaborative process that determines whether a program meets the requirements of the EPAS.

# FUNCTIONS OF EDUCATIONAL POLICY AND ACCREDITATION

## 1. Educational Policy

The Educational Policy promotes excellence, creativity, and innovation in social work education and practice. It sets forth required content areas that relate to each other and to the purposes, knowledge, and values of the profession. Programs of social work education are offered at the baccalaureate, master's, and doctoral levels. Baccalaureate and master's programs are accredited by CSWE. This document supersedes all prior statements of curriculum policy for baccalaureate and master's program levels.

## 2. Accreditation

Accreditation ensures that the quality of professional programs merits public confidence. The Accreditation Standards establish basic requirements for baccalaureate and master's levels. Accreditation Standards pertain to the following program elements:

- Mission, goals, and objectives
- Curriculum
- Governance, structure, and resources
- Faculty
- Student professional development
- Nondiscrimination and human diversity
- Program renewal
- Program assessment and continuous improvement

### **3. Relationship of Educational Policy to Accreditation**

CSWE uses the EPAS for the accreditation of social work programs. The Educational Policy and the Accreditation Standards are conceptually integrated. Programs use Educational Policy, Section 1 as one important basis for developing program mission, goals, and objectives. Programs use Educational Policy, Section 3 to develop program objectives and Educational Policy, Sections 4 and 5 to develop content for demonstrating attainment of the objectives. The accreditation process reviews the program's self-study document, site team report, and program response to determine compliance with the Educational Policy and Accreditation Standards. Accredited programs meet all standards.

# EDUCATIONAL POLICY

## 1. PURPOSES

### 1.0 Purposes of the Social Work Profession

The social work profession receives its sanction from public and private auspices and is the primary profession in the development, provision, and evaluation of social services. Professional social workers are leaders in a variety of organizational settings and service delivery systems within a global context.

The profession of social work is based on the values of service, social and economic justice, dignity and worth of the person, importance of human relationships, and integrity and competence in practice. With these values as defining principles, the purposes of social work are:

- To enhance human well-being and alleviate poverty, oppression, and other forms of social injustice.
- To enhance the social functioning and interactions of individuals, families, groups, organizations, and communities by involving them in accomplishing goals, developing resources, and preventing and alleviating distress.
- To formulate and implement social policies, services, and programs that meet basic human needs and support the development of human capacities.
- To pursue policies, services, and resources through advocacy and social or political actions that promote social and economic justice.
- To develop and use research, knowledge, and skills that advance social work practice.
- To develop and apply practice in the context of diverse cultures.

### 1.1 Purposes of Social Work Education

The purposes of social work education are to prepare competent and effective professionals, to develop social work knowledge, and to provide leadership in the development of service delivery systems. Social work education is grounded in the profession's history, purposes, and philosophy and is based on a body of knowledge, values, and skills. Social work education enables students to integrate the knowledge, values, and skills of the social work profession for competent practice.

## 1.2 Achievement of Purposes

Among its programs, which vary in design, structure, and objectives, social work education achieves these purposes through such means as:

- Providing curricula and teaching practices at the forefront of the new and changing knowledge base of social work and related disciplines.
- Providing curricula that build on a liberal arts perspective to promote breadth of knowledge, critical thinking, and communication skills.
- Developing knowledge.
- Developing and applying instructional and practice-relevant technology.
- Maintaining reciprocal relationships with social work practitioners, groups, organizations, and communities.
- Promoting continual professional development of students, faculty, and practitioners.
- Promoting interprofessional and interdisciplinary collaboration.
- Preparing social workers to engage in prevention activities that promote well-being.
- Preparing social workers to practice with individuals, families, groups, organizations, and communities.
- Preparing social workers to evaluate the processes and effectiveness of practice.
- Preparing social workers to practice without discrimination, with respect, and with knowledge and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
- Preparing social workers to alleviate poverty, oppression, and other forms of social injustice.
- Preparing social workers to recognize the global context of social work practice.
- Preparing social workers to formulate and influence social policies and social work services in diverse political contexts.

## **2. STRUCTURE OF SOCIAL WORK EDUCATION**

### 2.0 Structure

Baccalaureate and graduate social work education programs operate under the auspices of accredited colleges and universities. These educational institutions vary by auspices, emphasis, and size. With diverse strengths, missions, and resources, social work education programs share a common commitment to educate competent, ethical social workers.

