

# **Master of Social Work**

## **Field Instruction Manual**



Concord University  
Athens, West Virginia

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This manual is intended to outline the general policies and procedures of the field instruction component of the Concord University Master of Social Work Program. The content should help guide the field instruction but is not expected to replace the regular ongoing interaction of all concerned parties associated with a successful field placement. The policies and procedures in this manual are subject to revision by the Social Work Department. Suggestions for improving this manual should be forwarded to the Director of Field Education.

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### **The Purpose of Social Work**

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. (Council on Social Work Education, 2015).

### **Mission of the Social Work Program at Concord University**

The study of social work at Concord University originated in 1971 as a concentration within the sociology major. The Bachelor of Social Work (BSW) program was first accredited by the Council on Social Work Education (CSWE) in 1974 and in the same year gained independent status within the university as the Department of Social Work. Concord University first began offering the Master of Social Work (MSW) degree in July 2013 after gaining approval from the CSWE.

The mission of the Social Work Program at Concord University is “to prepare graduates for advanced generalist social work practice with a specialized area in rural practice. The Master of Social Work Program is built upon a systems approach and a strengths perspective, delivered in a manner that meets the needs of students that live and/or work primarily in rural areas.”

### **Mission and Goals of the Master of Social Work Program at Concord University**

The mission of the Social Work Program at Concord University is “to prepare graduates for advanced generalist social work practice with a specialized area in rural practice. The Master of Social Work Program is built upon a systems approach and a strengths perspective, delivered in a manner that meets the needs of students that live and/or work primarily in rural areas.”

Core professional values, as articulated in the National Association of Social Workers Code of Ethics, are evidenced throughout the goals of the MSW program.

*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 (NASW Code of Ethics).*

### **The Concord Social Work Program Goals are as follows:**

The Concord Social Work Program Goals are as follows:

Students will demonstrate the ability to:

1. Conduct advanced generalist social work practice, specializing in rural practice, which operates from a systems and strengths perspective with the ability to respond to varying rural contexts, including diversity and difference, and to engage, assess, intervene, and evaluate at all levels including individuals, families, groups, organizations, and communities.
2. Think critically and examine issues within the rural context while applying knowledge from both a person-in-environment and human behavior perspective to determine appropriate methods of intervention and to communicate these in an ethical manner utilizing the strengths of rural settings.
3. Utilize an advanced reflective and developmental approach to practice.

4. Apply an advanced critical and analytical approach to practice that incorporates the unique culture and systems within rural settings and includes engaging in research-informed practice and practice-informed research.
5. Use advanced knowledge and skills in analyzing rural social policies and promoting change in rural settings through the development of more just and humane policies as they affect clients, social workers, and service systems.
6. Address the uniqueness of issues of human rights, mechanisms of oppression, discrimination, and social, economic, and environmental justice in order to improve the social, economic, and environmental well-being of clients within rural settings across all levels of practice (micro, mezzo, and macro).

### **Philosophy of Field Instruction**

Field Instruction is an integral part of the social work education curriculum. It engages the student in a supervised practice activity providing opportunities for the student to apply knowledge, values, cognitive affective reactions, and skills in relation to identified client needs, agency purpose, and social sanctions. As students learn from their social work placements, the knowledge, attitudes, cognitive affective reactions, and skills acquired from all areas of the curriculum are translated into accountable performance and professional competence.

Students will be provided with an advanced generalist experience with an emphasis on rural social work practice in their field placement agency. This means the student will have a field placement that will include working at the micro (individual), mezzo (family and groups), and macro (organizations and communities) levels of intervention. Assignments at each of these levels of practice are intended to help the student to integrate theory into practice.

The students will demonstrate responsibility for their own learning process by participating in the development of a learning contract with their field instructor. The primary relationship between field instructor and field student is supported by an assigned faculty liaison who visits the agency at least once with follow up as needed throughout placement. Follow-up can be in-person but other delivery methods are encouraged such as the Zoom communication platform. Concurrent with the field placement, students will also participate in online activities which include online written discussion, Zoom meeting room discussions, and integrative seminars with one or more of the faculty liaisons.

### **Field Education as the Signature Pedagogy**

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 (Shulman, 2005). 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.

The curriculum of the Master of Social Work Program is designed to prepare social workers that are able to demonstrate competence in advanced generalist social work practice methods. It is expected that the field instruction component of the program will give students the opportunity to:

### **Core Competencies for Social Work Education**

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

##### **Generalist Behaviors**

**Behavior 1:** Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.

**Behavior 2:** Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.

**Behavior 3:** Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.

**Behavior 4:** Use technology ethically and appropriately to facilitate practice outcomes.

**Behavior 5:** Use supervision and consultation to guide professional judgment and behavior.

##### **Advanced Behaviors**

**Advanced Behavior 1:** Demonstrate and preserve professional roles and boundaries in rural settings.

**Advanced Behavior 2:** Understand the perspectives and values of social work in relation to working effectively with the other disciplines in rural practice.

**Advanced Behavior 3:** Apply ethical decision-making skills in rural settings with special focus on dual relationships and access to services.

