

SOCIAL WORK PROGRAM



Internship Manual

Policies and Procedures

Revised 2017

*East Central University
College of Liberal Arts and Social Sciences
Department of Human Resources
Social Work Program
1100 East 14th Street
Ada, Oklahoma 74820-9982
580-559-5402*

TABLE OF CONTENTS

PART I

Introduction.....	1
Mission, Goals and Objective of the Social Work Program.....	2
Program Mission.....	2
Program Goals	2
Program Objectives.....	3
Generalist Practice	3
Liberal Arts	4
General Education.....	4
Internship Requirements and Policies.....	5
Curriculum	5
Internship Process	6
Policy on Credit for Life or Work Experience.....	8
Student Readiness	8
Selection of Internship Placement	8
Roles and Responsibilities	9
Responsibilities of Field Director	9
Responsibilities of Faculty Liaison.....	10
Responsibilities of Field Instructor.....	10
Responsibilities of Students.....	12
Selection and Placement Process	14
Procedures for Field Placement of Students	14
Designing the Internship in the Curriculum.....	16
Work Setting for Internship Placement.....	16
Request for Use of Work Setting for Internship Placement	17
Termination Policy.....	18
Grading Evaluation	19
Internship Evaluations and Grading.....	19
Student Evaluation of Internship Experience	20
Student Appeal Grievance Process	20
ECU Grade Appeal Policy	21

PART II

Social Work Program and Policies	22
Major in Social Work – The Bachelor of Social Work Degree	22
Bachelor of Social Work (BSW) Degree Requirements.....	22
Four Year Degree Plan for Social Work Major	24
Social Work Course Descriptions.....	25
Social Work Values	26
Social Work Student Conduct and Termination Policy.....	27
ECU Conduct Requirement	29

PART III

Social Work Internship Forms 30

- A. Application for Internship..... 31
- B. Social Work Intern Personal Data Sheet..... 37
- C. Field Instructor Information Sheet..... 40
- D. Social Work Internship Agreement 43
- E. Social Work Field Placement Code of Conduct 45
- F. Social Work Internship Format for Weekly Journal and Example..... 48
- G. Cumulative Internship Time Sheet 54
- H. Weekly Supervision Instructions 56
- I. Student Weekly Supervision Log 58
- J. Internship Learning Plan Instructions..... 60
- K. Internship Learning Plan..... 65
- L. Social Work Internship Group Experience (Preceptor) Information 79
- M. Social Work Internship Group (Preceptor) Evaluation of Student 81
- N. Mid-Term Evaluation of Internship 83
- O. Final Evaluation of Internship 85
- P. Faculty Liaison Visit Form 87
- Q. Student Evaluation of Internship 90
- R. Student Data and Evaluation of Major Courses..... 95
- S. Request for Internship in Place of Employment..... 100

PART IV

[*NASW Code of Ethics*](#)..... 105

<https://www.cswe.org/getattachment/Accreditation/Standards-and-Policies/2015-EPAS/2015EPASandGlossary.pdf.aspx> 124

INTERNSHIP MANUAL

INTRODUCTION

The East Central University Social Work Program values the role of the field as the signature pedagogy of social work education. Classroom and field are of equal importance within the curriculum in preparing students to perform in the role of practitioner. Field (internship) takes place in the “practice world” of the practice setting where the role of practitioner is more fully realized. Through the combined efforts of the social work faculty and agency professionals, we have developed the Internship Program to prepare graduates for quality practice in a rapidly changing and diverse society.

The *Internship Manual* is designed to be informative, as well as guide the internship experience for students, field instructors, agency personnel, field liaisons, and Program faculty who advise students. The *Manual* contains the policies and procedures to be followed in the Social Work Internship Program. This document is continuously evaluated and updated to reflect the standards of the Council on Social Work Education and the mission, goals, and objective of the Social Work Program.

The success and effectiveness of this Internship Program rests on the creative efforts and dedication of those professionals and cooperating agencies who provide placements for social work students. The ECU Social Work Program and its students owe a special debt of gratitude to those who have generously offered their time and professional expertise to educationally prepare the next generation of social workers.

PART I

SOCIAL WORK EDUCATION

Social work education flows from the liberal arts and from the unique mission, goals, and objectives of social work programs and in the broader context of their own university's mission and goals in their geographic regions and with their unique populations. The Council on Social Work Education, through its *Educational Policies and Accreditation Standards (EPAS)* provides standards for educational preparation of professional social workers, which includes context for programs.

MISSION, GOALS, AND OBJECTIVES OF THE SOCIAL WORK PROGRAM

Program Mission

The mission of East Central University Social Work Program is to educate students for competent generalist social work practice in a rapidly changing and diverse society, who are dedicated to the alleviation of poverty and oppression and the enhancement of the quality of life for all people. The Program primarily achieves its mission by providing a quality curriculum that emphasizes competencies and practice behaviors consistent with generalist practice that are informed by social work knowledge, values, and skills essential for work with individuals, families, groups, and organizations and communities in a variety of social contexts.

The mission state of the Social Work Program is consistent with and complementary to the Mission Statement of East Central University. The mission of East Central University, as stated in the *East Central University 2016-2017 Catalog*, (p.2), is: "East Central University's mission is to foster a learning environment in which students, faculty, staff, and community interact to educate students for life in a rapidly changing and culturally diverse society. Within its service area, East Central University provides leadership for economic development and cultural enhancement." Both statements emphasize a quality student learning environment and a dynamic curriculum to meet the ever-changing face of society. The diversity of society is recognized, and competency to function within a culturally diverse society is confirmed and supported by the mission of the University and the Program.

Program Goals

The goals of the Program, which are consistent with the *Educational Policy and Accreditation Standards* (2015) of the Council on Social Work Educations, are:

1. Provide a quality curriculum which prepares graduates for effective generalist social work practice.
2. Prepare graduates for practice within a societal context, who are committed to the advancement of human rights and social and economic justice.
3. Prepare graduates who understand the implications of political, social, and economic contexts for social work practice including the changing nature of those contexts, and the dynamics and impact of change.
4. Provide a curriculum which is grounded in the values, and ethics which serve as the foundation and guide for the professional practice of social work.

5. Prepare graduates with a commitment to continued personal and professional growth and development.

Program Objectives

The objectives of the Program are consistent with the definition of generalist practice and the program goals. The Program's educational objectives constitute the core competencies of the program. Students will:

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

The Social Work Program builds upon and integrates the liberal arts perspective throughout the social work curriculum, which provides strong support for students' understanding of history and context and appreciation for the human condition within a rapidly changing and diverse world. The University, as demonstrated through its statement of strategies (*ECU Catalog, 2017-2018*, p. 2) emphasizes the fulfillment of its mission by offering the liberal arts as a part of its baccalaureate degree programs. The liberal arts perspective of the Program is addressed in more detail in Accreditation Standard 2.0 Curriculum. The objectives of the Program specify areas of achievement that lead to realization of the goals of the Program, Department, and the University. The educational objectives of the Program are more detailed than the broad objectives of the Department, which are designed to encompass the Department's multi-disciplinary nature and the specific objectives of the individual degree programs, which have their own goals.

The Social Work Program is committed to quality education of students for generalist practice at the baccalaureate level. The Program curriculum integrates the knowledge, values, and skills of professional social work to prepare students for informed, ethical, and competent practice. The Program is implemented within the context of the University, the College of Liberal Arts and Social Sciences and the Human Resources Department, and their specified missions, goals, and objectives.

GENERALIST PRACTICE

The Social Work Program, in its Mission Statement, specifies that students are educated "for competent generalist social work practice in a rapidly changing and diverse society, and are dedicated to the alleviation of poverty and oppression and the enhancement of the quality of life for all people." The objectives of the Program reflect a professional education program that prepares graduates for quality generalist practice. The generalist perspective is built upon a strong liberal arts base, and the Program integrates the liberal arts base across the social work curriculum. The East Central University Social Work Program is guided in the implementation of the Social Work degree program by the definition of generalist practice which is explicated by

Educational Policy 2.0:

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

Generalists practice within the ethical guidelines prescribed by the *NASW Code of Ethics* are committed to work with clients, co-workers, and colleagues who are diverse ethnically and culturally, and colleagues who have diverse professional perspectives and values. The ECU Social Work Program offers a baccalaureate degree in Social Work (BSW). The primary mission of the Social Work Program is to educate students to be effective and knowledgeable generalist social workers who are prepared for quality practice in a rapidly changing and diverse society. Such practitioners are dedicated to the alleviation of poverty and oppression and the enhancement of the quality of life for all people. The program primarily achieves its mission by providing a curriculum that emphasizes the social work knowledge, values, and skills necessary to work with individuals, families, groups, and organizations and communities in a variety of social contexts.

The mission statement of the Social Work Program is consistent with and complimentary to the Mission Statement of East Central University. Both statements emphasize a quality learning environment for students and a dynamic curriculum to meet the ever-changing needs of society. The diversity of society is recognized, and the need to function within a culturally diverse society is confirmed and supported by the mission of the University and the Program.

LIBERAL ARTS

The curriculum for generalist social work practice is built upon a strong liberal arts foundation, which is integrated throughout the social work curriculum. East Central University embodies its commitment to the values of a liberal arts education through its general education requirements. The general education curriculum is designed to assist students in attaining the knowledge, skills, and attitudes recognized by the University as fundamental to every educated person's understanding of and response to the world.

GENERAL EDUCATION

Three themes are common to all courses in the general education curriculum: (*East Central University Catalog*)

- First, general education courses encourage students to think symbolically and logically and to apply the rational powers of the mind (analyzing, deducing, inferring, classifying, generalizing, imagining, recalling, comparing, evaluating, and synthesizing) in a systematic way for problem solving.

- Second, the general education curriculum encourages students to venture across disciplinary boundaries to see how different areas of study relate to each other so that a more integrated view of knowledge is attained. Common themes emerge which relate the curriculum to experiences shared by most people.
- Third, the general education curriculum, through the exploration of universal experiences, helps students to better understand themselves and others as well as society and the wider world. Through this exploration students develop the introspective attitudes, the interpersonal skills, the multi-cultural values, and the respect for life-long learning required for meaningful participation in society.

INTERNSHIP REQUIREMENTS AND POLICIES

The Internship Program is first and foremost an educational program designed, implemented, and evaluated on the demonstrated competency of students through observable practice behaviors. It is recognized and expected that service to the agency results from placement of the student intern, but the primary criterion on which activities are selected should be their contribution to the student's learning and professional development. The purpose of the internship is to connect classroom and field through a learning plan that will solidify the process of applying knowledge, values, and skills for generalist practice. The internship course is taken concurrently with, and is linked educationally to the Social Work Integrative Seminar.

The Internship Program is guided by the Educational Policy and Accreditation Standards (EPAS 2015) of the Council on Social Work Education:

Educational Policy 2.2 – Signature Pedagogy: Field Education

Signature pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner. Professionals have pedagogical norms with which they connect and integrate theory and practice. Concepts and theories build on one another and are then demonstrated during internship. In social work, the signature pedagogy is field education. The intent of field education is to connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies. Each competency describes the knowledge, values, skills, and cognitive and affective processes that comprise the competency at the generalist level of practice. (CSWE, 2015, EPAS).

CURRICULUM

- 2.2 The social work program administers field education (Educational Policy, Section consistent with program goals and objectives that:

- 2.2.1 Connects the theoretical and conceptual contribution of the classroom with the practice setting.
- B2.2.2 Provides generalist practice opportunities for students to demonstrate the core competencies with individuals, families, groups, organizations, and communities.
- 2.2.4 Students demonstrate social work competencies through in person contact with clients and constituencies.
- 2.2.5 Provides for a minimum of 400 hours of field education for baccalaureate programs and 900 hours for master's programs.
- 2.2.6 Admits only those students who have met the program's specified criteria for field education.
- 2.2.7 Specifies policies, criteria and procedures for selecting field settings, placing and monitoring students; supporting student safety; maintaining field liaison contacts with field education settings; and evaluating student learning and effectiveness congruent with the program's competencies.
- 2.2.8 The Program maintains contact with field settings across all program options.
- B2.2.9 Specifies that field instructors for baccalaureate students hold a CSWE-accredited baccalaureate or master's social work degree and 2 years post-social work degree practice experience in social work. 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.
- 2.2.10 Provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.
- 2.2.11 Develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision differ from those associated with the student's employment.

INTERNSHIP PROCESS

For majors applying for the Internship, the following requirements and policy statements apply to all social work majors enrolling in the internship:

1. The student must have senior level standing.
2. The student must file a timely application for internship with the Field Director. Timely application means:
 - a. For Fall & Spring Internship, an application must be filed in compliance with the application deadline during the semester preceding the internship semester.
 - b. **NO SUMMMER SOCIAL WORK INTERNSHIP**
 - c. If the student would like a split placement (internship hours split evenly between the fall and spring semesters) this must be indicated on the application in the section provided.

- d. Social Work Internships are approved for social work majors only.
3. The student applying for internship **must have a minimum retention grade point average of 2.5 and no lower than a “C” grade in each required Social Work Course.**
4. Completion of all required courses for the Social Work major, except for SOWK 4892, Integrative seminar in Social Work, which is taken concurrently with SOWK 4946-12, Internship in Social Work. No day classes can be taken during the hours of the internship for any coursework the student is lacking.
5. Recommendation for internship is by the Social Work faculty. Recommendation for internship is based on the student’s attitude, maturity, demonstrated judgment, interpersonal behavior, and skills level, in addition to meeting the requirements specified above.
6. The Field Director will receive all applications for the Social Work internships. **Students are responsible for submitting a degree check with their application OR documentation that a degree check has been applied for and a copy of the current transcript.**
7. The Field Director will meet with each applicant to review their application as well as discuss any difficulties related to his/her application and assist in resolving any problems prior to formal consideration of the application by the Social Work faculty.
8. Student’s Right of Appeal:

When a Social Work major files an application for internship, that application is acted upon by the Social work faculty. The application is approved or denied based on requirements set forth in policy. The student is notified, in writing, by the Field Director as to the disposition of his/her application. If the student feels the decision made is adverse or otherwise does not represent his/her interests, then he/she may wish to invoke the following appeals process:

- a. The student who feels that an adverse decision has been made on his/her application for internship first files a written grievance with the Social Work field Director within ten (10) days following notification of the adverse decision, setting forth the specific reasons why he/she disagrees with the decision. The student and Field Director meet to discuss options and alternatives. If the student remains dissatisfied with the outcome, he/she should request a meeting with the Social Work Program Director to appeal the adverse decision. The Program Director must meet with the student within one week of the student’s request to hear the grievance.
- b. If, after an appeal by the dissatisfied student, the Social Work Program Director sustains the initial decision, the student has further rights of appeal through the Chair of the Human Resources Department, and then at the University

Administration Level (as specified in the *ECU Student Handbook*).

The Social Work faculty will assist the student to assure that the student's rights are preserved.

9. In order to maintain approval for internship, a grade of "C" or better must be earned in all social work major courses taken during the semester in which the application for internship is made; and a 2.5 or better GPA.

Policy on Academic Credit for Life Experience

The Social Work Program does not grant academic credit, course waivers, or internship credit for life experience or previous work experience. CSWE Standards emphasize new learning, and does not allow giving credit for previous work. The University does not provide such an option for any course offered by the University and granting of academic credit for life or work experience is not practiced at the University.

Student Readiness

A student applying for internship must give evidence that he/she is motivated to engage in the internship process, as well as the internship, itself. This motivation is demonstrated by the student meeting the application deadline, attending required internship planning meetings, and keeping scheduled appointments with the Field Director and with their assigned faculty liaison. Additionally, the student's personal situation should be stable and unencumbered so as to assure the student's successful completion of this important phase of their professional education. Students are expected to be prepared for the economic and emotional stress that might occur as a result of the internship.

Selection of Internship Placement

The Social Work Program has established procedures and criteria for the selection of internship settings. The Field Director initiates the process by contacting a prospective agency to determine the appropriateness and interest of the agency in participating in the Internship Program. Students should not contact agencies directly without prior approval from the Field Director or Faculty Liaison.

The Social Work Program has established criteria for the selection of internship placements. The placement agency must:

1. Have a commitment to serving clients consistent with the mission of the profession of social work and the *NASW Code of Ethics*.
2. Demonstrate a commitment to professional education for social work practice.
3. Designate a qualified Field Instructor (CSWE guidelines indicate preference for a MSW degree or BSW degree with two years' experience for field instructors).

4. Allow the Field Instructor adequate release time to permit appropriate instruction and supervision of the internship student.
5. Provide a variety of appropriate learning experiences which are consistent with the educational goals and objectives of the Social Work Program that prepares the student for generalist social work practice at the entry level of the profession.
6. Provide the physical resources that assure the student will have the necessary space, materials, and support to perform in an environment that promotes optimal learning and effective practice.
7. Demonstrate an agency sensitive to issues of human diversity and nondiscriminatory practices in staffing and patterns of service delivery.
8. Allow additional learning experiences to be developed outside the agency in the event necessary learning experiences for the student cannot be met within the placement agency.

Roles and Responsibilities

Responsibilities of the Field Director:

The Field Director is responsible for the on-going development, coordination, and evaluation of the internship program. In performing these duties, the Field Director utilizes the social work faculty, agency administrators, field instructors, and student in the following areas:

1. Develop the policies and procedures of the Internship Program.
2. Establish and evaluate the goals, objectives, and outcome of the internship programs to assure consistency with the overall objectives of the Social Work Program.
3. Provide an *Internship Manual* and all required forms to faculty, liaisons, field instructors, and students.
4. Coordinate the placement of assigned students within internship agencies.
5. Develop and maintain relationship with internship agencies and field instructors.
6. Plan, develop, and provide orientation, and on-going training for field instructors.
- 7.. Coordinate the application process for social work students applying for internship.
8. Evaluate and review agencies and Field Instructors for continued participation in the Internship Program.