The baccalaureate and master's levels of social work education are anchored in the purposes of the social work profession and promote the knowledge, values, and skills of the profession. Baccalaureate social work education programs prepare graduates for generalist professional practice. Master's social work education programs prepare graduates for advanced professional practice in an area of concentration. The baccalaureate and master's levels of educational preparation are differentiated according to (a) conceptualization and design, (b) content, (c) program objectives, and (d) depth, breadth, and specificity of knowledge and skills. Frameworks and perspectives for concentration include fields of practice, problem areas, intervention methods, and practice contexts and perspectives.

Programs develop their mission and goals within the purposes of the profession, the purposes of social work education, and their institutional context. Programs also recognize academic content and professional experiences that students bring to the educational program. A conceptual framework, built upon relevant theories and knowledge, shapes the breadth and depth of knowledge and practice skills to be acquired.

### 2.1 Program Renewal

Social work education remains vital, relevant, and progressive by pursuing exchanges with the practice community and program stakeholders and by developing and assessing new knowledge and technology.

## **3. PROGRAM OBJECTIVES**

Social work education is grounded in the liberal arts and contains a coherent, integrated professional foundation in social work. The graduate advanced curriculum is built from the professional foundation. Graduates of baccalaureate and master's social work programs demonstrate the capacity to meet the foundation objectives and objectives unique to the program. Graduates of master's social work programs also demonstrate the capacity to meet advanced program objectives.

### 3.0 Foundation Program Objectives

The professional foundation, which is essential to the practice of any social worker, includes, but is not limited to, the following program objectives. Graduates demonstrate the ability to:

1. Apply critical thinking skills within the context of professional social work practice.
2. Understand the value base of the profession and its ethical standards and principles, and practice accordingly.
3. Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
4. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.
5. Understand and interpret the history of the social work profession and its contemporary structures and issues.
- B6. Apply the knowledge and skills of generalist social work practice with systems of all sizes.<sup>1</sup>
- M6. Apply the knowledge and skills of a generalist social work perspective to practice with systems of all sizes.
7. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities.
8. Analyze, formulate, and influence social policies.
9. Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions.
10. Use communication skills differentially across client populations, colleagues, and communities.
11. Use supervision and consultation appropriate to social work practice.
12. Function within the structure of organizations and service delivery systems and seek necessary organizational change.

<sup>1</sup> Items preceded by a B or M apply only to baccalaureate or master's programs, respectively.

### 3.1 Concentration Objectives

Graduates of a master's social work program are advanced practitioners who apply the knowledge and skills of advanced social work practice in an area of concentration. They analyze, intervene, and evaluate in ways that are highly differentiated, discriminating, and self-critical. Graduates synthesize and apply a broad range of knowledge and skills with a high degree of autonomy and proficiency. They refine and advance the quality of their practice and that of the larger social work profession.

### 3.2 Additional Program Objectives

A program may develop additional objectives to cover the required content in relation to its particular mission, goals, and educational level.

## **4. FOUNDATION CURRICULUM CONTENT**

All social work programs provide foundation content in the areas specified below. Content areas may be combined and delivered with a variety of instructional technologies. Content is relevant to the mission, goals, and objectives of the program and to the purposes, values, and ethics of the social work profession.

### 4.0 Values and Ethics

Social work education programs integrate content about values and principles of ethical decision making as presented in the National Association of Social Workers Code of Ethics. The educational experience provides students with the opportunity to be aware of personal values; develop, demonstrate, and promote the values of the profession; and analyze ethical dilemmas and the ways in which these affect practice, services, and clients.

#### 4.1 Diversity

Social work programs integrate content that promotes understanding, affirmation, and respect for people from diverse backgrounds. The content emphasizes the interlocking and complex nature of culture and personal identity. It ensures that social services meet the needs of groups served and are culturally relevant. Programs educate students to recognize diversity within and between groups that may influence assessment, planning, intervention, and research. Students learn how to define, design, and implement strategies for effective practice with persons from diverse backgrounds.

#### 4.2 Populations-at-Risk and Social and Economic Justice

Social work education programs integrate content on populations-at-risk, examining the factors that contribute to and constitute being at risk. Programs educate students to identify how group membership influences access to resources, and present content on the dynamics of such risk factors and responsive and productive strategies to redress them.