**Advanced Behavior 4:** Apply ethical decision-making skills to address the use of technology in rural settings.

#### **Competency 2: Engage Diversity and Difference in Practice**

##### **Generalist Behaviors**

**Behavior 6:** Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.

**Behavior 7:** Present themselves as learners and engage clients and constituencies as experts of their own experiences.

**Behavior 8:** Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

##### **Advanced Behaviors**

**Advanced Behavior 5:** Recognize and understand the experience of isolation of minority groups in rural settings.

**Advanced Behavior 6:** Engage in self-reflection about and address personal biases and values as they relate to rural populations and settings.

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

##### **Generalist Behaviors**

**Behavior 9:** Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.

**Behavior 10:** Engage in practices that advance social, economic, and environmental justice.

##### **Advanced Behaviors**

**Advanced Behavior 7:** Understand, analyze, and implement strategies to address forms of rural oppression.

**Advanced Behavior 8:** Advocate for human rights, and social, environmental and economic justice in rural settings (such as poverty, health care, education, and the rights of local populations including minorities).

#### **Competency 4: Engage in Practice-informed Research and Research-informed Practice Generalist Behaviors**

**Behavior 11:** Use practice experience and theory to inform scientific inquiry and research.

**Behavior 12:** Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.

**Behavior 13:** Use and translate research evidence to inform and improve practice, policy, and service delivery.

#### **Advanced Behaviors**

**Advanced Behavior 9:** Identify, evaluate, and select rural practice strategies.

**Advanced Behavior 10:** Promote and participate in the use of research to improve the effectiveness of rural practice.

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

##### **Generalist Behaviors**

**Behavior 14:** Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services

**Behavior 15:** Assess how social welfare and economic policies impact the delivery and access to social services

**Behavior 16:** Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice

##### **Advanced Behaviors**

**Advanced Behavior 11:** Analyze, formulate, and advocate for policies that enhance social well-being, service delivery, and access in rural settings.

**Advanced Behavior 12:** Communicate and collaborate with stakeholders and professionals the implications of policy and policy changes in rural practice.

**Advanced Behavior 13:** Apply knowledge of strengths and issues of rural settings and populations to social work policy practice.

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

##### **Generalist Behaviors**

**Behavior 17:** Apply knowledge of human behavior and social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.

**Behavior 18:** Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

##### **Advanced Behaviors**

**Advanced Behavior 14:** Apply theories of human behavior and the social environment to rural practice.

**Advanced Behavior 15:** Explain the stigma, risk, and benefits to clients of seeking or not seeking services in a rural setting.

**Advanced Behavior 16:** Establish a culturally responsive therapeutic relationship that addresses unique issues associated with rural practice.

**Advanced Behavior 17:** Coordinate formal and informal networks to promote sustained client well-being in rural communities.

**Advanced Behavior 18:** Apply knowledge of practice within the rural context for the development of service systems.

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

**Behavior 19:** Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.

**Behavior 20:** Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.

**Behavior 21:** Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.

**Behavior 22:** Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

#### **Advanced Behaviors**

**Advanced Behavior 19:** Use multidimensional, bio-psychosocial, spiritual, and community assessment tools in a rural practice environment.

**Advanced Behavior 20:** Use empathy, cultural responsiveness, geographical awareness and other interpersonal skills to complete assessment.

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

**Behavior 23:** Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.

**Behavior 24:** Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.

**Behavior 25:** Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.

**Behavior 26:** Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.

**Behavior 27:** Facilitate effective transitions and endings that advance mutually agreed-on goals.

#### **Advanced Behaviors**

**Advanced Behavior 21:** Understand and utilize the uniqueness of rural environments and its resultant effect of rural behavior.

**Advanced Behavior 22:** Critically evaluate, select, and apply best practices and evidence based interventions in rural settings.

**Advanced Behavior 23:** Develop and implement collaborative multidisciplinary strategies for rural practice



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

### **Generalist Behaviors**

**Behavior 28:** Select and use appropriate methods for evaluation of outcomes.

**Behavior 29:** Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.

**Behavior 30:** Critically analyze, monitor, and evaluate intervention and program processes and outcomes.

**Behavior 31:** Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

### **Advanced Behaviors**

**Advanced Behavior 24:** Evaluate the process and outcomes of rural practice to contribute to the development of best practice interventions for rural practice.

**Advanced Behavior 25:** Contribute to the knowledge base of the social work profession through rural practice based research

## **Admission to Field Instruction**

Students entering this program component should realize that placement is concurrent with coursework and entails a 16-21 hour per week commitment for the duration of two or three semesters depending upon whether one is enrolled in SOWK 551 (2 semesters) or SOWK 653 (3 semesters). Field placements traditionally begin on the first day of classes and end on the last day of classes scheduled for the University.

### **Social Work 551(a) (b) - Generalist Field Practicum**

Students who enroll in SOWK 551, Generalist Field Practicum will meet the following criteria:

- Formal admission to the Master of Social Work Program at Concord University
- Successful completion of SOWK 501 (Introduction to Generalist Practice) and SOWK 511 (Generalist Human Behavior and the Social Environment) before starting the practicum
- Concurrent enrollment or completion of SOWK 531 (Generalist Practice)
- Submit an application for the Field Practicum to Field Director by due date (see below)
- Consent of the Field Director who will verify that all criteria have been met.