9. Assume responsibility for termination of the internship placement if the placement is determined to be unsatisfactory to the student or to the Field Instructor/Agency. This determination will be made by the Director in collaboration with Faculty Liaison, Field Instructor, and Student.
10. Maintain an internship program which meets the accreditation of standards of the Council on Social Work Education.

Responsibilities of the Faculty Liaison:

1. Maintain contact with Field Instructor and student at appropriate intervals for assessment and evaluation of student progress.
2. Identify training and professional needs of Field Instructors.
3. Provide consultation and support to the Field Instructors for development of the learning plan and instructional skills.
4. Become familiar with learning patterns and needs of student.
5. Assist student's plan for learning experiences in placement agency and select experiences that are compatible with the goals and objectives of the Program.
6. Mediate, as needed, between the student and the Field Instructor and/or Agency.
7. Assume responsibility for identifying the specific areas that will require additional faculty involvement to ensure that a social work focus and identification are sustained in cases where the Field Instructor does not have a professional Social Work Degree.
8. Consult with and keep the Field Director informed about student progress.
9. Assume responsibility for assigning the student's final grade for the internship course.

Responsibilities of Field Instructor:

The Field Instructor assures that the internship is mutually beneficial to the student, agency, and clients served by the agency. The role of the Field Instructor is crucial to the success of the overall learning experience. In roles as educator, mentor, and mediator the Field Instructor provides support and knowledge to the student in beginning professional development. The following responsibilities of the Field Instructor include:

1. Be knowledgeable of policies and procedures of the internship as outlined in the *Internship Manual*.
2. Conduct an initial interview and educational assessment of the prospective student prior to placement during which time the structure, functions, and requirements of the agency are identified and described to the student.

3. Develop and coordinate practice experiences and assignments designed to provide the student opportunities to engage in generalist social work practice through direct involvement in agency services.
4. Collaborate with the student to develop an individualized learning plan to meet the educational goals and objectives of the Program.
5. Conduct weekly conferences with the student to provide feedback on the student's performance and to identify any concerns or needs by the student.
6. Notify the Faculty Liaison promptly in the event problems arise with the student's performance or placement.
7. Complete student evaluations (mid-term and final) within the designated time frame to facilitate timely feedback to the student and to the Program. These evaluations should be completed with the student as a part of the educational focus of the internship.
8. Recommend a pass/fail grade for the student upon completion of the internship placement.
9. Participate in orientations and training conducted by the Social Work Program for Field Instructors.

Field Instructors participating in the Internship Program are expected to conduct themselves in a professional manner that is consistent and compatible with the *NASW Code of Ethics*. Listed below are specific standards included in the *NASW Code of Ethics*, which relate specifically to educators and Field Instructors.

2. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO COLLEAGUES

2.07 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.

2.08 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.

3. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES IN PRACTICE SETTINGS

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 student's 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 student. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

3.09 Commitment to Employers

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

Code of Ethics of the National Association of Social Workers. (Approved by the 1996 NASW Delegate Assembly and revised by the 2008 Delegate Assembly.)

Responsibilities of the Student

The internship is the place where the student integrates and applies the knowledge, values, and skills acquired from the classroom to practice. To maximize the internship experience, the student is responsible for the following:

1. Be familiar with the policies and procedures of the internship as outlined in the *Internship Manual*.
2. Participate in a conscientious manner in the internship application and planning process with the Field Director and the Faculty Liaison.
3. Be properly motivated at the time of application and assure, as much as possible, that personal and family situation is stable and unencumbered enough so as to assure successful completion of the internship. Notify the Field Director and/or Faculty Liaison of any anticipated problem that may interfere with the internship.
4. Conduct oneself within the internship in a professional manner that is consistent and compatible with the *NASW Code of Ethics* and the *East Central University Social Work Internship Placement Code of Conduct*. (*Code of Conduct* is included in Part III of this Manual.)
5. Obtain student professional liability insurance coverage as required by the Program.

6. Fulfill the time requirement of the internship;
 - a. that is, 32 hours per week for 14 weeks, totaling 448 hours of practice experience during the block placement which is documented utilizing the “Cumulative Internship Time Sheet” form, or
 - b. if a split placement has been indicated on the application and approved by the Field Director, 16 hours per week for 14 weeks during the first internship semester, and 16 hours per week for 14 weeks during the second internship semester, for a total of 448 hours of practice experience during the split placement which is documented utilizing the “Cumulative Internship Time Sheet” form.
7. The specific schedule for completion of hours is to be worked out between the agency, the Field Instructor, and the student, with the Faculty Liaison’s approval. The schedule should consider the agency function, student learning goals, and the requirement of attendance at the Integrative Seminar.
8. Provide the Agency with information concerning the University calendar or other activities which might conflict with scheduled time at the placement agency. In any situation (illness, weather, transportation, etc.) where the student might fail to report to the agency as agreed upon, the student must notify the Field Instructor as promptly as possible.
9. Participate actively in field instruction conferences and document the information using the “Student Weekly Field Supervision/Instruction Log”. Keep a weekly journal and provide a copy to the Faculty Liaison and the Field Instructor each week.
10. Collaborate with the Field Instructor to develop an individualized learning plan to meet the educational goals and objectives of the Program.
11. Be concurrently enrolled in SOWK 4892 Integrative Seminar in Social Work and complete all assignments in the course and attend all class sessions.
12. Use Field Instructor and Faculty Liaison supervision as a means of learning. Supervision includes the open discussion of student’s strengths, as well as areas for personal and professional growth and development.
13. Develop and sustain helping relationships with clients within the framework of the placement agency, recognizing the limitations and responsibilities of worker, agency, community, and client.
14. Develop professional working relationships with colleagues within the agency and community in developing and providing services to the client(s).
15. Complete all written requirements including the Learning Plan, Student’s Evaluation of Internship, Weekly Journals, the Internship Time Sheet, the Student Weekly Field Supervision/Instruction Log and any requirements established by the Field Instructor and/or Faculty Liaison.

SELECTION AND PLACEMENT PROCESS

The Social Work Program has developed a pool of agency placements to allow students the opportunity to pursue different field interests during the internship experience. While the goal of the Program is to develop generalist social work practicum placements, there are advantages in permitting students to practice in areas of major interest to them. The evaluation and development of placement agencies is an on-going process of the Field Director.

The ECU Social Work Program is committed to the use of professionally educated social workers (MSW, BSW) as Field Instructors. Such instruction is essential for students to receive a quality professional internship experience. However, due to the University's location in a rural area with, at times, a shortage of professionally educated social workers, exceptions are sometimes made. In these instances, the Faculty Liaison is responsible for providing supplemental instruction and support to ensure that each experience fully meets the expectations of the Social Work Program. Field Instructors must be willing to meet the roles and responsibilities listed in the *Manual*.

Procedures for Field Placement of Students

Following is the procedure which culminates in the field placement:

1. Development of the Placement Agencies

- a. Field Director and/or Faculty Liaison develops and evaluates potential and current placement agency.
- b. Information is provided agency concerning the Social Work Internship Program.
- c. Based on agency characteristics and willingness to participate in the Internship Program, determination of appropriateness for placement is made.

2. Application for Internship and Selection of Placement Agency

- a. During the first two weeks of the semester prior to placement semester, information about the placement process is presented, and internship applications are distributed.
- b. Application is completed by the student and returned in person to the Field Director (no later than the fourth week of the semester).
- c. Application is evaluated by the Field Director to ensure the student meets all criteria (G.P.A.) requirements and has completed all required social work courses). Only those students who have met the Program's criteria will be placed in an internship setting. Work experience or life experience will not take the place of the internship, which is educationally directed and supervised.

- d. A placement meeting is convened for student applicants who are approved. Placement process is reviewed and a Faculty Liaison is assigned to students.
- e. When student and Faculty Liaison have tentatively agreed on a placement agency and the agency has been contacted by the Liaison, the student arranges an interview and shares “Social Work Intern Personal Data Sheet” with the agency during the interview.
- f. Field Director and/or Faculty Liaison contacts placement agency representative following interview, and also discusses interview with the student.
- g. If all parties respond favorably, “Internship Agreement” form is signed by all parties – student, agency representative, and Field Director (or Faculty Liaison). A copy of the Agreement is provided to all signing parties.

3. The Placement

- a. For block placement, student enrolls in SOWK 4892 Integrative Seminar in Social Work and in SOWK 4946-12 Internship in Social Work in section listed with the Faculty Liaison.
- b. For split placement, in the first semester, student enrolls in SOWK 4946 Internship in Social Work in section listed with the Faculty Liaison. In the second semester, student enrolls in SOWK 4892 Integrative Seminar in Social Work and in SOWK 4946 Internship in Social Work in section listed with the Faculty Liaison.
- c. Joint Intern/Field Instructor Orientation is held on campus the week prior to the placement semester.
- d. Student reports to placement agency on the date designated on the *Social Work Internship Agreement*.
- e. Faculty Liaison visits placement agency a minimum of two times during the internship semester(s) to monitor and evaluate the internship experience.
- f. For block placements, students are in the field four days per week for 14 weeks with the fifth day of each week reserved for on-campus research and instruction, as well as attendance in the Integrative Seminar. For split placements, students are in the field two to four days per week for 14 weeks with the fifth day of each week reserved for on-campus research and instruction, as well as attendance in the Integrative Seminar (during the second internship semester only). After orientation to the agency, the student assumes gradually increasing responsibility for social work tasks. Conferences between the Field Instructor and intern should be scheduled on a regular weekly basis. Site visits by the Faculty Liaison are scheduled on a planned basis, a minimum of two times during the semester(s). At mid-term and near the end of the semester, evaluations of student growth and

performance are submitted by the Field Instructor to the Faculty Field Liaison utilizing the Social Work Education Assessment Project, the “SWEAP” instrument.

Designing the Internship in the Curriculum

The Social Work internship is based on the principle that an educationally directed field experience is an integral part of the preparation of the generalist professional social worker. The internship is designed, implemented, and evaluated on the basis of the goals and objectives of the Social Work Program. It should be strongly emphasized that the primary criterion on which field activities are selected should be their contribution to the student’s learning and professional development, and demonstration of competencies that characterize generalist practice.

Through field instruction, classroom knowledge with agency practice come together. The student observes and evaluates the professional role of social work. While specialized experience and knowledge is valuable, it is the knowledge and skill that can be generalized to any helping setting that is of primary importance to the student.

The internship learning plan developed by the Field Instructor and student is the key instrument for accomplishing the internship educational objectives. It must be a collaborative effort between the Field Instructor and student with the support and guidance of the Faculty Liaison. Individual learning plans established for each student identify strategies and activities for achieving competencies, as well as the means to evaluate outcomes. The learning plan is a flexible and dynamic instrument that is reviewed and updated at mid-term during the internship placement to encourage and challenge the student throughout the internship.

Interns will identify and work on learning plans focused on three levels of generalist practice during their internship: the micro level – dealing with individuals and families, the mezzo level – dealing with small groups, and the macro level – dealing with community and organizations. Placing emphasis on engagement, assessment, intervention, and evaluation of practice with individuals, families, groups, organizations, and communities.

Work Setting for Internship Placement

The policy regarding the use of a work setting for an internship is that the Field Director will generally **NOT** assign a student to a placement in a service agency where the student is an employee. However, in certain circumstances, the request to utilize the work setting for an internship may be granted. It is recognized that due to the increasing cost of education and other obligations, many students must work while pursuing their degree, and the utilization of the work setting may become an option.

The Council on Social Work Education (CSWE) standards address the need to maintain the educational focus of the field experience and differentiate between job and internship activities. This option is considered on an individual basis by the Field Director to ensure that students receive a variety of field experiences and supervision in the internship. The criteria established for utilizing the work setting as an internship is:

- The Agency must be large enough to provide a move or a significant change to a different department, section, or program that represents new and different experiences than the student's current employment.
- This department, section, or program must be able to meet the educational needs of the student, fulfill the objectives for the internship, and allow the student to complete the required internship hours.
- This change to a different department, section, or program with the agency must expose the student to a client population and responsibilities that are a significant change from the student's employment.
- The agency must provide a Field Instructor who is not the regular supervisor. If this person is not a MSW or experienced BSW, the agency must allow face-to-face field instruction/supervision of the student by a MSW or experienced BSW, who comes from outside the agency on a planned basis, a minimum of every two weeks.
- The agency must provide written documentation from an agency administrator that the student will be released from regular work to attend to internship matters and attend the Integrative Seminar. This documentation must also include an understanding from the agency administrators that the student's time will focus on learning, not performance or work demands of the agency. The internship placement will be terminated if this understanding is not honored.
- Agencies must meet all the criteria for an internship placement as specified by the *Internship Manual*.
- Students who are in a position of authority (CEO, Director, etc.) **CANNOT** intern in their agency.

Request for Use of Work Setting for Internship Placement

The student interested in using their work setting for internship will submit a written request to the Field Director at least one semester before the internship begins. The written request from the student **MUST** contain the following:

1. Description of present and potential job responsibilities, title, and supervisor.
2. Beginning date of employment with the agency.
3. Description of proposed field internship assignment, including department, section, and/or program change.
4. Intended internship supervisor; if this person is not a MSW or BSW.

5. Written plan detailing the release time for internship work and other school work signed by the current job supervisor and the intended supervisor, and the MSW or experienced BSW.
6. Written approval from an agency administrator agreeing to the student's plan. This should also include signatures from the present supervisor, intended internship supervisor, MSW or experienced BSW supervisor (if applicable), program director, department head, or section leader of the proposed internship setting.

The written request will be reviewed by the Field Director. A decision by the field Director will be made within 10 days of the receipt of the proposal. The student, agency, and supervisor are expected to adhere to the agreement reached between the Field Director, the student, the supervisors, and the agency. If the Field Director and/or Faculty Liaison learns the student is attending to regular job duties during the designated internship time, the Field Director will terminate the internship.

TERMINATION POLICY

Termination of a student from the Internship Program is not an action which is considered routine, but is seen as a Program gatekeeping responsibility for the social work profession. Students should be knowledgeable of the Program's Student Conduct and Retention Policies outlined in the *Social Work Program Handbook*, which includes behaviors that may result in a student's termination from the Internship Program and/or Social Work Program. Students are expected to adhere to the *NASW Code of Ethics*, to follow agency policies and procedures, and to otherwise conduct themselves in a professional manner. Failure to meet these expectations will be reflected in the internship grade and/or may result in other action taken by the Program, including termination from the internship placement. The behaviors and conduct for termination of the internship placement include, but are not limited to the following:

1. Chronic Absenteeism. Unexcused absences which form a pattern that makes effective learning and discharge of responsibilities impossible, constitute a legitimate basis for termination.
2. Unprofessional Behavior. Consistent behavior that has been identified as being in violation of the *NASW Code of Ethics* is a legitimate basis for termination.
3. Assaultive or Threatening Behavior. Behavior that is directed at clients, colleagues, or instructors, and that does not respond to warnings or efforts of remediation, may be cause for termination.
4. Behavior Damaging to Clients. Habitual hostility, disparaging remarks, violations of client confidentiality, ridicule of clients, and related behaviors which do not change in response to warnings or efforts at remediation shall be a basis for termination.
5. Persistent Ineffectiveness in Work with Clients. Whether due to emotional immaturity, personal prejudice, resistance to learning, inability to complete assigned tasks, or a persistent incapacity for mastering and performing the necessary skills for

interpersonal helping, a student who repeatedly is unable to demonstrate appropriate levels of effective performance, and who gives no evidence of progress shall be appropriately considered for termination.

6. Academic Behavior. Unacceptable academic behavior will not be tolerated. Unacceptable academic behavior includes not only violations of traditional standards of academic integrity such as cheating, plagiarism, and lying, but also prohibitions against sexual harassment, discriminatory harassment, misappropriation of equipment, and other violations against persons and property not acceptable in an academic community. These behaviors may result in the student's termination.
7. Criminal Acts. Some criminal acts, if known to the Program, and of a nature clearly contrary to professional practice, would lead to termination from internship placement and/or dismissal from the Program.

Students terminated from their internship are informed of such action both in-person and in writing. Students have a right to appeal their dismissal and procedures are in place for the appeal/grievance process, which are explicated below.

GRADING AND EVALUATION

Internship Evaluations and Grading

Field Instructors and students are required to collaboratively develop a learning plan in which experiences and activities are identified which will contribute to the student's development of competencies for generalist social work practice. The internship is designed so that planned field experiences are supervised, coordinated, and evaluated over the course of the internship. Consistent and on-going supervision and instruction are essential to the student's learning process so that the student receives feedback about their strengths and needs. The formal process for evaluation occurs at mid-term and at the end of the internship.

At mid-term and at the end of the semester, the Field Instructor will conduct with the student a face-to-face evaluation of performance, using the program's evaluation assessment tool the SWEAP instrument. Evaluation is viewed as important to the overall learning process of the student and to their professional growth and development during the internship semester. The student's achievement of the program's competencies for professional practice is the ultimate desired outcome of the internship.

The mid-term evaluation provides a measure of the student's progress towards achievement of competencies through demonstration of practice behaviors. During the mid-term evaluation conference, acceptable performance and performance needing improvement should be identified and discussed. If improvements are needed, a written plan for remediation will be developed. The completed evaluation form is to be reviewed, discussed, and signed by the Field Instructor, student, and Faculty Liaison, as well as the Field Director. The SWEAP assessment tool is online and will be submitted to the Field Director.

At the end of the student's internship experience and completion of required 448 hours, a final evaluation is conducted with the student to assess the achievement of the program's competencies through identified practice behaviors. If the student is in a split placement, the SWEAP instrument will be utilized during the last semester of internship. Areas needing improvement that were identified at mid-term will be re-evaluated. The final evaluation includes the Field Instructor's assessment of the student's overall readiness for beginning level generalist social work practice. It is critical for the Field Instructor when completing the evaluation form to be thoughtful and explicit, and give supporting evidence for ratings.