Programs integrate social and economic justice content grounded in an understanding of distributive justice, human and civil rights, and the global interconnections of oppression. Programs provide content related to implementing strategies to combat discrimination, oppression, and economic deprivation and to promote social and economic justice. Programs prepare students to advocate for nondiscriminatory social and economic systems.

#### 4.3 Human Behavior and the Social Environment

Social work education programs provide content on the reciprocal relationships between human behavior and social environments. Content includes empirically based theories and knowledge that focus on the interactions between and among individuals, groups, societies, and economic systems. It includes theories and knowledge of biological, sociological, cultural, psychological, and spiritual development across the life span; the range of social systems in which people live (individual, family, group, organizational, and community); and the ways social systems promote or deter people in maintaining or achieving health and well-being.

#### 4.4 Social Welfare Policy and Services

Programs provide content about the history of social work, the history and current structures of social welfare services, and the role of policy in service delivery, social work practice, and attainment of individual and social well-being. Course content provides students with knowledge and skills to understand major policies that form the foundation of social welfare; analyze organizational, local, state, national, and international issues in social welfare policy and social service delivery; analyze and apply the results of policy research relevant to social service delivery; understand and demonstrate policy practice skills in regard to economic, political, and organizational systems, and use them to influence, formulate, and advocate for policy consistent with social work values; and identify financial, organizational, administrative, and planning processes required to deliver social services.

#### 4.5 Social Work Practice

Social work practice content is anchored in the purposes of the social work profession and focuses on strengths, capacities, and resources of client systems in relation to their broader environments. Students learn practice content that encompasses knowledge and skills to work with individuals, families, groups, organizations, and communities. This content includes

engaging clients in an appropriate working relationship, identifying issues, problems, needs, resources, and assets; collecting and assessing information; and planning for service delivery. It includes using communication skills, supervision, and consultation. Practice content also includes identifying, analyzing, and implementing empirically based interventions designed to achieve client goals; applying empirical knowledge and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

#### 4.6 Research

Qualitative and quantitative research content provides understanding of a scientific, analytic, and ethical approach to building knowledge for practice. The content prepares students to develop, use, and effectively communicate empirically based knowledge, including evidence-based interventions. Research knowledge is used by students to provide high-quality services; to initiate change; to improve practice, policy, and social service delivery; and to evaluate their own practice.

#### 4.7 Field Education

Field education is an integral component of social work education anchored in the mission, goals, and educational level of the program. It occurs in settings that reinforce students' identification with the purposes, values, and ethics of the profession; fosters the integration of empirical and practice-based knowledge; and promotes the development of professional competence. Field education is systematically designed, supervised, coordinated, and evaluated on the basis of criteria by which students demonstrate the achievement of program objectives.

## 5. **ADVANCED CURRICULUM CONTENT**

The master's curriculum prepares graduates for advanced social work practice in an area of concentration. Using a conceptual framework to identify advanced knowledge and skills, programs build an advanced curriculum from the foundation content. In the advanced curriculum, the foundation content areas (Section 4, 4.0—4.7) are addressed in greater depth, breadth, and specificity and support the program's conception of advanced practice.

# ACCREDITATION STANDARDS

## 1. Program Mission, Goals, and Objectives

- 1.0 The social work program has a mission appropriate to professional social work education as defined in Educational Policy, Section 1.1. The program's mission is appropriate to the level or levels for which it is preparing students for practice and is consistent with the institution's mission.
- 1.1 The program has goals derived from its mission. These goals reflect the purposes of the Educational Policy, Section 1.1. Program goals are not limited to these purposes.
- 1.2 The program has objectives that are derived from the program goals. These objectives are consistent with Educational Policy, Section 3. Program objectives are reflected in program implementation and continuous assessment (see Accreditation Standard 8).
- 1.3 The program makes its constituencies aware of its mission, goals, and objectives.