### **Social Work 653 (a) (b) (c) – Advanced Field Practicum**

Students who enroll in SOWK 653, the Advanced Field Practicum will meet the following criteria:

- Formal admission to the Master of Social Work Program at Concord University
- Successful completion of SOWK 613 (Advanced Human Behavior in the Social Environment in Social Settings), and SOWK 661 (Appalachian Culture, Structures, Environment) before starting the practicum
- Concurrent enrollment or completion of SOWK 633 (Advanced Rural Practice with Individuals, Families, and Groups)
- Submit an application for the Field Practicum to Field Director by due date (see below)
- Consent of the Field Director who will verify that all criteria have been met.

Students who desire to enter field instruction or to change their placement sites should submit their application for field placement to the Field Director according to the following schedule:

Summer Field Placement.....by March 1  
 Fall Field Placement.....by April 1  
 Spring Field Placement.....by October 1

All placements must be finalized by the last class day of the previous semester to beginning placement. If a student wishes to start field placement in the spring semester, the field placement must be finalized by the last class day of the previous fall semester. If a student wishes to start field placement in the summer, the placement must be finalized by the last class day of the previous spring semester. If a student wishes to start field placement in the fall semester, the placement must be finalized by the last class day of the previous summer II semester.

Note: A change in placement mid semester will generally NOT be approved. All changes and new placements must be approved by the Field Director.

Applications are available on the social work webpage and must be completed online. Before completing the application for the field placement, students are encouraged to give careful thought to the type of agency and population that will best meet their needs and interests. Although the field director and faculty liaison will make the final decision as to where each student will be assigned for field placement, it starts with the students' suggestions. The more informed students are of possible agency settings, the better the student-agency fit. Students are encouraged to take a proactive role in learning about agencies. Review the list of approved field agencies (available on our website) in order to gain an understanding of the types of agencies available. Appropriate agencies and agency personnel must be approved by the Field Director before any field assignment can be permitted.

Field Education will be accomplished in practicums that will take place over 5 semesters for students in the 2-year generalist program and 3 semesters for students in the advanced standing program. The assumption is that the advanced standing students have already met the generalist practicum requirements in a CSWE accredited BSW program.

Distribution of weekly hours will be determined individually for each student at the time the Learning Contract is developed by the field instructor, faculty liaison, and student. At total of 400 hours minimum is expected for the Generalist Field Practicum and a minimum of 525 hours for the Advanced Field Practicum. Students enrolled in the generalist course (SOWK 551) will generally be expected to be at their placement sites 20 hours a week. Students enrolled in the Advanced Field Practicum (SOWK 653) will have a general expectation of 16 hours per week, or 21 hours per week depending on their progression. Please note: Students will not be allowed to bank their hours and finish early.

### **Placement Procedure**

1. After the student has submitted an application for Field Placement, the Field Director will contact the student for any needed clarifications. The field placement application **MUST** list specific agencies that the student is interested in pursuing placement with.

2. The Field Director will contact the agency to determine if they are in a position to consider a student for placement, explain the expectations for field instructors, and to evaluate the suitability of the site.
3. If the site is suitable, the Field Director will approve that the student move forward with setting up the placement.
4. The student will register for the Field Practicum course and be assigned to a Faculty Liaison.
5. The Liaison arranges to meet with the student and supervisory personnel in the agency. During the initial visit, the Faculty Liaison will provide any needed orientation, answer questions, and review and discuss the draft of the Learning Contract with the student and Field Instructor have developed. Suggestions for any revisions or amendments are made at that time.
6. The Liaison will visit the agency at least one more time during the course of the placement with the purpose of ensuring the placement is proceeding successfully and to help prevent any misunderstanding between the student, agency, and the University. Both the student and the agency personnel should feel free to call the Faculty Liaison about any questions or concerns that arise between visits.

### **Field Roles and Responsibilities**

**Field Director:** The Field Director is the Social Work Faculty member designated to oversee activities associated with the field program. The Director:

1. Reviews all applications for field placements and requests for changes in placement; determines student eligibility for field practicum;
2. Approves student field placements;
3. Approves student registration for Concord University Field Practicum course;
4. Provides Faculty Liaison with necessary information about student under Liaison's supervision;
5. Monitors the Field program to ensure it meets the standards set forth by the Council of Social Work Education;
6. Works with the Program Director and Faculty Liaisons to resolve any deficits and implement any needed improvements in the Field program;
7. Provides training and orientation to Field Instructors;
8. Updates forms, the Field Manual, agency listings and agency agreements; maintains all records related to field.

**Field Instructor:** The Field Instructor is the agency employee formally assigned to supervise and instruct the student during the Field Placement. The agency Field Instructor often leaves a life-long impression on the new social worker. The student often models his/her role of practitioner from observations of the Field Instructor.

The Field Instructor is required to have an MSW from a CSWE accredited program and a minimum of two years of post MSW practice experience. However, in rural areas, such as southern West Virginia, exceptions to these criteria are sometimes made given the shortage of MSW trained Field Instructors. If an MSW staff is not available supervision from another agency can be substituted, if both parties agree. In rare cases, a Concord University Social Work faculty member, other than the Faculty Liaison, may serve as the Field Instructor.