If there is a disagreement between the student and Field Instructor on the mid-term and/or final evaluation, the Faculty Liaison must be consulted. It is the responsibility of the Faculty Liaison to determine, in consultation with the Field Director, the best course of action to resolve the disagreement. If the Faculty Liaison is unable to reach an agreed upon outcome, then the Field Director will make a final decision after a complete and comprehensive review of the situation and issues involved.

The mid-term and final evaluation, and observations of the Faculty Liaison, will form the basis for the final grade of Pass or Fail. Ultimately, it is the responsibility of the Faculty Liaison to assign the final grade for the internship. No final grade will be recorded until the completed final evaluation is received by the Faculty Liaison.

Student Evaluation of Internship

Each student is required to complete a *Student Evaluation of the Internship* at the end of the internship experience and submit to the Field Director. Student feedback is valued and important. It contributes to decisions on improving and/or discontinuing use of specific placement agencies. The evaluation also assists in the matching process of future students with specific agencies and/or Field Instructors. Students are encouraged to initiate their own direct communication with their Field Instructors regarding their perceptions of internship strengths and concerns.

Student Appeal Grievance Process

An undergraduate student who has an academic or non-academic conduct grievance, shall discuss the matter with the faculty member involved or Program administrator, if appropriate. If the dispute is not resolved with the faculty member, the matter can be appealed to the Social Program Director. (If the grievance involves the internship, the student can appeal to the Field Director and then to the Program Director, if necessary). If the dispute is not resolved at the Program level, the student will submit the grievance in writing to the Chair of the Department of Human Resources within 10 calendar days of the decision that is the subject of the grievance. The student will be assisted, as needed, to access and implement the grievance process. The student may carry the appeal to the Dean of the College of Liberal Arts and Social Sciences if the grievance is not resolved to the student's satisfaction at the Department Chair level. The student will be notified by the Dean of the decision regarding their grievance within ten days of consideration of the grievance.

The University's Student Grievance policy, as quoted below from the *ECU Catalog* will be followed by the Social Work Program.

“A student should attempt an informal resolution of his/her grievance with the appropriate faculty member, staff member or administrator. If the grievance cannot be resolved at the level to which the complaint is made, it is referred to the next higher level. The President will review lower level decisions if an appeal is made to the President. The President may overrule any and all decisions. Also, anyone choosing to do so may file a grievance directly with the President; the complaint will then be processed through the administrative channels to attempt resolution prior to the taking of final action.”(p. 37)

ECU Grade Appeal Policy

As stated in the *ECU Catalog*, “The University believes students should be given the opportunity to meet with instructors and department chairman to resolve issues concerning assigned grades. Student grade appeals are not intended to interfere with the instructor’s right to determine the evaluation process and to perform that evaluation. They are intended for instances that deviate from the basic understanding of how grades are to be assigned.

Students wishing to appeal a grade should first discuss the grade with the instructor. If the student is still dissatisfied and believes there are circumstances that merit an appeal of grade, the student should discuss the issue with the department chair and if necessary, the dean. If further appeal is requested, information can be obtained on the process from the Provost/Vice President for Academic Affairs and/or designee.” (p. 30)

For Social Work majors, if the student is still dissatisfied after discussing their grade with their social work instructor, they should discuss the issue with the Social Work Program Director, then the Chair of the Department of Human Resources, and lastly, the Dean of the College of Liberal Arts and Social Sciences.

PART II

SOCIAL WORK PROGRAM AND POLICIES

MAJOR IN SOCIAL WORK – THE BACHELOR OF SOCIAL WORK DEGREE

Baccalaureate Social Work (BSW) Education

A BSW education combines liberal arts with required social generalist curriculum to prepare graduates for professional practice. To ensure professional standards, BSW programs must meet rigorous academic standards to gain and maintain accreditation from the Council on Social Work Education. Baccalaureate social work is the only undergraduate major that educates students to be professional social workers. (*National Association of Social Workers, BSW Brochure*)

The BSW curriculum provides a professional education that is transferable to different settings, population groups, and problem areas. The generalist curriculum is a competency-based; nine competencies (see *Educational Policies and Accreditation Standards of the Council on Social Work Education* (2015) in Part IV of this manual) that are common to all social work practice are:

- Demonstrate ethical and professional behavior
- Engage diversity and difference in practice
- Advance human rights and social, economic, and environmental justice
- Engage in practice-informed research and research-informed practice
- Engage in policy practice
- Engage with individuals, families, groups, organizations, and communities
- Assess individuals, families, groups, organizations, and communities
- Intervene with individuals, families, groups, organizations, and communities
- Evaluate practice with individuals, families, groups, organizations, and communities

Bachelor of Social Work (BSW) Degree Requirements

I. General Education (45 HOURS)

4 hours (BIOL 1114) counted in the major

3 hours (PSYCH 1113) counted in the major

3 hours (SOC 1113) counted in the major

Other hours needed

34 hours

Includes recommended Math course – MATH 1413

II. Major in Social Work

46 hours

HURES 2083 Human Behavior & Social Environment I

HURES 2103 Interviewing Techniques

HURES 3183 Case Management Practice

HURES 3763 Group Processes and Practice

SOWK 2273 Intro to Social Work & Social Welfare

SOWK 2521 Professional Skills in Social Work and Social Welfare

SOWK 3013 Social Work Practice I

- SOWK 3613 Social Welfare Policies and Services
- SOWK 3833 Research Methods in Social Work
- SOWK 4423 Human Behavior & Social Environment II
- SOWK 4494 Social Work Practice II
- SOWK 4892 Integrative Seminar in Social Work
- SOWK 4946 Internship in Social Work*
- SOWK 4946 Internship in Social Work*

*Internship is not offered during summer semester

III. Related Work 10 hours

A. Required General Education

- BIOL 1114 General Biology (Courses satisfy general education requirement and must be completed prior to enrollment in HURES 2083 Human Behavior and Social Environment)
- SOC 1113 Introduction to Sociology (Courses satisfy general education requirement and must be completed prior to enrollment in HURES 2083 Human Behavior and Social Environment and HURES 2103 Interviewing Techniques)
- PSYCH 1113 General Psychology
(Courses satisfy general education requirement and must be completed prior to enrollment in HURES 2083 Human Behavior and Social Environment and HURES 2103 Interviewing Techniques)

B. Required Related Work Elective

Select one of the following:

- MATH 2213 Introduction to Probability and Statistics
- SOC 3833 Statistics for Social Sciences
(The required elective must be completed prior to enrollment in SOWK 3833 Research Methods in Social Work)

IV. MINOR (Not Required)

V. Electives 31 hours

It is recommended that the Social Work major select elective courses from the Department of human resources or a related field.

VI. Total Hours Required 124 hours

VII. Special Requirements

“Teachers” or “methods” courses do not count in the major. The OSRHE computer proficiency graduation requirement will be met through completion of one of the courses in the institution’s general education computer literacy option (including equated or substituted courses) or testing out of the challenge exam for one of these courses (all courses may not have challenge exams), OR successful completion of an associate of arts or associate of science degree at an Oklahoma two-year college in which the computer skills requirement was met. Satisfaction of this requirement may not reduce or remove any program requirements.

Four Year Degree Plan for Social Work Major

Model Course Plan

FIRST YEAR – FRESHMAN

Fall Semester

UNIV 1001 * Freshman Seminar
ENG 1113 * Freshman Composition I
KIN 2122 * Wellness or Nutrition FCS 1513
---3 * Communication**(Computer Literacy)

MATH 1-13 * Mathematics**
MATH 1413 Survey of Mathematics RECOMMENDED

SOC 1113 * Introduction to Sociology

15 or 16 TOTAL HOURS

Spring Semester

BIOL 1114 * General Biology
ENG 1213 * Freshman Composition II
HIST 24-3 * United States History Survey**
---3 * Communications**(Speech or Language)
PSYCH 1113 * General Psychology

16 TOTAL HOURS

SECOND YEAR – SOPHMORE

Fall Semester

PS 1113 * United States Government
---3 * Humanities – Western Civilizations**

HUM 2123 General Humanities I RECOMMENDED

---3 * Humanities – Cultural/Human Diversity**

HIST 2523 Native People in American History RECOMMENDED

1-14 * Physical Science** (GEOG 1214 RECOMMENDED)

HURES 2083 Human Behavior and Social Environment I

16 TOTAL HOURS

Spring Semester

UNIV 3001 * General Education Seminar
SOWK 2273 Intro to Social Work & Social Welfare
SOWK 2521 Professional Skills for Social Work
---3 Minor – Introductory Course (3hours)
---9 Minor or Elective *** (9 hours)

17 TOTAL HOURS

THIRD YEAR – JUNIOR

Fall Semester

HURES 2103 Interviewing Techniques
SOWK 3013 Social Work Practice I
---9 Minor or Elective** (9 hours)

15 TOTAL HOURS

Spring Semester

HURES 3183 Case Management Practice
HURES 3763 Group Processes & Practices
SOWK 3613 Social Welfare Policy & Services
---6 Minor or Elective*** (6 hours)

SOC 3833 Statistics for Social Science RECOMMENDED

OR

PSYCH 3833 Behavioral Science Statistics RECOMMENDED

15 TOTAL HOURS

FOURTH YEAR – SENIOR

Fall Semester

SOWK 3833 Research Methods in Social Work
SOWK 4423 Human Behavior & Social Environment II
SOWK 4494 Social Work Practice II
---6 Minor or Elective**(6 hours)

16 TOTAL HOURS

Spring Semester

SOWK 4892 Integrative Seminar in Social Work
SOWK 4946 Internship in Social Work
SOWK 4946 Internship in Social Work

14 TOTAL HOURS

TOTAL DEGREE PLAN HOURS 124

* General Education Requirements

** See current catalog "General Education Requirements" for selection

*** Minor required (16-21 hours)/Electives (12-17 hours)

Social Work Course Descriptions

HURES 2083 Human Behavior and Social Environment I

3 hours--Prereq: SOC 1113 and PSYCH 1113; for Social Work Majors, SOC 1113, PSYCH 1113 and BIOL 1114. Theoretical frameworks drawn from the biological, social, and behavioral sciences for understanding across the life span and the range of social systems in which people live; and the ways social systems promote or deter achievement of health and well-being. Explored is the impact of factors including ethnicity, race, class, age, gender, sexual orientation, disability, and culture on human development and behavior.

SOWK 2273 Introduction to Social Work & Social Welfare

3 hours--Prereq.: Sophomore standing. Coreq.: 2511. Provides students with an overview of social work as a profession, its historical development, and knowledge, value and skills for practice. Informed sensitivity to all aspects of human diversity is emphasized and the advocacy role of social workers with oppressed and devalued populations. History, development, and philosophy of the social welfare institution in U.S. society and the role of the profession is explored.

SOWK 2521 Professional Skills for Social Work & Social Welfare

1 hour--Prereq.: Sophomore standing. Coreq.: 2273. Field experience in a social services agency or organization, including those serving older adults. Emphasis is on use of self in the helping process and exploration of social work as a career.

SOWK 3013 Social Work Practice I

3 hours--Prereq.: 2273, 2511 and admission to the Social Work major. ONLY Social Work majors may be enrolled in this course. This first course in the social work practice curriculum sequence, emphasizes the preparation of students for competent strengths-oriented action with individuals, families, groups, organizations, and communities through use of professional knowledge, values and skills. A generalist practice framework, using a problem solving model approach is the context for the course. Students are introduced to relevant theoretical and conceptual frameworks for generalist practice and for work with diverse populations, including older adults.

SOWK 3613 Social Welfare Policy & Services

3 hours--Prereq.: 2273 and 2511. This course prepares students to understand how policy affects service delivery and how to actively engage in policy practice to advance and improve the quality of social services. Content includes the history and current structure of policies and services; the role of policy in service delivery; and the role of practice in policy development. Students analyze, propose, and formulate policies that advance social well-being. The advancement of human rights and social and economic justice provides a context for the course. **(Offered Spring Only)**

SOWK 3833 Research Methods in Social Work

3 hours--Prereq.: 2273 and 2511; or departmental approval. This course introduces students to systematic approaches to scientific thinking necessary for knowledge building and evaluating one's own practice and practice that informs research. Critical thinking and analysis skills are

emphasized within the context of ethical scientific inquiry and practice. Students apply research to evaluation of practice and improvement of practice, policy, and social services delivery.

(Offered Fall Only)

SOWK 4423 Human Behavior & Social Environment II

3 hours--Prereq.: 2273, 2511 and HURES 2083; Co-req.: 4494 if a Social Work Major. This is the second course in the Human Behavior and Social Environment curriculum sequence that builds on competencies from HURES 2083 and knowledge from the liberal arts. Emphasized is the range of social systems impacting on social functioning and well-being, as well as the dimensions of human diversity which may oppress, marginalize, and alienate people in their environment. Content focuses on how social workers respond to evolving organizational, community, and societal contexts at all levels of practice.

SOWK 4494 Social Work Practice II

3 hours—Prereq.: 2273, 2511, 3013, HURES 2103, HURES 3183, and admission to Social Work Major; Coreq.: 4423. ONLY Social Work majors may enroll in this course. The second course in the social work practice curriculum sequence, which prepares students for generalist practice within the context of the problem-solving model approach. Emphasis is on preparing students for competent strengths-oriented practice using relevant knowledge, values, and skills to work with individuals, families, groups, organizations, and communities, which encompasses work with diverse persons, including older adults. Focus is on the interactive process of engagement, assessment, intervention, and evaluation.

SOWK 4892 Integrative Seminar in Social Work

2 hours—Prereq.: Departmental approval. Coreq.: SOWK 49412. This course, taken concurrently with the Social Work Internship, provides students the opportunity to reflect on the application of the theoretical and conceptual contribution of the classroom and field as preparation for generalist practice. The seminar is a forum for exchange of ideas and experiences relative to practice issues, professional development, the helping process, and social work values and ethics. The seminar is further defined by evaluation of student learning and competency building that has occurred across the social work curriculum in the classroom and field.

SOWK 49412 Internship in Social Work

12 hours—Prereq.: Departmental approval. Coreq.: 4892. The social work internship socializes students to perform in the role of practitioner. The theoretical and conceptual contribution of the classroom is connected to the practice setting, where interns demonstrate achievement of the program's generalist practice competencies and corresponding behaviors. This 448 hour internship is systematically designed and supervised through coordination of the program and practice setting.

SOCIAL WORK VALUES

The Social Work Program is committed to and guided by the *Code of Ethics* of the National Association of Social Workers (NASW). The *Code* serves as a guide to the everyday professional conduct of social workers. Some codes apply specifically to students as they prepare themselves educationally for a career in social work.

The *NASW Code of Ethics* is included in this *Manual*. It is expected that students are familiar with the contents of the *Code* and conduct themselves in accordance with the *Code* throughout their enrollment in the Social Work Program. Additionally, students should demonstrate a commitment to the core values of social work that includes respect for the dignity and worth of every individual and his or her right to social justice.

Student conduct in classes, including field work and internship, as well as personal behavior, are demonstrable evidence of professional behavior and internalization of social work values and ethics. Students will sign a *Code of Conduct* form for the internship, which reinforces the expectation for ethical conduct during the internship.

SOCIAL WORK PROGRAM STUDENT CONDUCT AND TERMINATION POLICY

In accordance with the Program's commitment to the ethical and professional conduct of students admitted to the Social Work Program, the Program has implemented policies, procedures, and criteria to evaluate the professional conduct of students, including termination of a student's enrollment in the Program if conduct is deemed inconsistent with the practice of professional social work.

At the time of the student's formal admission to the Program, the student and his or her social work advisor will discuss the Student Conduct and Termination Policy and the student and advisor will sign an *Acknowledgment* form, which will be retained in the student's program file; and a copy will be retained by the student.

Social work students are expected to conduct themselves in a manner consistent with:

- the *NASW Code of Ethics* (copy of the *Code* is included in the *ECU Social Work Program Handbook*)
- the *ECU Academic Integrity Policy* (copy available in all social work courses and posted in Blackboard for courses utilizing Blackboard)
- the *ECU Student Handbook*, "Code of Student Conduct" (available through the ECU Website [Current Students] and Dean of Students Office)
- Social Work Program policies for conduct included in the *Social Work Program Handbook* (copy distributed to all social work majors at the point of admission to the Program)
- *Internship Student Code of Conduct* (executed and signed with the *Internship Agreement* prior to the student's first day of internship)
- student conduct policies and professional behavior as is explicated in the Council on Social Work Education *Educational Policy and Accreditation Standards* (EPAS), 2015
- Conduct policies in courses as is reflected in all social work syllabi

The Social Work Program has the right and responsibility to terminate a student's participation in the Program on the basis of a determination of professional non-suitability for the social work major and ultimately, for the social work profession.

Concerns regarding student conduct/professional performance will first be addressed on an individual basis by faculty member(s) through assessment feedback, advisement sessions, and/or written documentation of specific violations. Specifically, violations of the ECU Academic Integrity Policy regarding cheating and plagiarism will result in the formal filing of an *Incident Report*, which becomes part of the student's records at ECU. The appropriate social work faculty member will submit this incident report to the Provost and Vice President of Academic Affairs.

If remediation efforts with a student have not been successful and further conduct violations occur, the student's performance will then be formally reviewed by the social work faculty for possible termination. If the faculty determine that the student's conduct has constituted a significant violation (or pattern of violations) of ethics, program policy, academic integrity, or the standards of conduct and behavior expected of students in a social work education program (2008 EPAS), they will offer recommendations regarding any action(s) to be taken effecting the student's continuation in the Program.