## 2. Curriculum

- 2.0 The curriculum is developed and organized as a coherent and integrated whole consistent with program goals and objectives. Social work education is grounded in the liberal arts and contains a coherent, integrated professional foundation in social work practice from which an advanced practice curriculum is built at the graduate level.
  - B 2.0.1 The program defines its conception of generalist social work practice, describes its coverage of the professional foundation curriculum identified in Educational Policy, Section 4, and demonstrates how its conception of generalist practice is implemented in all components of the professional curriculum.
  - M2.0.1 The program describes its coverage of the foundation and advanced curriculum content, identified in Educational Policy, Sections 4 and 5. The program defines its conception of advanced practice and explains how the advanced curriculum is built from the professional foundation. The master's program has a concentration curriculum that includes (a) concentration objectives, (b) a conceptual framework built on relevant theories, (c) curriculum design and content, and (d) field education that supports the advanced curriculum. The program demonstrates how the depth, breadth, and specificity of the advanced curriculum are addressed in relation to the professional foundation.

- 2.1 The social work program administers field education (Educational Policy, Section 4.7 and Section 5) consistent with program goals and objectives that:
- 2.1.1 Provides for a minimum of 400 hours of field education for baccalaureate programs and 900 hours for master's programs.
  - 2.1.2 Admits only those students who have met the program's specified criteria for field education.
  - 2.1.3 Specifies policies, criteria, and procedures for selecting agencies and field instructors; placing and monitoring students; maintaining field liaison contacts with agencies; and evaluating student learning and agency effectiveness in providing field instruction.
  - 2.1.4 Specifies that field instructors for baccalaureate students hold a CSWE-accredited baccalaureate or master's social work degree. Field instructors for master's students hold a CS WE-accredited master's social work degree. In programs where a field instructor does not hold a CSWE-accredited baccalaureate or master's social work degree, the program assumes responsibility for reinforcing a social work perspective.
  - 2.1.5 Provides orientation, field instruction training, and continuing dialog with agencies and field instructors.
  - 2.1.6 Develops policies regarding field placements in an agency in which the student is also employed. Student assignments and field education supervision differ from those associated with the student's employment.

### **3. Program Governance, Administrative Structure, and Resources**

- 3.0 The social work program has the necessary autonomy and administrative structure to achieve its goals and objectives.
- 3.0.1 The social work faculty defines program curriculum consistent with the Educational Policy and Accreditation Standards and the institution's policies.
  - 3.0.2 The administration and faculty of the social work program participate in formulating and implementing policies related to the recruitment, hiring, retention, promotion, and tenure of program personnel.

<sup>2</sup> This and all future references to "CSWE-accredited baccalaureate or master's social work degree" include degrees from CSWE-accredited programs or programs approved by its Foreign Equivalency Determination Service.

- 3.0.3 The chief administrator of the social work program has either a CSWE-accredited master's social work degree, with a doctoral degree preferred, or a professional degree in social work from a CSWE-accredited program and a doctoral degree. The chief administrator also has demonstrated leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in the field of social work.
- 3.0.4 The chief administrator of the social work program has a full-time appointment to the program and sufficient assigned time (at least 25% for baccalaureate programs and 50% for master's programs) to provide educational and administrative leadership. Combined programs designate a social work faculty member and assign this person sufficient time to administer the baccalaureate social work program.
- 3.0.5 The field education director has a master's degree in social work from a CSWE accredited program and at least two years post-baccalaureate or post-master's social work degree practice experience.
- 3.0.6 The field education director has a full-time appointment to the program and sufficient assigned time (at least 25% for baccalaureate programs and 50% for master's programs) to provide educational and administrative leadership for field education.
- 3.1 The social work program has sufficient resources to achieve program goals and objectives.
- 3.1.1 The program has sufficient support staff, other personnel, and technological resources to support program functioning.
- 3.1.2 The program has sufficient and stable financial supports that permit program planning and achievement of program goals and objectives. These include a budgetary allocation and procedures for budget development and administration.
- 3.1.3 The program has comprehensive library holdings and electronic access, as well as other informational and educational resources necessary for achieving the program's goals and objectives.
- 3.1.4 The program has sufficient office and classroom space, computer-mediated access, or both to achieve the program's goals and objectives.
- 3.1.5 The program has access to assistive technology, including materials in alternative formats (such as Braille, large print, books on tape, assistive learning systems).