It is expected that the Field Instructor will set aside one hour per week of uninterrupted time for supervising the student. This time is often spent negotiating the Learning Contract, critiquing the student's process recordings, case reviews, discussing the student's capstone project or competency thesis, the midterm and final evaluations and conferences with the Faculty Liaison.

**Task Supervisor:** An agency employee other than the Field Instructor who supervises the student's performance and fosters the student's learning. Frequently, a task supervisor is used when the student intern is assigned to agency programs outside the Field Instructor's direct purview.

The following list of activities and responsibilities represent the commitment made by field instructors and field agencies:

1. Provide space and adequate/appropriate working conditions;
2. Provide orientation regarding:
  - a. Purpose and function of the agency,
  - b. Community and population the agency serves,
  - c. The practice area or population and types of issues in which the agency deals,
  - d. The major methods of intervention utilized by the agency;
3. Field Instructor, Faculty Liaison, and the student in placement will negotiate a contract which will delineate the objectives and goals of the field placement;
4. Provide a written evaluation of the student at mid-term and at the conclusion of the placement;
5. Assign appropriate tasks to the student, with a gradual increase in complexity and responsibility and provide a broad range of agency experiences;
6. Provide opportunity to participate in staff meetings, conduct research, attend agency conferences, and staff meetings;
7. Provide guided reading related to social work practice issues faced by the host agency;
8. Provide reimbursement of expenses incurred by the student in the course of performing agency services;
9. Be available for conferences and provide access to information needed by the student to perform assigned tasks;
10. Maintain ongoing communication with the assigned Faculty Liaison.

**Faculty Liaison:** The Faculty (Field) Liaison is a faculty member in the Social Work Program.

At Concord University, the Liaison's role is to ascertain that the field placement is proceeding appropriately. This is done primarily through visits with the student and Field Instructor at the beginning and end of the field placement. The Faculty Liaison is the first person Field Instructors and/or Field students should call if they have concerns or questions over the progress of the placement. If this does not result in satisfactory resolution, they should call the Field Director, and then the Program Director.

It is the Faculty Liaison who assigns the grade to the field student. This is done in light of the Field Instructor's evaluation and comments from any social work faculty familiar with the student's work and behavior in the field. The Faculty Liaison's responsibilities can be summarized as follows:

1. Arranges to meet with the student and supervisory personnel in the agency during the first two weeks of the semester to review and discuss the draft of the Learning Contract the student and Field Instructor have developed. Suggestions for any revisions or amendments are made at that time;
2. Makes a minimum of one in-person site visit with additional visits conducted by the Zoom communication platform or telephone consultation to the agency during the field placement;
3. Maintains blackboard site where students submit weekly logs and assignments.
4. Arranges virtual sessions (if applicable);
5. Responds to agency/student inquiries;
6. Assigns a final grade for the student;
7. Reports to the Field Director suggestions and recommendations from agency personnel and students concerning the placement experience.

### **Student Responsibilities**

The student carries a significant responsibility for having a successful placement experience. During the placement, the student:

1. Is proactive in securing a placement site;
2. Participates actively in defining his/her learning objectives by facilitating development of the field placement contract;
3. Abide by the policies and procedures of the host agency;
4. Notify the agency of unavoidable absences in sufficient time for the agency to be able to prepare for necessary service coverage. If the absence is longer than one day in duration, the student should notify the Faculty Liaison;
5. Observe the agreed upon hours for the agency;
6. Be punctual in carrying out work assignments and agreed upon responsibilities;
7. Make full use of the learning opportunity by taking an active role in designing work activities;
8. Maintain weekly logs and process recordings as required by the Faculty Liaison;
9. Complete competency thesis or capstone project as detailed in guidelines provided;
10. Abide by the Code of Ethics of the National Association of Social Workers;
11. Be responsible for obtaining their own medical insurance in case of an injury on the site.

### **Selecting the Placement Site**

The assignment of field placement is the responsibility of the Concord University Social Work Department, but students are encouraged to take an active role in exploring possible agency field opportunities.

After submitting an application for Field Placement, students will consult with the Field Director to determine the appropriateness of agencies for field practicums. **THE FINAL DECISION ON ALL FIELD PLACEMENTS IS THE RESPONSIBILITY OF THE FIELD DIRECTOR.** Each agency participating will complete an agreement with the Social Work Program (see Appendices for example).

The following criteria will be used in the selection of field placement agencies:

1. The main function of the agency will be social work or social work is an ancillary service

2. The agency will have opportunities available in micro, mezzo, and macro practice settings to educate the student as a generalist social worker;
3. The agency offers structured learning experiences that provide for (a) direct practice with client systems of various sizes and types, (b) opportunities to utilize agency and community resources, and (c) interaction with other community services and professionals;
4. The majority of the student's time at the agency will be spent with the client system (Individuals, families, groups, or community);
5. The employees of the agency are committed to the need for professional education for the practice of social work;
6. The agency must have adequate work space available for the student;
7. The student will have the opportunity to interact with other staff members;
8. The agency can allow sufficient time and support to the Field Instructor to enable instruction and supervision of the student's work.