Such action(s) could result in the student's dismissal from the Program and rescindment of his or her admission to the Program. At this point, the student will be apprised in writing by the Program Director of the faculty's concerns and decision to terminate her or him from the Program. Within ten (10) days of the date the letter is mailed to the student, the Director will meet with the student regarding this determination and his or her right to appeal the decision of the faculty, as is stated in the *Social Work Program Handbook*, "Social Work Student Appeal/Grievance Process". The Program Director will also notify the Chair of the Department of Human Resources of such action as well as the Office of the Dean of Students.

More specifically, it is important that the social work student be emotionally and physically well so that personal issues and/or conditions do not interfere with their education and abilities to be effective in working within an agency structure and with clients. In situations where a student's behavior suggests unresolved issues, they may be denied admission or asked to withdraw from the program. Admission/re-admission may be obtained by the student by submitting documents from qualified professional, which attest to the student's physical/emotional well-being and ability to withstand the rigors of their education and eventual professional interaction with agency clients and staff in their internship.

The criminal history of a student may not be cause for denial of admission or retention in the Social Work Program or denial of entrance into the internship, but such history may present difficulties for students in the selection of field work studies and internship placements and in employment upon graduation. Agencies are increasingly requesting that students/graduates submit to an Oklahoma State Bureau of Investigations (OSBI) Criminal History Check. Federal, State, and county agencies prohibit employment of individuals who have been convicted of a felony. Obviously, some criminal acts, if known to the Program, and of a nature clearly contrary to professional practice, would lead to denial of admission to the Social Work Program, or if the commission of the act occurs after admission, may lead to dismissal from the Program.

ECU CONDUCT REQUIREMENTS

The Student Code of Conduct provides the student body information regarding the expected standards of behavior and policies that are fundamental to the normal activities of East Central University. Moreover, the purpose of the Code of Conduct is to develop and maintain guidelines for a reasonable and comfortable learning environment for all East Central University community members. The intent of the University is to ensure that students do not overlook their civic and social responsibilities nor lose their rights as citizens and members of this community. Therefore, the document specifically clarifies the rights and responsibilities of students at East Central University. For specific information, the complete Student Code of Conduct can be found on the ECU website at <https://www.ecok.edu/student-development/student-development-home/ecu-student-handbook>

PART III

SOCIAL WORK INTERNSHIP FORMS

Included in this section are the forms used for the Internship Program

- A. Application for Internship
- B. Social Work Intern Personal Data Sheet
- C. Field Instructor Information Sheet
- D. Social Work Internship Agreement
- E. Social Work Field Placement Code of Conduct
- F. Social Work Internship Format for Weekly Journal and Example
- G. Social Work Internship Cumulative Time Sheet
- H. Weekly Supervision Instruction
 - I. Student Weekly Supervision Log
- J. Internship Learning Plan Instructions
- K. Internship Learning Plan
- L. Social Work Internship Group Experience (Preceptor) Information
- M. Social Work Internship Group (Preceptor) Evaluation of Student
- N. Mid-Term Evaluation of Internship
- O. Final Evaluation of Internship
- P. Faculty Liaison Visit Form
- Q. Student Evaluation of Internship
- R. Student Data and Evaluation of Usefulness of Major Courses in Internship
- S. Request for Internship in Place of Employment

A. Application for Internship



EAST CENTRAL UNIVERSITY
SOCIAL WORK PROGRAM
INTERNSHIP APPLICATION PROCESS

The following requirements and policy statements apply to all social work majors enrolling in the internship.

1. The student must have:
 - a. Senior level standing
 - b. **A minimum retention grade point average of 2.5, and no lower than a “C” grade in each required Social Work course.**
 - c. Completed all required courses for the Social Work major, except for SOWK 4892, Integrative Seminar in Social Work, which is taken concurrently with SOWK 4946 Internship in Social Work.
2. The student must file a timely application for Internship with the Field Director. Timely application means:
 - a. For Fall & Spring Internship, an application must be filed in compliance with the application deadline during the semester preceding the internship semester.
 - b. **NO SUMMER SOCIAL WORK INTERNSHIP**
 - c. If the student would like a split placement (internship hours split evenly between the fall and spring semesters) this must be indicated on the application in the section provided.
 - d. Social Work Internships are approved for social work majors only.
 - e. Students are responsible for submitting a degree check with their application OR documentation that a degree check has been applied for AND an unofficial copy of their current transcript.
3. The Field Director will receive and timely review all applications for Social Work internships.
4. The Field Director will meet with all Social Work Faculty to discuss applications and applicants’ readiness for internship. Recommendation for internship is based on the student’s attitude, maturity, demonstrated judgment, interpersonal behavior, and skills level, in addition to meeting the requirements specified above.

5. The Field Director will discuss with each student their application and any identified concerns related to his/her admission to internship. Avenues for addressing concerns will be discussed with the student prior to formal disposition of application by the Social Work faculty.
6. When a Social Work major files an application for internship, that application is acted upon by the Social Work faculty. The application is approved or denied based on requirements set forth in this document. The student is notified, in writing, by the Field Director as to the disposition of his/her application. If the student feels that the decision made is adverse or otherwise does not represent his/her interests, then she/he may wish to invoke the appeals process.
7. Student's Rights of Appeal:
 - a. The student first files a written grievance with the Social Work Field Director within ten (10) days following notification of the adverse decision, setting forth the specific reasons why she/he disagrees with the decision. The student and Field Director meet to discuss options and alternatives. If the student remains dissatisfied with the outcome, she/he should request to meet with the Social Work Program Director to appeal the adverse decision. The Program Director meets with the student within one week of the student's request to hear the grievance.
 - b. If, after an appeal by the dissatisfied student, the Social Work Program Director sustains the initial decision, the student has further rights of appeal through the Human Resources Department Chair, and then at the University Administration Level (as specified in the *ECU Student Handbook*).

The Social Work faculty will assist the student to assure that the student's rights are preserved

8. In order to maintain approval for internship, a grade of "C" or better must be earned in all social work major courses taken during the semester in which the application for internship is made; and a retention GPA of 2.50.



**APPLICATION FOR INTERNSHIP
SOCIAL WORK PROGRAM
DEPARTMENT OF HUMAN RESOURCES
EAST CENTRAL UNIVERSITY**



This completed application initiates the internship planning process in the semester prior to the internship semester.

Name _____ ECU ID# _____

Mailing Address _____ Home Phone _____
Street or P.O. Box

_____ City _____ State _____ Zip _____

ECU E-Mail Address: _____ Cell Phone _____

Personal E-Mail Address: _____

Anticipated Semester of Internship – (Check One) Fall Spring
(Year)

ATTACH UNOFFICIAL COPY OF CURRENT TRANSCRIPT

Is current degree check attached to application? Yes No

Social Work Advisor _____

Student is requesting a split placement? Yes No

Student is currently enrolled in CWPEP? Yes No

Will all course requirements (except Internship and the Integrative Seminar) for the Social Work major be completed at the end of the current semester? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Minor	_____

Will minor requirements be fulfilled after this current semester? Yes No

Insofar as possible and feasible, the Program will attempt to accommodate the student's first, second, or third choice of field of practice (e.g., aging, child welfare, hospice, etc.)

1st choice _____ Geographic Location _____

2nd choice _____ Geographic Location _____

3rd choice _____ Geographic Location _____

Other related information (any special circumstances that would influence your placement e.g., mental health wellness, family obligations, criminal history, medications, etc.)

Student's Signature _____

Date _____

FOR PROGRAM USE ONLY

Date application and degree check received _____

Number of hours completed at end of current term _____

Retention G.P.A. _____ Program G.P.A. _____ "C" Requirement met? Yes No

Completion of all required courses: Yes No

Recommendation for Internship by Social Work faculty:

Approved Approved with concerns Denied

Faculty concerns:

Reason for denial:

Meeting with Applicant:

Any special circumstance that would influence the internship placement? Yes No

Plan for Addressing:

Student Performance Issues Identified by Faculty and Discussed Yes No

If yes, what is the nature of the issues of concern?

Plan for addressing Performance Issues:

Meeting of Social Work Faculty for formal consideration of the application.

Application Approved _____ Application Denied: _____

Decision Date: _____ Date Letter Sent: _____

Copy to Student _____ Date _____

B. Social Work Intern Personal Data Sheet



**SOCIAL WORK PROGRAM
EAST CENTRAL UNIVERSITY**



*Social Work Internship
Personal Data*

Name: _____
Last First Middle

Current Address:

Street and Number City State Zip Code

Telephone Number: _____

Mailing Address (if different from above):

Street and Number City State Zip Code

Telephone Number _____

Employment History (Beginning with most current)

Place	Position	Address	From:	To:
				Dates
			From:	To:
				Dates
			From:	To:
				Dates
			From:	To:
				Dates

Relevant Experience and/or Volunteer Work

Career Goals and Objectives

Relevant Experience and/or Volunteer Work

Information that might be helpful to agency

Any illness and/or disability? (Which might require an accommodation)

Course Preparation: Check courses completed including present enrollment

- HURES 2083 Human Behavior & Social Environment
- HURES 2103 Interviewing Techniques
- SOWK 2273 Intro To Social Work & Social Welfare
- SOWK 2521 Professional Skills in Social Work & Social Welfare
- SOWK 2573 Social Work Practice I
- HURES 3183 Case Management Practice
- HURES 3763 Group Processes & Practice
- SOWK 3833 Fundamentals of Research
- SOWK 4423 Human Behavior & Social Environment II
- SOWK 4494 Social Work Practice II

List other course work with special relevance:

Any Additional Comments:

Signature: _____ Date: _____

C. Field Instructor Information Sheet



**SOCIAL WORK PROGRAM
DEPARTMENT OF HUMAN RESOURCES
EAST CENTRAL UNIVERSITY
ADA, OKLAHOMA 74820**

FIELD INSTRUCTOR INFORMATION

Date Completed _____

Name _____
Last First Middle

Position _____

Director's Name & Title _____

Supervisor's Name _____

Agency Name _____ Telephone _____

Agency Address _____
Street

City State Zip Code

EDUCATION

Degree	Institution Granting Degree	Date Graduated
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Specialized Training

**EMPLOYMENT EXPERIENCE
RELATED TO SOCIAL WORK AND HUMAN SERVICES**

Years of Employment

(From)	(To)	(Position)	Agency
(From)	(To)	(Position)	Agency
(From)	(To)	(Position)	Agency

PREVIOUS FIELD INSTRUCTION EXPERIENCE

Years
Experience

Name of College or University

D. Social Work Internship Agreement



SOCIAL WORK PROGRAM

East Central University
Department of Human Resources
Ada, Oklahoma 74820-6899
580/332-8000 FAX 580/559-5492

INTERNSHIP AGREEMENT

Name of Student: _____

Name of Field Instructor: _____ Title: _____

Placement Agency: _____

Agency Address: _____
Street/POB City State Zip

Telephone: _____ FAX: _____

E-Mail Address _____

In order to provide the above student an opportunity to fulfill the internship requirements for a Bachelor of Social Work Degree, the following agreement is entered by the parties involved.

- The agency agrees to accept the above student as a full-time or part-time intern for one or two semesters (448hrs/14wks) or (224hrs/28wks) beginning _____ and ending _____. The student will be in the **Block Placement:** Agency 32 hours per week 4 days per week. The Agency agrees to provide appropriate educational experiences and supervision as stipulated in the **Social Work Internship Manual**. **Split Placement:** Agency 16 hours per week 2-4 days per week. The Agency agrees to provide appropriate educational experiences and supervision as stipulated in the **Social Work Internship Manual**.

Agency Signature: _____ Date: _____

- East Central University, Department of Human Resources, Social Work Program, agrees to assume overall responsibility for this internship arrangement and will provide field visits and consultation to the agency.

Faculty Liaison Signature: _____ Date: _____

- The student agrees to apply himself or herself and make the best possible use of this opportunity for professional training and practice. The student agrees to observe and abide by the policies and procedures outlined in the **Social Work Internship Manual** and **Student Code of Conduct**.

Student Signature: _____ Date: _____

Student Information:

Address: _____
(Street/POB) (City) (State) (Zip)

Telephone: _____ E-Mail Address: _____

E. Social Work Field Placement Code of Conduct



**East Central University
Social Work Internship
Code of Conduct**



Social work interns are expected to adhere to the standards/ethics of the social work profession—those advanced by the National Association of Social Workers (NASW) and the Council on Social Work Education (CSWE). Prior to the beginning of your internship you are asked to review the entire *NASW Code of Ethics*. What follows are some of the major standards for practice in the field.

Please Note: If at anytime during your internship you find yourself in a situation in which you have questions or concerns about a potential ethical dilemma, please contact your agency field instructor or faculty liaison.

Commitment to Clients (1.01)

Social worker’s primary responsibility is to promote the well-being of clients.

Self-Determination (1.02)

Social workers respect and promote the right of clients to self-determination and assist clients in their efforts to identify and clarify their goals.

Conflict of Interest (1.06)

- (a) Social workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment.
- (b) Social workers should not take unfair advantage of any professional relationship to further their 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.

Privacy and Confidentiality (1.07)

Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons.

Sexual Relationships (1.09)

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

Physical Contact (1.10)

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).

Derogatory Language (1.12)

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.

Dishonesty, Fraud, and Deception (4.04)

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

ADA Statement

East Central University is committed to providing equal access to University programs and services for all students. Under University policy and federal and state laws, students with documented disabilities are entitled to reasonable accommodations to ensure the student has an equal opportunity to perform in class. If any intern student has such a disability and needs special academic accommodations, please report to the Office of Disability Services, Room 159 Administration Building, as soon possible. A student seeking reasonable accommodations from a documented disability must register with the Office of Disability Services so that said accommodations may be provided. Do not hesitate to contact your faculty liaison or the Social Work Program Internship Director if any assistance is needed in this process.

Statement of Understanding

I understand as an intern I am expected to adhere to the values, ethics, and standards of the social work profession.

Student Signature

Date

Code of Ethics of the National Association of Social Workers. (Approved by the 1996 NASW Delegate Assembly and revised by the 2008 Delegate Assembly.).

ETHICAL STANDARDS

2. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO COLLEAGUES

2.07 Sexual Relationships

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

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.

3. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES IN PRACTICE SETTINGS

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.

3.09 Commitment to Employers

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

**F. Social Work Internship Format for
Weekly Journal & Example**

Social Work Internship Format for Weekly Journal*

The weekly journal is an essential part of field instruction for use in teaching and assessing intern experiences and learning. Additionally, the journal provides an opportunity for the intern to process and reflect about their use of self and learning over the 14 weeks of the internship experience. Through the journal, the faculty field liaison is also kept current about the student's internship experience and activities (practice behaviors) in order to monitor progress and consistency of learning experiences in achieving the learning plan.

A copy of the journal is submitted by the intern to the faculty field liaison (through a Blackboard e-mail attachment) and to the agency field instructor in either hardcopy or electronic form. A copy of the journal should also be retained by the student for their personal internship file.

The journal is to be word-processed using Word, or Rich Text (a Works document CANNOT be opened in Blackboard) in single space, TIMES NEW ROMAN ONLY, and **leaving a three-inch right margin** for field instructor and faculty liaison comments.

The weekly journal consists of the following content with the headings used as indicated below:

1. Week #, dates (inclusive) of journal, student's name and name of agency

2. **Summary of Week's Activities**

This should be a brief daily summary (include date) indicating the following for each activity:

- a. The type of activity
- b. Where and when it occurred
- c. Other persons involved in it – staff and/or client(s), identified by first name only.
- d. A brief description of what occurred, emphasizing the student's role
- e. Number of hours completed for the day
- f. Total hours for the week should be recorded after the last day of activities for the week

3. **Values and Ethical Practice**

Discuss and reflect on use of professional social work values and implementation of ethical practice in your internship activities and experiences this week.

4. **Critical Thinking and Professional Knowledge**

Reflect on your use of self in your internship. How did you utilize critical thinking skills and engage in knowledge-guided practice? Discuss how you accessed needed (new) knowledge and information for effective use of self in internship activities and experiences. Include in this section knowledge utilized and gained in work with diverse persons within the context of the agency (this may include both clients and agency personnel).

5. **Reactions to Internship Experiences/Activities**

How are things going in your internship? Discuss the positive as well as the negative.

6. **Response to Feedback**

Response to faculty field liaison's feedback, including issues raised and questions posed.

7. **Total Hours to Date**

The student should document a running accounting of hours completed to date. This should be the last entry journal. (Total Hours to Date:)

Note: Example of journal will be provided to provide direction for completing journals.

*This format and content is patterned after the journal format developed by Anne Pilcher, San Diego State University School of Social Work.

WEEKLY JOURNAL EXAMPLE

Week 3 January 24 - January 27, 2011

Carol Bridges
Evergreen Social Services
Ada, Oklahoma

January 24, 2011

This morning I spent some time preparing for tomorrow's STEP classes. The morning seemed to be slow, so I read some Social Work journals and more in the policy manual. I talked to several of the workers to find out more about what they do. I found out that permanency planning involves a lot of different things. I met with my field instructor and we talked more about what I would be doing in my internship this week. I will be shadowing different workers this week to just get a feel for the work in this agency that serves a lot of different types of clients.

Hours: 8 hours

January 25, 2011

This morning I sat in on a parenting class. I also watched a video about working in the agency and read some clients' files. Some of the information I read really disturbed me, but I know that bad things happen to people. My field instructor talked to me about my emotions and that helped me a lot.

Hours: 8 hours

January 26, 2011

I attended the meeting of the Community Services Council as a guest of my field instructor. The Council members discussed some possible changes in the way that the Council functions, and I volunteered to be on one of the committees (I can't believe I did that!). I shadowed a worker making a home visit to follow-up on some plans that were made last week. I read the case and some agency policy before I went on the visit. I was just an observer, so I did not say anything, but the worker and I discussed the visit in the car on the way back to the office. I have learned a lot today.