## **4. Faculty**

- 4.0 The program has full-time faculty, which may be augmented by part-time faculty, with the qualifications, competence, and range of expertise in social work education and practice to achieve its goals and objectives. The program has a sufficient full-time equivalent faculty-to-student ratio (usually 1:25 for baccalaureate programs and 1:12 for master's programs) to carry out ongoing functions of the program.
- 4.1 The program demonstrates how the use of part-time faculty assists in the achievement of the program's goals and objectives.
- 4.2 Faculty size is commensurate with the number and type of curricular offerings in class and field; class size; number of students; and the faculty's teaching, scholarly, and service responsibilities.
- B4.2.1 The baccalaureate social work program has a minimum of two full-time faculty with master's social work degrees from a CSWE-accredited program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. It is preferred that faculty have a doctoral degree.
- M4.2.1 The master's social work program has a minimum of six full-time faculty with master's social work degrees from a CSWE-accredited program and whose principal assignment is to the master's program. The majority of the full-time master's social work program faculty have a master's degree in social work and a doctoral degree.
- 4.3 Faculty who teach required practice courses have a master's social work degree from a CSWE-accredited program and at least two years post—baccalaureate or post—master's social work degree practice experience.
- 4.4 The program has a faculty workload policy that supports the achievement of institutional priorities and the program's goals and objectives.

## **5. Student Professional Development**

- 5.0 The program has admissions criteria and procedures that reflect the program's goals and objectives.
- M5.1 Only candidates who have earned a bachelor's degree are admitted to the master's social work degree program.
- 5.2 The program has a written policy indicating that it does not grant social work course credit for life experience or previous work experience.
- 5.3 In those foundation curriculum areas where students demonstrate required knowledge and skills, the program describes how it ensures that students do not repeat that content.

5.3.1 The program has written policies and procedures concerning the transfer of credits.

M5.3.2 Advanced standing status is only awarded to graduates of baccalaureate social work programs accredited by CSWE.

5.4 The program has academic and professional advising policies and procedures that are consistent with the program's goals and objectives. Professional advising is provided by social work program faculty, staff, or both.

5.5 The program has policies and procedures specifying students' rights and responsibilities to participate in formulating and modifying policies affecting academic and student affairs. It provides opportunities and encourages students to organize in their interests.

5.6 The program informs students of its criteria for evaluating their academic and professional performance.

5.7 The program has policies and procedures for terminating a student's enrollment in the social work program for reasons of academic and professional performance.

## **6. Nondiscrimination and Human Diversity**

6.0 The program makes specific and continuous efforts to provide a learning context in which respect for all persons and understanding of diversity (including age, class, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation) are practiced. Social work education builds upon professional purposes and values; therefore, the program provides a learning context that is nondiscriminatory and reflects the profession's fundamental tenets. The program describes how its learning context and educational program (including faculty, staff, and student composition; selection of agencies and their clientele as field education settings; composition of program advisory or field committees; resource allocation; program leadership; speakers series, seminars, and special programs; research and other initiatives) and its curriculum model understanding of and respect for diversity.

## **7. Program Renewal**

7.0 The program has ongoing exchanges with external constituencies that may include social work practitioners, social service recipients, advocacy groups, social service agencies, professional associations, regulatory agencies, the academic community, and the community at large.

7.1 The program's faculty engage in the development and dissemination of research, scholarship, or other creative activities relevant to the profession.

7.2 The program seeks opportunities for innovation and provides leadership within the profession and the academic community.

## **8. Program Assessment and Continuous Improvement**

- 8.0 The program has an assessment plan and procedures for evaluating the outcome of each program objective. The plan specifies the measurement procedures and methods used to evaluate the outcome of each program objective.
- 8.1 The program implements its plan to evaluate the outcome of each program objective and shows evidence that the analysis is used continuously to affirm and improve the educational program.

## **PROGRAM CHANGES**

The EPAS supports change necessary to improve the educational quality of a program in relation to its goals and objectives. The EPAS recognizes that such change is ongoing. When a program is granted initial accreditation or its accreditation is reaffirmed, the program is, by that action, accredited only at the level or levels and for the components that existed and were reviewed at the time of that action. Prior to the next scheduled accreditation review, changes may take place within the program. Although it is not necessary to report minor changes, programs notify the Commission on Accreditation (COA) of such changes as new leadership, governance, structure, off-campus programs, etc. Depending on the nature of the change, the COA may request additional information. Prior to the implementation of a substantive change the program submits a proposal and receives approval. Substantive changes are defined as those that require a waiver of one or more aspects of EPAS.