### **Placement Duration**

The student placement during the fall and spring semesters will coincide with the school semester schedule. The placement will normally begin on the first day of classes and conclude with the last day of classes. This will allow the week of finals to be utilized for concluding seminars, reports, and preparations for graduation. The summer placement will generally take place during the first summer semester, a duration of five (5) weeks, but may run for the duration of both summer terms. All hours for field practicum **MUST** be completed during the duration of the semester in which the student is enrolled in the appropriate field practicum course.

### **Field Placement as Full Time Employment**

The Social Work faculty does not recommend that students remain in an agency in which they are employed for their field placement. However, in recognition that such placements are a financial necessity and in order to offer access to a Professional Social Work education for those who might otherwise be unable to pursue higher education, this policy has been developed. The intention of this policy is to provide certain safeguards be established for students to ensure the educational quality of the experience.

1. In order for an agency in which the student is employed to serve as the agency site for the student's field placement, the agency must agree to assume all of the responsibilities required of any other field agency.
2. The student must be assigned to different duties and/or services than those performed in their regular employment. The separate duties must be clear and specific. Any deviations from this must be approved by the Field Director.
3. Supervision, which is required for the field placement, must be separate from, and in addition to, any supervision which may be required for employment. Supervision for the field experience must be provided by someone other than the student's current work supervisor.
4. The agency must agree to attempt to provide an environment in which the student is not constrained by the requirements of employment, but is free to reveal possible insecure feelings or other concerns and to explore new personal growth as well as new professional learning. *The student must be understood to be in a learner role.*

### **Absences**

Students may observe Concord University holidays, including the regular fall and spring recess. If a student wants to use a school holiday at another time during the placement, they should make advance arrangements for this with their Field Instructor. There may be additional holidays as observed by the Agency.

If a student must be absent, the student is to notify his/her Field Instructor and Task Supervisor if this applies. If the absence exceeds two (2) days, the Faculty Liaison must also be notified. In the case of inclement weather, the student is responsible for determining if he/she can travel safely and will make necessary notifications if he/she is to be absent.

### **Reimbursement/Expenses**

The Agency is not expected to reimburse the student for work completed during the placement as it is an educational component of the social work education.

The student is responsible for expenses that may incur during the placement, not the Agency or the University.

### **Process Recordings**

There are many different types of record keeping methods. Process recordings were used early in the social work profession as the preferred method of record keeping. With pressures for efficiency and with the concerns for client rights, process recording is used today to develop the student's awareness of the use of self and sensitivity to levels of communication. Process recording consists of taking detailed notes focusing on: the dialogue and nonverbal communication between client and worker, the worker's thoughts and feelings during the interactions, and a summary analysis of the interaction.

Students under the purview of the Field Liaison complete process recordings during their field placement. Or engage in other formal measures of competency determined appropriate by the Field Liaison.

This is critical for helping students gain awareness of their own behaviors and how those behaviors may be impacting the client system. Client names and identifying information will be omitted from these recordings. Students should submit their process recordings for their Field Instructor's commentary and feedback. These can then be discussed at the weekly supervisory meetings. Following discussion with the Field Instructor, the student should submit the process recordings to their Faculty Liaison. Sample process recording guides have been included in the Appendices.

Students will also maintain a field placement activity log. This will also provide a much abbreviated record of activities during the placement experience. If the Agency requires the keeping of some other similar activity log, it may be substituted for this log. A form is provided for the student to make these recordings and a sample of this is included in the Appendices.

## **Field Instruction Seminars**

Field instruction seminars will take place online in blackboard and by way of Zoom video communication platform. Students are expected to participate in online discussion by submitting assigned journals and also by reading and responding to journals submitted by other students. Zoom seminars will be conducted as assigned by Faculty Liaison.

### **Evaluation**

Through weekly meetings with field instructor and task supervisor(s), integrative field seminars, and midterm/final evaluation forms students will receive ongoing feedback regarding their performance throughout the placement experience. Clients, agency staff, and other students in the field also provide valuable insight into improving practice effectiveness.

Each student will receive a mid-term and final written evaluation of his/her performance. A copy of the evaluation instrument is provided in the Appendices, additional forms will be provided during placement.

There will be a planned mid-term conference including the student, Faculty Liaison, and the Faculty Instructor with the primary issue being a review of the student performance during the first part of the placement. During the summer this midterm conference will probably be in the form of a telephone consultation initiated by the Faculty Liaison.

The Field Instructor should contact the Faculty Liaison if the student is performing in an unsatisfactory manner or if activities are observed that could result in the student not completing the placement satisfactorily. In the event this situation should arise, the Faculty Liaison will meet with the Field Instructor and/or the student to determine a course of action to help the student reach an acceptable level of performance. Students will actively participate in evaluation conferences. Students are to read the written evaluation, make comments as they wish, and sign the form. A student's placement can be terminated at any time by the Field Director. This would likely occur only after consultation with the student, Field Instructor, and Faculty Liaison. Non-attendance, unethical behavior, or non-performance are examples of reasons for termination.