I had to leave at 4:00 today because of illness - it was nothing serious.

Hours: 7 hours

January 27, 2011

I worked on reading cases for most of the day today. I found the cases interesting and I learned a lot about the forms that the agency uses for various programs and services. I also read some more of the agency policy manual – there is a lot to know!

Hours: 8 hours

Total Hours for the Week: 31 Hours

Values and Ethical Practice

This week an issue of self-determination came up when a client wanted to discontinue with the program he was involved in, while some staff, including myself, thought this was not a good decision because of his lack of progress. There was nothing to prevent the client from leaving the program, so we decided to shift our focus on keeping the door open to future services, as well as preparing him to face the challenges that were before him. Reluctantly, self-determination was what guided us, although it was difficult knowing that this client might “fail”. When I thought more about my own reluctance to apply a basic social work value to practice, I realized how hard it is to “do the right thing” as a professional.

Critical Thinking and Professional Knowledge

This week I reviewed two journal articles on homelessness because the agency serves a lot of persons who are homeless – they work closely with the homeless shelter, and I don’t really know much about homelessness. I found in my research that single persons receive low priority for housing programs, which results in increased homelessness for this group, therefore, shelters become overcrowded. The research I did helped me have a better attitude and reshaped my thinking about the homeless men that are served by the agency. Honestly, I have always thought of these men as mostly hopeless alcoholics who “choose” to live this lifestyle. I know now that the subject is much more complicated than that, and I have a much better understanding of the dynamics that produce homelessness.

Reactions to Internship Experiences and Activities

This week I spent a lot of time thinking about, discussing, and working with one or two clients. I feel like I have already learned so much, but I know I have a lot more to learn about being a professional and working with other professionals. An outstanding experience this week comes from attending the Community Services Council Meeting. I couldn’t believe how well everyone worked together even though they are from different agencies and have different responsibilities. I

thought that people would probably disagree a lot. I thought I would be bored at this meeting, but it was really interesting. It made me want to be a professional even more when I saw the way people listened to what the social worker from my agency had to say. It was good to see professional people working together. Guess maybe I saw some of what we talked about in Practice II when we studied teamwork. My decision to volunteer for a committee was outstanding in that I usually don't do things like that - I am shy! I am also learning that people have really big problems that would be hard for anyone to solve on their own. I guess I am feeling less judgmental and am seeing the importance of empathy. I felt discouraged last week because I could not do more – but I am learning the ropes around the agency and feel like I am starting to be accepted.

Responses to Faculty Field Liaison

Last week you asked me to clarify what days the agency was going to closed after I mentioned in my journal that the board recently made a change in official holidays. The change was the addition of Presidents Day. This holiday should not create any problem for me because I have already made arrangements to go to the agency on a Friday when I am not in my Integrative Seminar class. Also, I was able to talk with my field instructor about some of my feelings about not belonging—as you suggested. She mentioned also having some of the very same feelings when she was a student in her internship. We discussed some ways for me to deal with this issue, and I am feeling better about being a part of the agency as a student (I know I am not an employee, but in the agency as a learner!).

Hours to Date: 95 hours

**G. Social Work Internship
Cumulative Time Sheet**

**EAST CENTRAL UNIVERSITY
SOCIAL WORK PROGRAM
CUMULATIVE TIME SHEET**

Student's Name: _____
Semester: _____

Total Hours this Semester _____

Placement Week	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Total Hours Earned During Week	Total Hours to Date
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								
16								

Field Work Instructor Signature: _____

Date: _____

Student Signature: _____

Date: _____

Notes:

1. Please do not include any descriptive notations on this form, only record the hours actually pertaining to the placement.
2. Students must complete the number of hours in placement required by the course.
3. Please complete and sign the document, then turn it in with both your midterm and final evaluations.

If student has not fulfilled the required hours by the end of the term, student will be awarded a grade of Incomplete. Student must meet with faculty liaison to develop a plan for completion that includes anticipated date of completion. Plan may be written on back of this form.

H. Weekly Supervision Instructions



SUGGESTED WEEKLY FIELD SUPERVISION INSTRUCTION TOPICS **WEEKLY SUPERVISION INSTRUCTIONS**

The teaching component of field is essential to the professional education of student. It is expected that field instructors and students will meet a minimum of one hour a week to engage in both teaching-learning and one-on-one supervision. There are three essential components of educational supervision/instruction that can be incorporated in each meeting. The amount of time focusing on these areas will vary from setting to setting.

- 1. Feedback on Performance***
- 2. Review of Cases, Notes or Projects in Progress or Completed***
May include discussion of deadlines, to-do lists, etc.
- 3. Personal and Professional Issues and Perceived growth***

Suggested Weekly Topics

Discuss teaching/supervision style and expectations

Discuss student expectations and learning style

Discussion of required paperwork and methods of feedback on writing/progress notes

Mission of agency and scope of services

Discussion of various disciplines and role on team/agency

Discussion of types of feedback, receiving and responding to feedback

Discuss any program evaluation, needs assessment, satisfaction surveys, research areas that agency may be engaged

Discussion of cultural factors on services and treatment

Reflection on personal values and beliefs and impact on clients and/or decision making

Discussion of methods to resolve ethical situations (use examples as much as possible)

Discuss agency forms

Review issues which must be discussed in weekly supervision (i.e. new clients, referrals, termination of treatment)

Discuss confidentiality and chart/file management

Review mandated reporting situations and procedures.

Go over emergency situations and procedures (i.e. dangerous client).

Discuss issue of informed consent and need to inform client of non-licensed status.

Discuss reading assigned by field instructor to address gaps in student knowledge

Topics of interest:

- Medication
- Crisis Intervention
- Suicide Assessment
- Grief Assessment
- Discussion of variety of social work settings/specialty

Discuss basic client management issues (meeting times, note taking, scheduling, etc.).

Review the *NASW Code of Ethics* regarding issues that present themselves during the week

Crisis intervention assessments/resources

Basic interventions (active listening, transference interpretations, confrontation regarding substance abuse, etc.).

Challenges faced by new social workers (students) regarding secondary trauma

Importance of self-care

Discussion of referral agencies and interaction with assigned agency

Adapted from: Louisiana State University School of Social Work

I. Student Weekly Supervision Log



**ECU Social Work Program
Internship**



STUDENT WEEKLY SUPERVISION LOG

This form is to support the supervision process and is turned in to the faculty liaison with the weekly internship journal.

Date of Supervision/Instruction Session:

Time:

Student's Name:

Field Instructor:

I. Areas of Discussion

II. Decisions, plans or actions needed to be taken before next supervisory session (make sure to denote who is responsible for follow-up).

III. Discussion of growth areas.

IV. Discussion of areas for improvement:

V. Topics for further discussion/follow-up.

J. Internship Learning Plan Instructions

INTERNSHIP LEARNING PLAN INFORMATION AND INSTRUCTIONS

LEARNING PLANS: WHAT IS THE PURPOSE?

The function of the learning plan is to articulate what the student will be learning in the agency, how the learning tasks will help the student meet his or her field competencies, identify the length of time expected to complete the learning task, and how to assess how the competency will be successfully completed. The Learning Plan is paramount to achieving the goal of field education to connect the theoretical and conceptual contribution of the classroom with the practice setting (CSWE, EPAS, 2015).

The learning plan should be completed within the first three weeks of the semester. In order for the plan to be successful, the field instructor and the student intern must develop the plan together. The field liaison is also available to consult with the field instructor and the student in order to create the plan.

This plan serves as the formal agreement between the student, field instructor, and faculty liaison. It must be a plan that is easily measured and achievable. The learning plan also helps keep the focus on the commitment to the learning process and maximizes agreement and understanding of learning goals (each competency describes the knowledge, values, skills, and cognitive and affective processes that comprise the competency at the generalist level, followed by a set of behaviors that integrate these components). The practice behaviors identified on the Learning Plan are consistent with the Council on Social Work Education, 2015 EPAS.

Step 1: PREPARING TO DEVELOP THE LEARNING PLAN

Social service agencies offer a wide range of learning opportunities for student interns. The challenge is; how does one compile a working document that will lend itself to assigning meaningful learning activities or tasks for a student?

All students must have experiences within the internship which are consistent with generalist practice. These experiences include work with individuals, groups, and communities. Individual and community experiences are generally very attainable within an agency setting; however, many agencies do not offer the opportunity for a group experience. The field instructor/supervisor and student must, therefore, identify, in consultation with the faculty liaison, an ongoing group experience in another agency or organization that will provide this required experience.

Ideas to consider when developing the plan:

- Think of 5 or 6 services that your agency provides either daily or within the time frame the student will be placed at your agency. Think of ways the student can participate in these services:
 - a) Observation/shadowing,
 - b) Direct participation,
 - c) Research, and
 - d) Special projects

- Who does your agency provide services to? Who is your client (individual, group, and/or community)?

- What type of group activities does your agency offer: a) client groups, b) planning groups, c) staffing, d) community/professional meetings and/or e) board meetings?
- How does your agency advocate for populations served: a) Legislation, b) NASW, c) community, d) referrals?
- How does your agency interact with other social service agencies/referral agencies? How can the student interact with those agencies and learn more about the connections?

Step 2: **COMPLETING THE LEARNING PLAN**

When the field instructor/supervisor and the student prepare the learning plan, it is important to factor in certain areas that will enhance the learning experience or issues that may hinder the learning process:

- Plans to orient the student to the agency and agency staff and to prepare the agency staff for the student
 - Incorporate weekly supervision- structure and content- and education
 - Keep in mind agency limitations due to possible space, service changes, staff issues
 - Keep in mind the student's areas of interest
 - Ensure the identified task/activity assigned is an appropriate skill level for the student.
 - Some of the learning competencies may encourage creative planning due to the limitations of the agency not providing this service/activity. Review possible referral agencies for assistance in meeting student learning needs.
 - Task/activities must be measurable and reachable. Keep in mind that many activities build throughout semester and some will need to be completed within an agreed upon time frame. Target date may be ongoing throughout the semester or time specific.
 - Many tasks/activities will meet multiple learning competencies in the Learning Plan. It is acceptable to list several times.

Step 3: **FINALIZING THE LEARNING PLAN**

It is important to make sure the following steps are executed to ensure the success of the plan:

- The student intern is responsible for providing a signed copy of the Learning Plan to the faculty liaison for review.
- The student should confirm with the faculty liaison to make sure the information was received.
- The faculty liaison will contact the field instructor and student if there are concerns regarding the learning plan.
- The field instructor and the student should each keep a copy of the completed plan.

TIPS

- Use past learning plans as examples
- Ask colleagues for suggestions
- Use attached learning plan samples to give you ideas
- Utilize faculty liaison as a resource

Samples Tasks and Activities for Learning Plan

I. Demonstrate Ethical and Professional Behavior

Attend professional staffings or meetings
Review the code of ethics
Review agency policy and its purpose and mission statement
Observe various professional styles of all staff members
Organize materials for supervision/instruction sessions
Attend one professional social work development conference
Student will work as a team member of a task group
Discuss questions about professional/personal values in the professional context with field instructor
Identify agencies most frequently referred by agency and the type of service offered and referral process
Organize referral information in binder for student and/or agency
Read agency policies regarding record keeping and confidentiality
Articulate social workers role in the agency
Articulate the role of non-social workers in the agency
Attend a community meeting
Will attend in-service training sessions for social work staff
Function as a member of a planning committee; assist in planning a workshop/meeting etc.

II. Engage Diversity and Difference in Practice

Have direct opportunities to use the skill of empathy in building relationships with clients
Complete an interview using basic interviewing skills
Advocate for clients while using cultural sensitivity and understanding.
If there are needs of diverse or at-risk populations that are not being met, discuss the deficiency and help develop a plan to better address those needs.
Observe various roles of group leaders and/or participate in an ongoing group
Facilitate group/meeting as group leader if applicable
Follow the code of ethics in regards to professional practice and managing personal values
Make appropriate intervention decisions regarding advocacy and referrals.

III. Advance Human Rights and Social, Economic, and Environmental Justice

Read selected articles/readings on the population(s) served by agency
Review agency policies and procedures for social work practice within agency setting
If there are needs of diverse or at-risk populations that are not being met, discuss the deficiency and help develop a plan to better address those needs.
Visit various referral agencies to increase knowledge of services within the community

IV. Engage in Practice-informed Research and Research-informed Practice

Read and organize articles on the interventions utilized by agencies
Read applicable research findings on the services provided by the agency
Develop basic evaluation tool for services provided by agency
Complete a needs assessment for clients served
Complete a *Client Satisfaction Survey* for clients served
Develop method for evaluating own practice and methods to support choice of interventions
Use a practice evaluation tool (e.g. single-subject design, goal attainment scaling, agency tool)

Review all agency evaluation tools and evaluate effectiveness and make recommendations for addressing gaps in services
Share current research findings to agency staff in regards to relevant practice with population served

V. Engage in Policy Practice

Discuss agency policies and procedures with field instructor
Review any state or federal guidelines for agency service delivery
Research legislation that impacts delivery of services provided to agency clients
Review the *NASW Code of Ethics*
Attend professional staffing, meetings, workshops to enhance knowledge of effective social work services

VI. Engage with Individuals, Families, Groups, Organizations, and Communities

Review intake sheet, case record and or computer files
Shadow and observe professional social workers engaging clients
Observe various roles of group leaders and skills of engagement
Facilitate group meetings, if applicable
Have direct opportunities to use the skill of empathy in building relationships with clients
Complete an interview using basic interviewing skills
Complete a psychosocial assessment or intake
Develop a treatment plan
Observe a client case from intake to termination
Work with 1-2 clients on an ongoing basis (with supervision)
Use a practice evaluation tool (e.g. single-subject design, goal attainment scaling, agency tool)

VII. Assess Individuals, Families, Groups, Organizations, and Communities

Read and organize articles on the interventions utilized by agencies
Read applicable research findings on the services provided by the agency
Advocate for clients while using cultural sensitivity and understanding
Apply theoretical concepts in understanding client in his/her environment and when providing interventions

VIII. Intervene with Individuals, Families, Groups, Organizations, and Communities

Discuss agency policies and procedures with field instructor
Review any state or federal guidelines for agency service delivery
Research legislation that impacts delivery of services provided to agency clients
Review the *NASW Code of Ethics*
Attend professional staffings, meetings, workshops to enhance knowledge of effective social work services

IX. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Read applicable research findings on the services provided by the agency
Share current research findings to agency staff in regards to relevant practice with population served
Read selected articles/readings on the population(s) served by agency
Review agency policies and procedures for social work practice within agency setting

K. Internship Learning Plan



EAST CENTRAL UNIVERSITY
SOCIAL WORK PROGRAM
INTERNSHIP LEARNING PLAN
Semester: _____



STUDENT: _____

DATE: _____

AGENCY: _____

FLD INSTR: _____

INSTRUCTIONS: The learning plan is a formal agreement between the student, field supervisor and faculty liaison, which identifies the specific learning competencies of the internship, and the learning tasks/activities to be assigned to the student to permit attainment of those competencies. Students must complete a learning plan within the first three weeks of beginning their placement within the assigned agency.

Learning Competencies	Learning Tasks & Activities to Reach Goals	Target Date	Measurement/Evaluation Criteria
<p>I. <i>Identify as a professional social worker</i></p> <ul style="list-style-type: none"> • Advocate for client access to the services of social work • Practice personal reflection and self-correction to assure continual professional development • Attend to professional roles and boundaries • Demonstrate professional demeanor in behavior, appearance, and communication • Engage in career-long learning; and • Use supervision and consultation 			

Learning Competencies	Learning Tasks & Activities to Reach Goals	Target Date	Measurement/Evaluation Criteria
<p>II. <i>Apply social work ethical principles to guide professional practice.</i></p> <ul style="list-style-type: none"> • Recognize and manage personal values in a way that allows professional values to guide practice • Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles • Tolerate ambiguity in resolving ethical conflicts • Apply strategies of ethical reasoning to arrive at principled decisions 			

Learning Competencies	Learning Tasks & Activities to Reach Goals	Target Date	Measurement/Evaluation Criteria
<p>III. <i>Apply critical thinking to inform and communicate professional judgments.</i></p> <ul style="list-style-type: none"> • Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom • Analyze models of assessment, prevention, intervention, and evaluation • Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues 			

Learning Competencies	Learning Tasks & Activities to Reach Goals	Target Date	Measurement/Evaluation Criteria
<p>IV. Engage diversity and difference in practice</p> <ul style="list-style-type: none"> • Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power • Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups • Recognize and communicate their understanding of the importance of difference in shaping life experiences • View themselves as learners and engage those with whom they work as informants 			

Learning Competencies	Learning Tasks & Activities to Reach Goals	Target Date	Measurement/Evaluation Criteria
<p>V. Advance human rights and social and economic justice.</p> <ul style="list-style-type: none"> • Understand the forms and mechanisms of oppression and discrimination • Advocate for human rights and social and economic justice • Engage in practices that advance social and economic justice 			

Learning Competencies	Learning Tasks & Activities to Reach Goals	Target Date	Measurement/Evaluation Criteria
<p>VI. <i>Engage in research-informed practice and practice-informed research.</i></p> <ul style="list-style-type: none"> • Use practice experience to inform scientific inquiry • Use research evidence to inform practice 			

Learning Competencies	Learning Tasks & Activities to Reach Goals	Target Date	Measurement/Evaluation Criteria
<p><i>VII. Apply knowledge of human behavior and the social environment.</i></p> <ul style="list-style-type: none"> • Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation • Critique and apply knowledge to understand persons and environment 			

Learning Competencies	Learning Tasks & Activities to Reach Goals	Target Date	Measurement/Evaluation Criteria
<p>VIII. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.</p> <ul style="list-style-type: none"> • Analyze, formulate, and advocate for policies that advance social well-being • Collaborate with colleagues and clients for effective policy action 			

Learning Competencies	Learning Tasks & Activities to Reach Goals	Target Date	Measurement/Evaluation Criteria
<p><i>IX. Respond to contexts that shape practice</i></p> <ul style="list-style-type: none"> • Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services • Provide leadership in promoting sustainable changes in services delivery and practice to improve the quality of social services 			

Learning Competencies	Learning Tasks & Activities to Reach Goals	Target Date	Measurement/Evaluation Criteria
<p><i>X. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.</i></p> <p><i>A. Engagement</i></p> <ul style="list-style-type: none"> • Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities • Use empathy and other interpersonal skills • Develop a mutually agreed-on focus of work and desired outcomes 			

Learning Competencies	Learning Tasks & Activities to Reach Goals	Target Date	Measurement/Evaluation Criteria
<p><i>X. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.</i></p> <p>B. Assessment</p> <ul style="list-style-type: none"> • Collect, organize and interpret client data • Assess client strengths and limitations • Develop mutually agreed-on intervention goals and objectives • Select appropriate intervention strategies 			

Learning Competencies	Learning Tasks & Activities to Reach Goals	Target Date	Measurement/Evaluation Criteria
<p><i>X. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.</i></p> <p><i>C. Intervention</i></p> <ul style="list-style-type: none"> • Initiate actions to achieve organizational goals • Implement prevention interventions that enhance client capacities • Help clients resolve problems • Negotiate, mediate, and advocate for clients • Facilitate transitions and endings 			

Learning Competencies	Learning Tasks & Activities to Reach Goals	Target Date	Measurement/Evaluation Criteria
<p><i>X. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.</i></p> <p>D. Evaluation</p> <ul style="list-style-type: none"> • Social workers critically analyze, monitor, and evaluate interventions 			

Student: _____

Date: _____

Field Instructor: _____

Date: _____

Faculty Liaison: _____

Date: _____

**L. Social Work Internship Group Experience
(Preceptor) Information**

**Group Experience (Preceptor)
Internship in Social Work
East Central University**

_____ Semester

Intern _____

Agency for Group Experience _____

Name of Group Leader and Credentials (Person Supervising the Internship Group Experience and will be able to evaluate the intern's performance)

Type of Group: Educational Growth Treatment Other (Specify)

Day _____ and Time _____ Group Meets

Intern's Start Date _____ and Ending Date _____ for the Group

Experience:

Purpose of the Group (Attach Agency Description of Group, if Available) :

Role of the Student in the Group: Observer Co-leader Leader

Agency Signature Date

Student (Intern) Signature Date

**M. Social Work Internship Group (Preceptor)
Evaluation of Student**

EVALUATION OF INTERNSHIP PRECEPTOR AGENCY GROUP EXPERIENCE

Internship Student: _____

Name of Agency: _____

Group Leader/Supervisor _____

	Superior	Above Average	Average	Below Average	Poor	Don't Know	Not Applicable
Ability to Work with Agency Staff & Clients	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Follows Directions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dependability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional Conduct	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appropriate Interaction in the Group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Openness to Learning About Group Process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you wish to expand on the above areas, please write on reverse side. General reactions to student learning and interaction with student:

Role of the student in the group:

Date Hours Completed _____ Number Hours Completed _____

Agency Group Leader/Supervisor Signature

Intern Signature

Date

Date

N. Mid-Term Evaluation of Internship

The Social Work Education Assessment Project (SWEAP) Instrument

The East Central University Social Work program utilizes the SWEAP instrument as means of collecting mid-term data and measuring the progress of student interns. The SWEAP instrument measures how well students are mastering the *CSWE 2015 EPAS*, competencies and behaviors, knowledge, values, skills, and cognitive and affective processes, at the generalist level of practice. This online evaluation is sent to the Internship Field Instructor via email. The Field Instructor completes the evaluation and electronically submits the completed evaluation. The Field Director submits a request twice per semester for an electronically compiled copy of the evaluation results.

The link below is a demo link to review the SWEAP Instrument.

1. <https://sweapinstruments.org/router.php?ID=0000FM0003>

O. Final Evaluation

The Social Work Education Assessment Project (SWEAP) Instrument

The East Central University Social Work program utilizes the SWEAP instrument as means of collecting final evaluation data and measuring the progress of student interns. The SWEAP instrument measures how well students are mastering the *CSWE, 2015 EPAS*, competencies and behaviors, knowledge, values, skills, and cognitive and affective processes, at the generalist level of practice. This online evaluation is sent to the Internship Field Instructor via email. The Field Instructor completes the evaluation and electronically submits the completed evaluation. The Field Director submits a request twice per semester for an electronically compiled copy of the evaluation results.

The link below is a demo link to review the SWEAP Instrument.

1. <https://sweapinstruments.org/router.php?ID=0000FP0003>

P. Faculty Liaison Visit Form



FACULTY LIAISON VISIT FORM
EAST CENTRAL UNIVERSITY
Social Work Internship Program

Faculty Liaison: _____

Student: _____

Agency: _____

Field Instructor: _____

Date of Visit: _____

LIAISON ASSESSMENT

1. Is the student receiving at least one hour per week of individual field instruction by an MSW/BSW as required by the University?

Yes

No

Comments, if any:

2. If the student is not receiving one hour per week of field instruction, what are the plans to remedy this?

3. Is the field instructor assigning individual, groups, and/or family cases and providing diverse learning opportunities for the student?

Yes

No

Comments:

4. Are these cases and learning opportunities being monitored and discussed on an ongoing basis outside the individual instruction required.

Yes

No

Comments:

5. Is the field instructor providing opportunities for the student to be involved in community-related activities (e.g., community service councils; community meetings, multi-agency groups)?

Yes

No

Comments:

6. Are the student's journals reviewed as a part of the field instruction process?

Yes

No

Comments:

7. Do you, as the faculty liaison, review the student's journals and provide the students feedback?

Yes

No

8. Are the learning experiences in line with the students' Learning Plan?

Yes

No

Comments about the visit:

Additional Contacts (phone, e-mail, in person, etc.) prior to visit:

Faculty Liaison

Date

Q. Student Evaluation of Internship



**SOCIAL WORK PROGRAM
EAST CENTRAL UNIVERSITY**

Student Evaluation of the Internship

This evaluation is one aspect of the Social Work Program's assessment of its internship program. Data assists the Program to assess students' internship experiences, the agency, and field instruction. You are asked to share your thoughtful and candid impressions of your experiences during internship.

This evaluation of the field experience must be completed by every student in internship to fulfill internship requirements and must be returned to the Field Director at the final meeting of the Integrative Seminar

Name _____

Placement Agency _____

Field Instructor _____ Title _____

Faculty Liaison _____ Semester/Year _____

Respond to the statements using the following scale:

4 = strongly agree 3 = agree 2 = disagree 1 = strongly disagree NA = Not Applicable

Field Instruction

The statements in this section pertain to various aspects of instruction.

My Field Instructor:

- | | | | | | |
|---|----------------------------|----------------------------|----------------------------|----------------------------|-----------------------------|
| 1. Helped me to establish working relationships with other agency staff; | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 | <input type="checkbox"/> NA |
| 2. Provided adequate information about agency policies and procedures; | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 | <input type="checkbox"/> NA |
| 3. Helped me to clarify my learning goals; | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 | <input type="checkbox"/> NA |
| 4. Provided experiences to attain practice behaviors; | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 | <input type="checkbox"/> NA |
| 5. Shared his/her rationales for selecting particular types of assignments; | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 | <input type="checkbox"/> NA |
| 6. Modeled social work values and ethics | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 | <input type="checkbox"/> NA |
| 7. Scheduled regular conferences with me; | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 | <input type="checkbox"/> NA |
| 8. Helped me to assess my competencies and areas where additional growth is needed; | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 | <input type="checkbox"/> NA |
| 9. Maintained openness to exchange of ideas and points of disagreement; | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 | <input type="checkbox"/> NA |
| 10. Suggested reading materials relevant to the placement; | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 | <input type="checkbox"/> NA |
| 11. Provided clear and consistent feedback about my performance. | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 | <input type="checkbox"/> NA |

Additional Comments:

Internship Agency

The statements in this section pertain to the agency’s support of the learning plan for the internship:

12. I found the agency’s policies and procedures to be consistent with social work values and ethics;	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> NA
13. I had a desk and adequate office supplies to carry out my assignments;	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> NA
14. I was permitted to participate in agency staff meetings and staff development activities;	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> NA
15. I felt accepted in my role in the agency;	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> NA
16. My role as a student was understood by agency staff.	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> NA
Additional Comments:	

Assignments

The statements in this section pertain to the agency’s assignment of learning experiences:

17. I had the opportunity to gain practice experience with diverse populations;	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> NA
18. I had the opportunity to gain practice experience with individuals;	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> NA
19. I had the opportunity to gain practice experience with families;	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> NA
20. I had the opportunity to gain practice experience with groups (e.g., work group, therapy group, program planning for a group);	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> NA
21. I had assignment that required interaction or exposure to other community agencies;	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> NA
22. I had assignments that were sufficient in number and complexity to make the field experience challenging;	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> NA
23. My assignments were related to the roles of a professional social worker.	<input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> NA
Additional Comments:	

Narrative Comments

24. Do you believe that you were academically prepared to engage in generalist practice in your internship? In what areas do you feel you were especially well-prepared and competent? In what areas did you not feel so well-prepared or competent?
25. Did you find that you were prepared to work effectively with clients who were diverse and different from you? If yes, elaborate. If not, elaborate and indicate changes in the social work curriculum that might have better prepared you.

26. What did you think was most valuable to you about your internship?
27. What was least valuable to you? Please make any recommendations that you believe would improve this internship placement.
28. How effective was your Faculty Liaison in preparing and assisting you during your internship experience? Please make any recommendations that would improve the role of the Faculty Liaison.

**R. Student Data and Evaluation of
Usefulness of Major Courses**

**SOCIAL WORK PROGRAM
EAST CENTRAL UNIVERSITY
DEPARTMENT OF HUMAN RESOURCES**

STUDENT DATA & EVALUATION OF USEFULNESS OF MAJOR COURSES

Semester _____
Year _____

PART 1 STUDENT DATA

1. Did you transfer college credit to ECU from another college?

Yes No

2. Do you have an associate's degree?

Yes No

3. If no associate degree, approximately how many hours were transferred?

Yes No

4. Were the hours that were transferred to ECU from a junior college

Yes No

If yes, name and location of college or university

5. What is your minor _____

_____ How useful was your minor in your internship?

Very Useful	Useful	Somewhat Useful	Not Very Useful	Not at All Useful
1	2	3	4	5

PART 2 EVALUATION OF USEFULNESS OF COURSES (CONTENT) IN SOCIAL WORK MAJOR TO PRACTICE IN THE INTERNSHIP

Using the following scale, please rate the content of the courses listed below as to their usefulness to you in your internship.

<u>Very Useful</u>	<u>Useful</u>	<u>Somewhat Useful</u>	<u>Not Very Useful</u>	<u>Not at All Useful</u>
1	2	3	4	5

Place the number in the space provided, which most accurately describes your evaluation of the usefulness of course content in your internship and comment on the strengths of the course as well as your concerns about the course.

_____ 1. HURES 2083 Human Behavior & Social Environment I

Strengths:

Concerns:

_____ 2. HURES 2103 Interviewing Techniques

Strengths:

Concerns:

_____ 3. HURES 3183 Case Management Practice

Strengths:

Concerns:

_____ 4. HURES 3763 Group Processes and Practice

Strengths:

Concerns:

Very Useful	Useful	Somewhat Useful	Not Very Useful	Not at All Useful
1	2	3	4	5

_____ 5. SOWK 2273 Introduction to Social Work and Social Welfare

Strengths:

Concerns:

_____ 6. SOWK 2521 Professional Skills in Social Work and Social Welfare

Strengths:

Concerns:

_____ 7. SOWK 3013 Social Work Practice I

Strengths:

Concerns:

_____ 8. SOWK 3613 Social Welfare Policy and Services

Strengths:

Concerns:

_____ 9. SOWK 3833 Research Methods in Social Work

Strengths:

Concerns:

Very Useful	Useful	Somewhat Useful	Not Very Useful	Not at All Useful
1	2	3	4	5

_____ 10. SOWK 4423 Human Behavior and Social Environment II

Strengths:

Concerns:

_____ 11. SOWK 4494 Social Work Practice II

Strengths:

Concerns:

Please rate the following course as to its usefulness to you in integrating curriculum content from the above listed major courses to internship practice.

_____ 12. SOWK 4892 Integrative Seminar in Social Work

Strengths:

Concerns:

COMMENTS:

**S. Request for Internship in
Place of Employment**

**EAST CENTRAL UNIVERSITY
SOCIAL WORK PROGRAM
Request for Internship in Place of Employment**

1. STUDENT INFORMATION

Student Name: _____

Email: _____ ID#: _____

Phone [H]: _____ [W] _____ [C] _____

Fall Spring

2. AGENCY INFORMATION

Agency Name: _____

Address: _____
Street
City/State
Zip Code

Phone: _____ Website: _____

FAX: _____

Agency Director _____

E-Mail: _____

3. STUDENT'S CURRENT EMPLOYMENT INFORMATION

Name of Department/Program: _____

Position Title: _____

Hire Date: _____

Supervisor: _____

Supervisor's Telephone: _____ E-Mail: _____

Supervisor's Hire Date: _____ Fax: _____

Provide Brief Description of Student's Current Employment Tasks/Responsibilities (or attach a copy of your Current Job Description):

4. STUDENT PROPOSAL FOR INTERNSHIP IN EMPLOYMENT SETTING

Placement Department/Program: _____

Address: _____

Field

Instructor: _____

Job Title: _____

E-Mail: _____

Phone: _____

Fax: _____

Provide a brief description of the student’s proposed internship tasks/roles/function/responsibilities with the work setting:

Provide a proposed weekly schedule, indicating what days and hours will be employment responsibilities and what days and hours will be field instruction responsibilities (F).

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Morning							
Afternoon							
Evening							

Comments:

5. REQUIRED SIGNATURES

The signatures below indicate that:

- The foregoing information is accurate.
- All parties will support the academic needs of the employee/student that go beyond and are in addition to the ordinary requirements of the employment

Any revision to this proposal is subject to the review and approval of the student’s assigned Faculty Field Liaison.

Student Signature

Date

Employment Supervisor/Signature

Date

Proposed Field Instructor/Task Supervisor Signature

Date

Agency Director/CEO Signature

Date

(FOR OFFICIAL USE ONLY)

- APPROVED
- NOT APPROVED (if not approved indicate reason)

Field Director Signature

Date

PART IV

**CODE OF ETHICS
OF
THE NATIONAL ASSOCIATION OF SOCIAL WORKERS (NASW)**

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

Preamble

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

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

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

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

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

Purpose of the NASW Code of Ethics

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

The *NASW Code of Ethics* serves six purposes:

- 1) The *Code* identifies core values on which social work's mission is based.

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

*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 trustworthy manner*

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

Value: *Competence*

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

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

Ethical Standards

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

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

1. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO CLIENTS

1.01 Commitment to Clients

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

1.02 Self-Determination

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

1.03 Informed Consent

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

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

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

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

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

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

1.04 Competence

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

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

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

1.05 Cultural Competence and Social Diversity

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

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

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

1.06 Conflicts of Interest

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

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

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

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

1.07 Privacy and Confidentiality

- (a) Social workers should respect clients' right to privacy. Social workers should not solicit private information from clients unless it is essential to providing services or conducting social work evaluation or research. Once private information is shared, standards of confidentiality apply.
- (b) Social workers may disclose confidential information when appropriate with valid consent from a client or a person legally authorized to consent on behalf of a client.
- (c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or other identifiable person. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.
- (d) Social workers should inform clients, to the extent possible, about the disclosure of confidential information and the potential consequences, when feasible before the disclosure is made. This applies whether social workers disclose confidential information on the basis of a legal requirement or client consent.
- (e) Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients' right to confidentiality. Social workers should review with clients' circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. This discussion should occur as soon as possible in the social worker-client relationship and as needed throughout the course of the relationship.
- (f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual's right to confidentiality and obligation to preserve the confidentiality of information shared by others. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.
- (g) Social workers should inform clients involved in family, couples, marital, or group counseling of the social worker's, employer's, and agency's policy concerning the social worker's disclosure of confidential information among the parties involved in the counseling.
- (h) Social workers should not disclose confidential information to third-party payers unless clients have authorized such disclosure.
- (i) Social workers should not discuss confidential information in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or semipublic areas such as hallways, waiting rooms, elevators, and restaurants.
- (j) Social workers should protect the confidentiality of clients during legal proceedings to the extent permitted by law. When a court of law or other legally authorized body orders social workers to disclose confidential or privileged information without a client's consent and such disclosure could cause harm to the client, social workers should request that the court withdraw the order or limit the order as narrowly as possible or maintain the records under seal, unavailable for public inspection.

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

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

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

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

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

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

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

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

1.08 Access to Records

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

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

1.09 Sexual Relationships

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

(b) Social workers should not engage in sexual activities or sexual contact with clients' relatives or other individuals with whom clients maintain a close personal relationship when there is a risk of exploitation or potential harm to the client. Sexual activity or sexual contact with clients' relatives or other individuals with whom clients maintain a personal relationship has the potential to be harmful to

the client and may make it difficult for the social worker and client to maintain appropriate professional boundaries. Social workers--not their clients, their clients' relatives, or other individuals with whom the client maintains a personal relationship--assume the full burden for setting clear, appropriate, and culturally sensitive boundaries.