### **Termination Policy**

Early termination of the field practicum may occur when the needs of the agency, social work program, field program, or student are not being met. Termination may be initiated by the Field Instructor, Faculty Liaison, or Field Director when there are concerns that the student is not adhering to the agreed upon learning contract or is in violation of the NASW Code of Ethics. Student initiated termination may occur when there are concerns that the student is not receiving opportunities to meet the activities as outlined in the learning contract, or other concerns involving the agency. Any student initiated termination of field must be approved by the Field Director and Faculty Liaison.



## **Appendices**

**Appendix A**  
**MSW Field Practicum Application**  
**Concord University**  
**Social Work Department**

GENERALIST PRACTICUM- SOWK 551 (a)(b)  
 ADVANCED PRACTICUM -SOWK 653 (a)(b)(c)

|   |  |              |
|---|--|--------------|
| <b>Generalist Practicum</b> Section _____   |  | <b>Year:</b> |
| <b>Advanced Practicum</b> Section _____   |  |              |
| Name:   |  |              |
| Local Address:  |  |              |
| City:   |  |              |
| State:  |  |              |
| Zip Code:   |  |              |
| Phone (home):   |  |              |
| Phone (cell):   |  |              |
| Phone (work):   |  |              |
| E-mail:   |  |              |
| Fax:  |  |              |
| If this is a change in placement, briefly discuss the reason you wish to change placements: |  |              |
| <b>EDUCATION</b>  |  |              |
| College/University:   |  |              |
| City, State   |  |              |
| Degree/Date of Graduation:  |  |              |
| College/University:   |  |              |

|  |  |
|--|--|
|  |  |
| City, State  |  |
| Degree/Date of Graduation:   |  |
| (Please attach a list of MSW course you have completed or are currently enrolled in at Concord University.)  |  |
| <b>EMPLOYMENT HISTORY</b>  |  |
| (Please attach a copy of your most up-to-date resume.)   |  |
| <b>FORMER FIELD PLACEMENT(S) – if applicable – include BSW or Generalist experience</b>  |  |
| Date:  |  |
| Agency:  |  |
| Brief description of practicum: (client population served, nature of problems presented, types of interventions you used and other assignments.)         |  |
| Date:  |  |
| Agency:  |  |
| Brief description of field practicum: (client populations served, nature of problems presented, types of interventions you used, and other assignments.) |  |
| <b>PERSONAL INFORMATION</b>  |  |
| My strengths as a social worker are:   |  |
| My limitations as a social worker are:   |  |
| My goals as a social worker are:   |  |
| <b>Community Preference (Location/Area) for placement:</b> (county and state if other than WV):  |  |

|  |                              |                             |  |
|--|------------------------------|-----------------------------|--|
| <b>Preference #1</b> _____   |                              |                             |  |
| <b>Preference #2</b> _____   |                              |                             |  |
| <b>Specific Agency or type of agency you would like:</b>   |                              |                             |  |
| <b>1<sup>st</sup> Choice</b> _____   |                              |                             |  |
| <b>2<sup>nd</sup> Choice</b> _____   |                              |                             |  |
| <b>3<sup>rd</sup> Choice</b> _____   |                              |                             |  |
| Additional important information the interviewer should know about me:   |                              |                             |  |
| Professional License, Membership, Activities (Please list):  |                              |                             |  |
| Please identify any potential conflicts of interest that could affect your placement (e.g., working for a relative or any other situation that could compromise your ability to uphold social work values and ethics). |                              |                             |  |
| <b>OTHER PERTINENT INFORMATION</b>   |                              |                             |  |
| Valid Driver's License:  | <input type="checkbox"/> Yes | <input type="checkbox"/> No |  |
| Have you ever been convicted of a misdemeanor or felony?   | <input type="checkbox"/> Yes | <input type="checkbox"/> No |  |
| Have you ever had a professional license denied, suspended or revoked in any state or country?   | <input type="checkbox"/> Yes | <input type="checkbox"/> No |  |
| Brief explanation:   |                              |                             |  |
| <b>In case of emergency, notify:</b>   |                              |                             |  |
| Name:  |                              | Phone(s):                   |  |

## **STATEMENT OF UNDERSTANDING AND CONSENT**

### Statement of Review of NASW Code of Ethics, MSW Program Student Handbook, and MSW Field Manual

I have reviewed and agree to adhere to the NASW Code of Ethics and policies outlined in the Concord University MSW Program Student Handbook and the MSW Field Manual. I understand my responsibilities and ethical commitments as a social work student at CU and as a future professional social worker.

### Statement Regarding Academic Performance

I understand that I must meet the minimum GPA of a B or better in all required social work classes and I must pass SOWK 653a in order to proceed to SOWK 653b, and I must pass 653b in order to proceed to 653c. I understand that academic misconduct is unethical and includes but is not limited to plagiarism (copying others' work and claiming it as your own, failing to use proper citations, cheating on tests and homework assignments and copying or purchasing papers from the internet or other sources).