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

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

1.10 Physical Contact

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

1.11 Sexual Harassment

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

1.12 Derogatory Language

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

1.13 Payment for Services

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

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

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

1.14 Clients Who Lack Decision-Making Capacity

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

1.15 Interruption of Services

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

1.16 Termination of Services

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

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

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

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

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

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

2. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO COLLEAGUES

2.01 Respect

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

(b) Social workers should avoid unwarranted negative criticism of colleagues in communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues' level of competence or to individuals' attributes such as race, ethnicity,

national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical disability.

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

2.02 Confidentiality

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

2.03 Interdisciplinary Collaboration

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

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

2.04 Disputes Involving Colleagues

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

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

2.05 Consultation

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

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

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

2.06 Referral for Services

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

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

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

2.07 Sexual Relationships

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

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

2.08 Sexual Harassment

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

2.09 Impairment of Colleagues

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

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

2.10 Incompetence of Colleagues

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

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

2.11 Unethical Conduct of Colleagues

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

(b) Social workers should be knowledgeable about established policies and procedures for handling concerns about colleagues' unethical behavior. Social workers should be familiar with national, state,

and local procedures for handling ethics complaints. These include policies and procedures created by NASW, licensing and regulatory bodies, employers, agencies, and other professional organizations.

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

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

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

3. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES IN PRACTICE SETTINGS

3.01 Supervision and Consultation

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

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

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

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

3.02 Education and Training

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

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

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

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

3.03 Performance Evaluation

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

3.04 Client Records

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

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

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

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

3.05 Billing

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

3.06 Client Transfer

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

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

3.07 Administration

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

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

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

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

3.08 Continuing Education and Staff Development

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

3.09 Commitments to Employers

- (a) Social workers generally should adhere to commitments made to employers and employing organizations.
- (b) Social workers should work to improve employing agencies' policies and procedures and the efficiency and effectiveness of their services.
- (c) Social workers should take reasonable steps to ensure that employers are aware of social workers' ethical obligations as set forth in the *NASW Code of Ethics* and of the implications of those obligations for social work practice.
- (d) Social workers should not allow an employing organization's policies, procedures, regulations, or administrative orders to interfere with their ethical practice of social work. Social workers should take reasonable steps to ensure that their employing organizations' practices are consistent with the *NASW Code of Ethics*.
- (e) Social workers should act to prevent and eliminate discrimination in the employing organization's work assignments and in its employment policies and practices.
- (f) Social workers should accept employment or arrange student field placements only in organizations that exercise fair personnel practices.
- (g) Social workers should be diligent stewards of the resources of their employing organizations, wisely conserving funds where appropriate and never misappropriating funds or using them for unintended purposes.

3.10 Labor-Management Disputes

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

4. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES AS PROFESSIONALS

4.01 Competence

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

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

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

4.02 Discrimination

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

4.03 Private Conduct

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

4.04 Dishonesty, Fraud, and Deception

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

4.05 Impairment

(a) Social workers should not allow their own personal problems, psycho-social 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, psycho-social distress, legal problems, substance abuse, or mental health difficulties interfere with their professional judgment and performance should immediately seek consultation and take appropriate remedial action by seeking professional help, making adjustments in workload, terminating practice, or taking any other steps necessary to protect clients and others.

4.06 Misrepresentation

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

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

(c) Social workers should ensure that their representations to clients, agencies, and the public of professional qualifications, credentials, education, competence, affiliations, services provided, or results to be achieved are accurate. Social workers should claim only those relevant professional

credentials they actually possess and take steps to correct any inaccuracies or misrepresentations of their credentials by others.

4.07 Solicitations

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

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

4.08 Acknowledging Credit

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

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

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

5.01 Integrity of the Profession

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

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

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

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

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

5.02 Evaluation and Research

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

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

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

interest arises, and should take steps to resolve the issue in a manner that makes participants' interests primary.

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

6. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO THE BROADER SOCIETY

6.01 Social Welfare

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

6.02 Public Participation

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

6.03 Public Emergencies

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

6.04 Social and Political Action

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

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

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

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

Source: <http://www.naswdc.org/pubs/code/code.asp>



COUNCIL ON SOCIAL WORK EDUCATION

Commission on Accreditation
Commission on Educational Policy

2015

Educational Policy and Accreditation Standards

for Baccalaureate and Master's Social Work Programs

Developed by the Council on Social Work Education (CSWE) Commission on Educational Policy and the CSWE Commission on Accreditation; Educational Policy approved by the CSWE Board of Directors on March 20, 2015; Accreditation Standards approved by the CSWE Commission on Accreditation on June 11, 2015.

Copyright © 2015 Council on Social Work Education

CONTENTS

Introduction	4	Explicit Curriculum	11
Purpose: Social Work Practice, Education, and Educational Policy and Accreditation Standards	5	Educational Policy 2.0—Generalist Practice	11
Competency-Based Education	6	Accreditation Standard B2.0—Generalist Practice	11
Social Work Competencies	7	Accreditation Standard M2.0—Generalist Practice	11
Competency 1: Demonstrate Ethical and Professional Behavior	7	Educational Policy M2.1—Specialized Practice	12
Competency 2: Engage Diversity and Difference in Practice	7	Accreditation Standard M2.1—Specialized Practice	12
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	7	Educational Policy 2.2—Signature Pedagogy: Field Education	12
Competency 4: Engage In Practice-informed Research and Research-informed Practice	8	Accreditation Standard 2.2—Field Education	13
Competency 5: Engage in Policy Practice	8	Implicit Curriculum	14
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	8	Educational Policy 3.0—Diversity	14
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	9	Accreditation Standard 3.0—Diversity	14
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	9	Educational Policy 3.1—Student Development	14
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	9	Accreditation Standard 3.1—Student Development: Admissions; Advisement, Retention, and Termination; and Student Participation	14
Program Mission and Goals	10	Admissions	14
Educational Policy 1.0—Program Mission and Goals	10	Advisement, retention, and termination	15
<i>Values</i>	10	Student participation	15
<i>Program Context</i>	10	Educational Policy 3.2—Faculty	15
Accreditation Standard 1.0—Program Mission and Goals	10	Accreditation Standard 3.2—Faculty	15
		Educational Policy 3.3—Administrative and Governance Structure	16
		Accreditation Standard 3.3—Administrative Structure	16
		Educational Policy 3.4—Resources	17
		Accreditation Standard 3.4—Resources	17
		Assessment	19
		Educational Policy 4.0—Assessment of Student Learning Outcomes	19
		Accreditation Standard 4.0—Assessment	19
		Appendix: 2015 EPAS Glossary	20
		Educational Policy Terms	20
		Accreditation Standards Terms	22

Accreditation is a system for recognizing educational institutions and professional programs affiliated with those institutions as having a level of performance, integrity, and quality that entitles them to the confidence of the educational community and the public they serve. The Commission on Accreditation (COA) of the Council on Social Work Education (CSWE) is recognized by the Council for Higher Education Authority to accredit baccalaureate and master's degree programs in social work education in the United States and its territories. The COA is responsible for formulating, promulgating, and implementing the accreditation standards for baccalaureate and master's degree programs in social work, for ensuring the standards define competent preparation, and for confirming that accredited social work programs meet the standards. To this end, CSWE's COA administers a multistep accreditation process that involves program self-studies and benchmarks, site visits, and COA reviews.

The accreditation review process provides professional judgments on the quality of a social work education program in an institution. These findings are based on applying the Educational Policy and Accreditation Standards (EPAS) promulgated by the Commission on Educational Policy (COEP) and the COA. The essential purpose of the accreditation process is to provide a professional judgment of the quality of the program offered and to encourage continual improvement. Moreover, systematic examination of compliance with established standards supports public confidence in the quality of professional social work education and in the competence of social work practice.

EPAS Revision Process

The COA and the COEP are responsible for revising the EPAS. The revision takes place in accordance with the CSWE bylaws, which mandate that the policy statement be reviewed by COEP "at periodic intervals not to exceed 7 years." CSWE's recognition by the Council for Higher Education Authority also requires that accreditors have a process whereby standards are reviewed periodically by the COA.

The most recent standards review process took more than 5 years and resulted in three drafts issued for public review and comment. The intent of the COA and the COEP was to solicit feedback from as many constituents as possible in as many ways as possible. The COEP and the COA would like to thank the programs, individuals, organizations, and communities of interest that provided feedback on all of the drafts.

The educational policy, which details the new social work competencies for the 2015 EPAS, was developed by COEP and approved by the CSWE Board of Directors on March 20, 2015. The accreditation standards were developed and approved by the COA on June 11, 2015. Programs that have reaffirmation reviews in October 2017 or later will use the 2015 EPAS to prepare their self-studies. Programs applying for candidacy in 2016 and beyond would use the 2015 EPAS for their benchmark documents.

For updated information about the 2015 EPAS, please visit www.cswe.org/Accreditation or send an e-mail to accreditation@cswe.org.

July 2015

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

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

Social work educators serve the profession through their teaching, scholarship, and service. Social work education at the baccalaureate, master's, and doctoral levels shapes the profession's future through the education of competent professionals, the generation of knowledge, the promotion of evidence-informed practice through scientific inquiry, and the exercise of leadership within the professional community. Social work education is advanced by the scholarship of teaching and learning, and scientific inquiry into its multifaceted dimensions, processes, and outcomes.

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

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



It permits programs to use traditional and emerging models and methods of curriculum design by balancing requirements that promote comparable outcomes across programs with a level of flexibility that encourages programs to differentiate.

Competency-Based Education

In 2008 CSWE adopted a competency-based education framework for its EPAS. As in related health and human service professions, the policy moved from a model of curriculum design focused on content (what students should be taught) and structure (the format and organization of educational components) to one focused on student learning outcomes. A competency-based approach refers to identifying and assessing what students demonstrate in practice. In social work this approach involves assessing students' ability to demonstrate the competencies identified in the educational policy.

Competency-based education rests upon a shared view of the nature of competence in professional practice. Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being. EPAS recognizes a holistic view of competence; that is, the demonstration of competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social worker's critical thinking, affective reactions, and exercise of judgment in regard to unique practice situations. Overall professional competence is multi-dimensional and composed of interrelated competencies. An individual social worker's competence is seen as developmental and dynamic, changing over time in relation to continuous learning.

Competency-based education is an outcomes-oriented approach to curriculum design. The goal of the outcomes approach is to ensure that students are able to demonstrate the integration and application of the competencies in practice. In EPAS, social work practice competence consists of nine interrelated competencies and component behaviors that are comprised of knowledge, values, skills, and cognitive and affective processes.

Using a curriculum design that begins with the outcomes, expressed as the expected competencies, programs develop the substantive content, pedagogical approach, and educational activities that provide learning opportunities for students to demonstrate the competencies.

Assessment of student learning outcomes is an essential component of competency-based education. Assessment provides evidence that students have demonstrated the level of competence necessary to enter professional practice, which in turn shows programs are successful in achieving their goals. Assessment information is used to improve the educational program and the methods used to assess student learning outcomes.

Programs assess students' demonstration of competence. The assessment methods used by programs gather data that serve as evidence of student learning outcomes and the demonstration of competence. Understanding social work practice is complex and multi-dimensional, the assessment methods used by programs and the data collected may vary by context.



Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being.

The nine Social Work Competencies are listed below. Programs may add competencies that are consistent with their mission and goals and respond to their context. Each competency describes the knowledge, values, skills, and cognitive and affective processes that comprise the competency at the generalist level of practice, followed by a set of behaviors that integrate these components. These behaviors represent observable components of the competencies, while the preceding statements represent the underlying content and processes that inform the behaviors.

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

- make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Engage Diversity and Difference in Practice

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Competency 4: Engage In Practice-informed Research and Research-informed Practice

Competency 5: Engage in Policy Practice

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

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

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

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

- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- engage in practices that advance social, economic, and environmental justice.

Competency 4: Engage In Practice-informed Research and Research-informed Practice

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

- use practice experience and theory to inform scientific inquiry and research;
- apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- assess how social welfare and economic policies impact the delivery of and access to social services;
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness.

Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- facilitate effective transitions and endings that advance mutually agreed-on goals.

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

- select and use appropriate methods for evaluation of outcomes;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Program Mission and Goals

Educational Policy 1.0—Program Mission and Goals

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

Values

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

Program Context

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

Accreditation Standard 1.0—Program Mission and Goals

- 1.0.1** The program submits its mission statement and explains how it is consistent with the profession's purpose and values.
- 1.0.2** The program explains how its mission is consistent with the institutional mission and the program's context across all program options.
- 1.0.3** The program identifies its goals and demonstrates how they are derived from the program's mission.



Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work.

The explicit curriculum constitutes the program's formal educational structure and includes the courses and field education used for each of its program options. Social work education is grounded in the liberal arts, which provide the intellectual basis for the professional curriculum and inform its design. Using a competency-based education framework, the explicit curriculum prepares students for professional practice at the baccalaureate and master's levels. Baccalaureate programs prepare students for generalist practice. Master's programs prepare students for generalist practice and specialized practice. The explicit curriculum, including field education, may include forms of technology as a component of the curriculum.

Educational Policy 2.0—Generalist Practice

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

The baccalaureate program in social work prepares students for generalist practice. The descriptions of the nine Social Work Competencies presented in the EPAS identify the knowledge, values, skills, cognitive and affective processes, and behaviors associated with competence at the generalist level of practice.

Accreditation Standard B2.0—Generalist Practice

- B2.0.1** The program explains how its mission and goals are consistent with generalist practice as defined in EP 2.0.
- B2.0.2** The program provides a rationale for its formal curriculum design demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field.
- B2.0.3** The program provides a matrix that illustrates how its curriculum content implements the nine required social work competencies and any additional competencies added by the program.

Accreditation Standard M2.0—Generalist Practice

- M2.0.1** The program explains how its mission and goals are consistent with generalist practice as defined in EP 2.0.
- M2.0.2** The program provides a rationale for its formal curriculum design for generalist practice demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field.
- M2.0.3** The program provides a matrix that illustrates how its generalist practice content implements the nine required social work competencies and any additional competencies added by the program.

Educational Policy M2.1—Specialized Practice

Specialized practice builds on generalist practice as described in EP 2.0, adapting and extending the Social Work Competencies for practice with a specific population, problem area, method of intervention, perspective or approach to practice. Specialized practice augments and extends social work knowledge, values, and skills to engage, assess, intervene, and evaluate within an area of specialization. Specialized practitioners advocate with and on behalf of clients and constituencies in their area of specialized practice. Specialized practitioners synthesize and employ a broad range of interdisciplinary and multidisciplinary knowledge and skills based on scientific inquiry and best practices, and consistent with social work values. Specialized practitioners engage in and conduct research to inform and improve practice, policy, and service delivery.

The master's program in social work prepares students for specialized practice. Programs identify the specialized knowledge, values, skills, cognitive and affective processes, and behaviors that extend and enhance the nine Social Work Competencies and prepare students for practice in the area of specialization.

Accreditation Standard M2.1—Specialized Practice

- M2.1.1** The program identifies its area(s) of specialized practice (EP M2.1), and demonstrates how it builds on generalist practice.
- M2.1.2** The program provides a rationale for its formal curriculum design for specialized practice demonstrating how the design is used to develop a coherent and integrated curriculum for both classroom and field.
- M2.1.3** The program describes how its area(s) of specialized practice extend and enhance the nine Social Work Competencies (and any additional competencies developed by the program) to prepare students for practice in the area(s) of specialization.
- M2.1.4** For each area of specialized practice, the program provides a matrix that illustrates how its curriculum content implements the nine required social work competencies and any additional competencies added by the program.

Educational Policy 2.2—Signature Pedagogy: Field Education

Signature pedagogies are elements of instruction and of socialization that teach future practitioners the fundamental dimensions of professional work in their discipline—to think, to perform, and to act ethically and with integrity. Field education is the signature pedagogy for social work. The intent of field education is to integrate the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the Social Work Competencies. Field education may integrate forms of technology as a component of the program.

Accreditation Standard 2.2—Field Education

- 2.2.1** The program explains how its field education program connects the theoretical and conceptual contributions of the classroom and field settings.
- B2.2.2** The program explains how its field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities and illustrates how this is accomplished in field settings.
- M2.2.2** The program explains how its field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities and illustrates how this is accomplished in field settings.
- M2.2.3** The program explains how its field education program provides specialized practice opportunities for students to demonstrate social work competencies within an area of specialized practice and illustrates how this is accomplished in field settings.
- 2.2.4** The program explains how students across all program options in its field education program demonstrate social work competencies through in-person contact with clients and constituencies.
- 2.2.5** The program describes how its field education program provides a minimum of 400 hours of field education for baccalaureate programs and a minimum of 900 hours for master's programs.
- 2.2.6** The program provides its criteria for admission into field education and explains how its field education program admits only those students who have met the program's specified criteria.
- 2.2.7** The program describes how its field education program specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; supporting student safety; and evaluating student learning and field setting effectiveness congruent with the social work competencies.
- 2.2.8** The program describes how its field education program maintains contact with field settings across all program options. The program explains how on-site contact or other methods are used to monitor student learning and field setting effectiveness.
- B2.2.9** The program describes how its field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program social work competencies. Field instructors for baccalaureate students hold a baccalaureate or master's degree in social work from a CSWE-accredited program and have 2 years post-social work degree practice experience in social work. For cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.
- M2.2.9** The program describes how its field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program social work competencies. Field instructors for master's students hold a master's degree in social work from a CSWE-accredited program and have 2 years post-master's social work practice experience. For cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.
- 2.2.10** The program describes how its field education program provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.
- 2.2.11** The program describes how its field education program develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student's employment.

Implicit Curriculum

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

Educational Policy 3.0—Diversity

The program's expectation for diversity is reflected in its learning environment, which provides the context through which students learn about differences, to value and respect diversity, and develop a commitment to cultural humility. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. The learning environment consists of the program's institutional setting; selection of field education settings and their clientele; composition of program advisory or field committees; educational and social resources; resource allocation; program leadership; speaker series, seminars, and special programs; support groups; research and other initiatives; and the demographic make-up of its faculty, staff, and student body.

Accreditation Standard 3.0—Diversity

- 3.0.1** The program describes the specific and continuous efforts it makes to provide a learning environment that models affirmation and respect for diversity and difference.
- 3.0.2** The program explains how these efforts provide a supportive and inclusive learning environment.
- 3.0.3** The program describes specific plans to continually improve the learning environment to affirm and support persons with diverse identities

Educational Policy 3.1—Student Development

Educational preparation and commitment to the profession are essential qualities in the admission and development of students for professional practice. Student participation in formulating and modifying policies affecting academic and student affairs are important for students' professional development.

To promote the social work education continuum, graduates of baccalaureate social work programs admitted to master's social work programs are presented with an articulated pathway toward specialized practice.

Accreditation Standard 3.1—Student Development: Admissions; Advisement, Retention, and Termination; and Student Participation

Admissions

- B3.1.1** The program identifies the criteria it uses for admission to the social work program.
- M3.1.1** The program identifies the criteria it uses for admission to the social work program. The criteria for admission to the master's program must include an earned baccalaureate degree from a college or university accredited by a recognized regional accrediting association. Baccalaureate social work graduates entering master's social work programs are not to repeat what has been achieved in their baccalaureate social work programs.
- 3.1.2** The program describes the policies and procedures for evaluating applications and notifying applicants of the decision and any contingent conditions associated with admission.
- M3.1.3** The program describes the policies and procedures used for awarding advanced standing. The program indicates that advanced standing is awarded only to graduates holding degrees from baccalaureate social work programs accredited by CSWE, recognized through its International Social Work Degree Recognition and Evaluation Services,* or covered under a memorandum of understanding with international social work accreditors.
- 3.1.4** The program describes its policies and procedures concerning the transfer of credits.
- 3.1.5** The program submits its written policy indicating that it does not grant social work course credit for life experience or previous work experience. The program documents how it informs applicants and other constituents of this policy.

Advisement, retention, and termination

- 3.1.6** The program describes its academic and professional advising policies and procedures. Professional advising is provided by social work program faculty, staff, or both.
- 3.1.7** The program submits its policies and procedures for evaluating student's academic and professional performance, including grievance policies and procedures. The program describes how it informs students of its criteria for evaluating their academic and professional performance and its policies and procedures for grievance.
- 3.1.8** The program submits its policies and procedures for terminating a student's enrollment in the social work program for reasons of academic and professional performance. The program describes how it informs students of these policies and procedures.

Student participation

- 3.1.9** The program submits its policies and procedures specifying students' rights and opportunities to participate in formulating and modifying policies affecting academic and student affairs.
- 3.1.10** The program describes how it provides opportunities and encourages students to organize in their interests.

* This and all future references to degrees from social work programs accredited by CSWE, include degrees from CSWE-accredited programs or recognized through CSWE's International Social Work Degree Recognition and Evaluation Service, or covered under a memorandum of understanding with international social work accreditors.

Educational Policy 3.2—Faculty

Faculty qualifications, including experience related to the Social Work Competencies, an appropriate student-faculty ratio, and sufficient faculty to carry out a program's mission and goals, are essential for developing an educational environment that promotes, emulates, and teaches students the knowledge, values, and skills expected of professional social workers. Through their teaching, research, scholarship, and service—as well as their interactions with one another, administration, students, and community—the program's faculty models the behavior and values expected of professional social workers. Programs demonstrate that faculty is qualified to teach the courses to which they are assigned.

Accreditation Standard 3.2—Faculty

- 3.2.1** The program identifies each full- and part-time social work faculty member and discusses his or her qualifications, competence, expertise in social work education and practice, and years of service to the program.
- 3.2.2** The program documents that faculty who teach social work practice courses have a master's degree in social work from a CSWE-accredited program and at least 2 years of post-master's social work degree practice experience.
- 3.2.3** The program documents a full-time equivalent faculty-to-student ratio not greater than 1:25 for baccalaureate programs and not greater than 1:12 for master's programs and explains how this ratio is calculated. In addition, the program explains how faculty size is commensurate with the number and type of curricular offerings in class and field; number of program options; class size; number of students; advising; and the faculty's teaching, scholarly, and service responsibilities.
- B3.2.4** The baccalaureate social work program identifies no fewer than two full-time faculty assigned to the baccalaureate program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. The majority of the total full-time baccalaureate social work program faculty has a master's degree in social work from a CSWE-accredited program, with a doctoral degree preferred.
- M3.2.4** The master's social work program identifies no fewer than six full-time faculty with master's degrees in social work from a CSWE-accredited program and whose principal assignment is to the master's program. The majority of the full-time master's social work program faculty has a master's degree in social work and a doctoral degree, preferably in social work.
- 3.2.5** The program describes its faculty workload policy and discusses how the policy supports the achievement of institutional priorities and the program's mission and goals.
- 3.2.6** Faculty demonstrate ongoing professional development as teachers, scholars, and practitioners through dissemination of research and scholarship, exchanges with external constituencies such as practitioners and agencies, and through other professionally relevant creative activities that support the achievement of institutional priorities and the program's mission and goals.
- 3.2.7** The program demonstrates how its faculty models the behavior and values of the profession in the program's educational environment.

Educational Policy 3.3—Administrative and Governance Structure

Social work faculty and administrators, based on their education, knowledge, and skills, are best suited to make decisions regarding the delivery of social work education. Faculty and administrators exercise autonomy in designing an administrative and leadership structure, developing curriculum, and formulating and implementing policies that support the education of competent social workers. The administrative structure is sufficient to carry out the program's mission and goals. In recognition of the importance of field education as the signature pedagogy, programs must provide an administrative structure and adequate resources for systematically designing, supervising, coordinating, and evaluating field education across all program options.

Accreditation Standard 3.3—Administrative Structure

- 3.3.1** The program describes its administrative structure and shows how it provides the necessary autonomy to achieve the program's mission and goals.
- 3.3.2** The program describes how the social work faculty has responsibility for defining program curriculum consistent with the Educational Policy and Accreditation Standards and the institution's policies.
- 3.3.3** The program describes how the administration and faculty of the social work program participate in formulating and implementing policies related to the recruitment, hiring, retention, promotion, and tenure of program personnel.
- 3.3.4** The program identifies the social work program director. Institutions with accredited baccalaureate and master's programs appoint a separate director for each.
 - B3.3.4(a)** The program describes the baccalaureate program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master's degree in social work from a CSWE-accredited program with a doctoral degree in social work preferred.
 - B3.3.4(b)** The program provides documentation that the director has a full-time appointment to the social work baccalaureate program.
 - B3.3.4(c)** The program describes the procedures for calculating the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions specific to responsibilities of the social work program, a minimum of 25% assigned time is required at the baccalaureate level. The program discusses that this time is sufficient.
 - M3.3.4(a)** The program describes the master's program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master's degree in social work from a CSWE-accredited program. In addition, it is preferred that the master's program director have a doctoral degree, preferably in social work.
 - M3.3.4(b)** The program provides documentation that the director has a full-time appointment to the social work master's program.
 - M3.3.4(c)** The program describes the procedures for determining the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions specific to responsibilities of the social work program, a minimum of 50% assigned time is required at the master's level. The program demonstrates this time is sufficient.

- 3.3.5** The program identifies the field education director.
- 3.3.5(a)** The program describes the field director's ability to provide leadership in the field education program through practice experience, field instruction experience, and administrative and other relevant academic and professional activities in social work.
 - B3.3.5(b)** The program documents that the field education director has a master's degree in social work from a CSWE-accredited program and at least 2 years of post-baccalaureate or post-master's social work degree practice experience.
 - M3.3.5(b)** The program documents that the field education director has a master's degree in social work from a CSWE-accredited program and at least 2 years of post-master's social work degree practice experience.
 - B3.3.5(c)** The program describes the procedures for calculating the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field education program, at least 25% assigned time is required for baccalaureate programs. The program demonstrates this time is sufficient.
 - M3.3.5(c)** The program describes the procedures for calculating the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field education program at least 50% assigned time is required for master's programs. The program demonstrates this time is sufficient.
 - 3.3.6** The program describes its administrative structure for field education and explains how its resources (personnel, time and technological support) are sufficient to administer its field education program to meet its mission and goals.

Educational Policy 3.4—Resources

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

Accreditation Standard 3.4—Resources

- 3.4.1** The program describes the procedures for budget development and administration it uses to achieve its mission and goals. The program submits a completed budget form and explains how its financial resources are sufficient and stable to achieve its mission and goals.
- 3.4.2** The program describes how it uses resources to address challenges and continuously improve the program.
- 3.4.3** The program demonstrates that it has sufficient support staff, other personnel, and technological resources to support all of its educational activities, mission and goals.
- 3.4.4** The program submits a library report that demonstrates access to social work and other informational and educational resources necessary for achieving its mission and goals.
- 3.4.5** The program describes and demonstrates sufficient office and classroom space and/or computer-mediated access to achieve its mission and goals.
- 3.4.6** The program describes, for each program option, the availability of and access to assistive technology, including materials in alternative formats.

Educational Policy 4.0—Assessment of Student Learning Outcomes

Assessment is an integral component of competency-based education. Assessment involves the systematic gathering of data about student performance of Social Work Competencies at both the generalist and specialized levels of practice.

Competence is perceived as holistic, involving both performance and the knowledge, values, critical thinking, affective reactions, and exercise of judgment that inform performance. Assessment therefore must be multi-dimensional and integrated to capture the demonstration of the competencies and the quality of internal processing informing the performance of the competencies. Assessment is best done while students are engaged in practice tasks or activities that approximate social work practice as closely as possible. Practice often requires the performance of multiple competencies simultaneously; therefore, assessment of those competencies may optimally be carried out at the same time.

Programs assess students' demonstration of the Social Work Competencies through the use of multi-dimensional assessment methods. Assessment methods are developed to gather data that serve as evidence of student learning outcomes and the demonstration of competence. Understanding social work practice is complex and multi-dimensional, the assessment methods used and the data collected may vary by context.

Assessment information is used to guide student learning, assess student outcomes, assess and improve effectiveness of the curriculum, and strengthen the assessment methods used.

Assessment also involves gathering data regarding the implicit curriculum, which may include but is not limited to an assessment of diversity, student development, faculty, administrative and governance structure, and resources. Data from assessment continuously inform and promote change in the explicit curriculum and the implicit curriculum to enhance attainment of Social Work Competencies.

Accreditation Standard 4.0—Assessment

- 4.0.1** The program presents its plan for ongoing assessment of student outcomes for all identified competencies in the generalist level of practice (baccalaureate social work programs) and the generalist and specialized levels of practice (master's social work programs). Assessment of competence is done by program designated faculty or field personnel. The plan includes:
- A description of the assessment procedures that detail when, where, and how each competency is assessed for each program option.
 - At least two measures assess each competency. One of the assessment measures is based on demonstration of the competency in real or simulated practice situations.
 - An explanation of how the assessment plan measures multiple dimensions of each competency, as described in EP 4.0.
 - Benchmarks for each competency, a rationale for each benchmark, and a description of how it is determined that students' performance meets the benchmark.
 - An explanation of how the program determines the percentage of students achieving the benchmark.
 - Copies of all assessment measures used to assess all identified competencies.
- 4.0.2** The program provides its most recent year of summary data and outcomes for the assessment of each of the identified competencies, specifying the percentage of students achieving program benchmarks for each program option.
- 4.0.3** The program uses Form AS 4(B) and/or Form AS 4(M) to report its most recent assessment outcomes for each program option to constituents and the public on its website and routinely up-dates (minimally every 2 years) its findings.
- 4.0.4** The program describes the process used to evaluate outcomes and their implications for program renewal across program options. It discusses specific changes it has made in the program based on these assessment outcomes with clear links to the data.
- 4.0.5** For each program option, the program provides its plan and summary data for the assessment of the implicit curriculum as defined in EP 4.0 from program defined stakeholders. The program discusses implications for program renewal and specific changes it has made based on these assessment outcomes.

Appendix: 2015 EPAS Glossary

The 2015 EPAS glossary was developed by a subcommittee of the Commission on Educational Policy and the Commission on Accreditation and approved by each commission in February 2016. The glossary is an aid to understanding the EPAS and is not considered part of the educational policy or accreditation standards.

Educational Policy Terms

The following definitions were developed for use in the context of the 2015 educational policy:

Accreditation

A system for recognizing educational institutions and professional programs affiliated with those institutions for a level of performance and integrity based on review against a specific set of published criteria or standards. The process includes (1) the submission of a self-study document that demonstrates how standards are being met; (2) an onsite review by a selected group of peers; and (3) a decision by an independent board or commission that either grants or denies accredited status on the basis of how well the standards are met.

Behaviors

Observable actions that demonstrate an integration of knowledge, values, skills, and cognitive and affective processes.

Classroom

The organization of instruction including various face-to-face and/or e-learning methods of instruction.

Clients and constituencies

Those served by social workers including individuals, families, groups, organizations, and communities.

Cognitive and affective processes (includes critical thinking, affective reactions, and exercise of judgment)

- Critical thinking is an intellectual, disciplined process of conceptualizing, analyzing, evaluating, and synthesizing multiple sources of information generated by observation, reflection and reasoning.
- Affective reactions refer to the way in which our emotions influence our thinking and subsequently our behavior.
- Exercise of judgment is the capacity to perceive and discern multiple sources to form an opinion.

Competency-based education framework

A framework where the focus is on the assessment of student learning outcomes (assessing students' ability to demonstrate the competencies identified in the educational policy) rather than on the assessment of inputs (such as coursework and resources available to students).

Curriculum design

Curriculum design identifies the elements of the curriculum and states their relationships to each other. A design needs to be supported with a curriculum rationale to establish the means for competency attainment within the organization in which it operates.

Environmental justice

Environmental justice occurs when all people equally experience high levels of environmental protection and no group or community is excluded from the environmental policy decision-making process, nor is affected by a disproportionate impact from environmental hazards. Environmental justice affirms the ecological unity and the interdependence of all species, respect for cultural and biological diversity, and the right to be free from ecological destruction. This includes responsible use of ecological resources, including the land, water, air, and food. (*Adapted from CSWE Commission for Diversity and Social and Economic Justice and Commission on Global Social Work Education Committee on Environmental Justice, 2015*).

Holistic competence

The demonstration of competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social worker's critical thinking, affective reactions, and exercise of judgment in regard to unique practice situations.

Intersectionality

A paradigm for understanding social identities and the ways in which the breadth of human experiences are shaped by social structures.

Multidimensional assessment methods

Multidimensional assessment methods capture behaviors indicative of competence as well as one or more of the factors underlying behavior. Underlying factors may include knowledge, skills, and values as well as cognitive and affective processes.

Program options

Various structured pathways to degree completion by which social work programs are delivered including specific methods and locations such as on campus, off campus, and virtual instruction.

Signature pedagogy

Forms and styles of teaching and instruction that are central to a specific discipline, area of study or profession that help students build a habit of mind that allows them to think and act in the same manner as experts in the field. Field education is the signature pedagogy for social work.

Specialized practice

Specialized practice builds on generalist practice by adapting and extending the nine social work competencies for practice. Specialized practice is defined by programs and can be operationalized by programs as a concentration, area of specialized practice, track, focus on specific populations, problem area, method of intervention, or approach to practice.

Student learning outcomes

The stated behaviors, knowledge, values, skills, and cognitive and affective processes that students are expected to demonstrate as a result of engagement in the explicit and implicit curriculum.

Accreditation Standards Terms

The following definitions were developed for use in the context of the 2015 accreditation standards (AS):

Curriculum (AS B2.0.2, M2.0.2, 3.3.2)

All planned educational experiences under the direction of the social work program that facilitates student attainment of competencies. Social work curricula includes supervised field education learning experiences.

Full-time equivalent faculty-to-student ratio (AS 3.2.3)

Refers to the institution's calculation of full-time faculty workloads. Programs should calculate faculty ratios that include adjunct and part-time faculty (not field instructors at field settings) in the full time equivalency description. Programs should include part-time students in this calculation.

Goals (AS B2.0.1, M2.0.1):

General aims of the program that are consistent with both the institution and program missions and reflect the values and priorities of the social work profession.

In-person contact (AS 2.2.4):

Refers to interpersonal interactions with clients and constituencies, and may include the use of digital technologies.

Matrix (AS B2.0.3, AS M2.0.3, AS M2.1.4):

A table or chart that maps the social work curriculum content to the competencies.

Multiple dimensions of each competency (AS 4.0.1)

- Multiple refers to a minimum of at least two dimensions.
- The dimensions of the competency are knowledge, values, skills, and cognitive and affective processes.

Post-social work degree practice experience (AS B2.2.9, M2.2.9, 3.2.2, B3.3.5 (b), M3.3.5 (b))

- The minimum requirement of 2 years of post-baccalaureate or post-master's social work practice experience is calculated in relation to the total number of hours of full-time and equivalent professional practice experience.
- Social work practice experience is defined as providing social work services to individuals, families, groups, organizations, or communities.
- Social work services can include work in professional social work auspices under the supervision of professional social work supervisors, volunteer practice experience in a social service agency and paid experience as a consultant in the areas of the individual's practice expertise.

Simulated practice situations (AS 4.0.1):

Modalities that replicate practice situations to facilitate the demonstration of student competence.

Transfer of credits (AS 3.1.4)

The process of awarding student credit for courses earned at another institution(s) prior to admission to the social work program. The accreditation process respects the institution's policies and procedures concerning the transfer of credits.



COUNCIL ON SOCIAL WORK EDUCATION

1701 Duke Street, Suite 200
Alexandria, VA 22314-3457

www.cswe.org

Strengthening the Profession of Social Work