### Statement of Commitment to Work toward Professional Competence

I understand that I must demonstrate minimal levels of effective performance when interacting with clients and coworkers. I must provide evidence of: following the agency's personnel practices; maturity; openness to differences; respect of learning from others including my clients; openness to learning and constructive feedback from my supervisor, faculty, coworkers and colleagues; complete all assigned tasks; self-reflection; and mastery toward the necessary skills for interpersonal helping.

### Statement Regarding Background Checks

I am aware that background checks may be required for some placements and may also affect my future in social work. My signature indicates that I am fully aware I may be required to obtain a background check for criminal convictions, child abuse and neglect, and my driving record. These background checks may be required for my practicum and/or future employment. I understand that I may discuss any information with the Director of Field Education and will be advised about any implications of the information shared.

### Statement Regarding Release of Information to Potential Field Instructors, and/or Agency

I understand the Director of Field Education will be contacting potential field instructors/agency in an effort to secure a placement on my behalf. I, therefore give the Director of Field Education permission to release pertinent and relevant information about me to potential practicum agencies and their representatives. This release will be valid up to two years from the date this agreement is signed.

### Statement of Understanding of the Practicum Placement Process

I understand that I must complete all the steps of the Field Placement Process by the designated dates provided by the Director of Field Education. I understand that failure to do so will jeopardize my

placement in an agency/school for my practicum. I understand that I must complete a total of 525 hours of field placement over the course of three semesters.

My signature below indicates that I have read and concur with the above statements.

| SIGNATURES                                    |  |
|---|--|
| Student:                                      |  |
| Printed Name:                                 |  |
| Director of Field Education<br>R. Shawn Allen |  |
| Date:   |  |

Any questions, please contact Shawn Allen, Director of Field Education at (304) 384-5299 or [rallen@concord.edu](mailto:rallen@concord.edu).



**Appendix C**  
**Agreement Between**  
**Concord University Social Work Program**  
**AND**

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**Agency**

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**Address**

This agreement is made between the Concord University Social Work Program, Athens, West Virginia, and \_\_\_\_\_.

This agreement is proposed to effect a relationship between the two parties for the purpose of the availability of facilities for social work education. Both parties agree that this agreement is indefinite in duration. However, it may be terminated/amended by either party at any time provided reasonable notice is given prior to the desired effective date.

**Section I. Responsibilities and Obligations of the Social Work Program**

The Program:

- Will plan placements with the agency and will periodically consult with the designated field instructor to monitor the student's adjustment and progress.
- Will provide ongoing communication with the field instructor, including a minimum of one on-site visit to the agency and more frequent Zoom or phone meetings when needed and feasible.
- Will conduct meetings for field instructors regarding field instruction questions and issues, and solicit suggestions and recommendations.
- Will provide the necessary instructions and other pertinent information for field instructors during each semester.
- Will assign to the agency students who are academically qualified.
- Will hold students accountable for conforming to professional standards of conduct.
- Acknowledges the right of the agency to require the program to withdraw any student for unprofessional conduct and/or unsatisfactory performance, provided negotiations involving the student, the program, and the agency are unsuccessful.

**Section II. Responsibilities and Obligations of the Agency**

The Agency:

- Will provide learning opportunities for (a) direct practice with client systems of various sizes and types, (b) opportunities to utilize agency and community resources, and (c) interaction with other community services and professionals.
- Will recognize the need for professional education for professional practice.



- Will provide a regular work place for the student.
- Will train student on agency policy, procedures, and safety-measures as deemed appropriate for the student to actively engage in learning activity at the agency.
- Will designate a qualified field instructor to perform the following duties:
  - plan orientation period for student
  - suggest relevant reading materials for the student
  - assist the student in further development of professional oral and written communications skills
  - notify field liaison of student's progress and/or problems
  - conduct weekly supervisory conferences with the student
  - provide mid-term and final evaluations of the student
  - assist and support the student in research of practice methods/issues
  - participate in field instructors meetings

### **Section III. Specific Structured Learning Opportunities**

The agency will provide the student with the opportunity to:

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

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CU Social Work Program Director

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Agency Administrator

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CU Social Work Field Director

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Agency Field Instructor

**Appendix D**  
**Field Instructor Data Form**  
**Concord University**  
**SOCIAL WORK PROGRAM**

**Field Instructor Data Form**

Name: \_\_\_\_\_ Job Title \_\_\_\_\_

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

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

\_\_\_\_\_

\_\_\_\_\_

Phone: \_\_\_\_\_ Fax: \_\_\_\_\_ Email Address: \_\_\_\_\_

Home Address/City (optional): \_\_\_\_\_

Ethnicity (optional): \_\_\_\_\_

How long have you worked at the above agency: \_\_\_\_\_

**Educational Background**

Undergraduate degree: BSW \_\_\_\_ Other Major(s) \_\_\_\_\_

University: \_\_\_\_\_ Year: \_\_\_\_\_

Graduate degree: MSW \_\_\_\_ Other Major(s): \_\_\_\_\_

University: \_\_\_\_\_ Year: \_\_\_\_\_

**Professional Experience** (please include dates):

Years of Experience: \_\_\_\_\_

Present Position (brief description): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Other relevant professional experience(s): \_\_\_\_\_

## Appendix E

### ORIENTATION CHECKLIST FOR SOCIAL WORK INTERNS

The following items need to be covered as you orient your student to your agency. Please check each of the following after it has been reviewed. Both you and the student will need to sign at the bottom of the page.

#### Agency Overview

- Review agency vision and mission/purpose statement
- Tour of agency
- Introductions to colleagues, support staff, and administration
- Review organizational structure
- Review the role of the agency in relation to the community and its resources
- Review security and/or safety procedures and protocol

#### Agency Policies and Protocols

- Review office procedures, supplies, and provisions
- Review telephone and communication/computer utilization
- Review intake/admissions/eligibility policy and procedures
- Review internal communication
- Review parking details
- Review mileage policy
- Review agency, department, and/or unit meeting schedule
- Review client record/charting, policies and procedures
- Review forms for documentation/accountability
- Review regulations regarding confidentiality, release of information, etc.
- Review client fees/payment schedule
- Review client emergency protocol
- Review child or elder abuse reporting protocol
- Review work schedule, including lunch and breaks
- Review information/referral policy
- Review agency policy regarding harassment
- Review agency policy regarding discrimination
- Review agency policy regarding the Americans with Disabilities Act
- Review agency policy regarding OSHA

#### Field Instructor/Student Responsibilities

- Review expectations for supervision and schedule
- Review educationally based recording schedule
- Review use of preceptor (if applicable)
- Review plan for diversity/multi-cultural experiences
- Review plan for monitoring of student hours (by both field instructor and student)
- Review agency training or staff development opportunities
- Review student's personal safety issues and concerns and strategies to deal with them

**Signatures:**

\_\_\_\_\_  
Date

\_\_\_\_\_  
Intern

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

**Print Names:**

\_\_\_\_\_

\_\_\_\_\_

## Appendix F

### WHAT IS THE LEARNING CONTRACT?

THE LEARNING CONTRACT is a formal agreement between the field instructor, the student, and Concord University faculty liaison concerning the activities the student will perform in the agency. All parties can hold each other to this agreement.

- It provides a focus/structure for student learning (and supervision) over the course of the semester.
- It provides a basis for evaluation and a measure for accountability
- It provides a parallel process experience for students many of whom will need to collaboratively develop goals/objectives with clients.

### AT THE END OF THE FIELD INSTRUCTION WHAT KIND OF SOCIAL WORKER DO WE WANT OUR GRADUATES TO BE?

- Knowledgeable and Skillful Practitioner
- Culturally Competent Practitioner
- Professional Team Player
- Critical Thinker/Using Sound Judgment
- Ethical Practitioner
- Advocate for Social Justice

### THE LEARNING CONTRACT IS A ROADMAP FOR THESE OUTCOMES

## Field Placement Contract (SOWK. 551 – Generalist Field Practicum)

The Masters of Social Work Program curriculum is designed to prepare social workers who are able to demonstrate an advanced level of competence in generalist social work practice methods. It is expected that the field instruction component will give students the opportunity to practice those competency areas appropriate for the advanced generalist practitioner.

### Competency 1: Demonstrate Ethical and Professional Behavior

**Behavior 1:** Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.

**Behavior 2:** Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.

**Behavior 3:** Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.

**Behavior 4:** Use technology ethically and appropriately to facilitate practice outcomes.

**Behavior 5:** Use supervision and consultation to guide professional judgment and behavior.

Task 1: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Task 2: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Task 3: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

### Competency 2: Engage Diversity and Difference in Practice

**Behavior 6:** Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.

**Behavior 7:** Present themselves as learners and engage clients and constituencies as experts of their own experiences.

**Behavior 8:** Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Task 1: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Task 2: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Task 3: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

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

**Behavior 9:** Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.

**Behavior 10:** Engage in practices that advance social, economic, and environmental justice.

Task 1: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Task 2: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Task 3: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

**Behavior 11:** Use practice experience and theory to inform scientific inquiry and research.

**Behavior 12:** Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.

**Behavior 13:** Use and translate research evidence to inform and improve practice, policy, and service delivery.

Task 1: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Task 2: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Task 3: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Competency 5: Engage in Policy Practice**

**Behavior 14:** Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services

**Behavior 15:** Assess how social welfare and economic policies impact the delivery and access to social services

**Behavior 16:** Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice

Task 1: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Task 2: \_\_\_\_\_

---

---

Task 3: \_\_\_\_\_

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

**Behavior 17:** Apply knowledge of human behavior and social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.

**Behavior 18:** Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Task 1: \_\_\_\_\_

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Task 2: \_\_\_\_\_

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Task 3: \_\_\_\_\_

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

**Behavior 19:** Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.

**Behavior 20:** Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.

**Behavior 21:** Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.

**Behavior 22:** Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Task 1: \_\_\_\_\_

---

---

Task 2: \_\_\_\_\_

---

---

Task 3: \_\_\_\_\_

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

**Behavior 23:** Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.

**Behavior 24:** Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.

**Behavior 25:** Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.

**Behavior 26:** Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.

**Behavior 27:** Facilitate effective transitions and endings that advance mutually agreed-on goals.

Task 1: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Task 2: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Task 3: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

**Behavior 28:** Select and use appropriate methods for evaluation of outcomes.

**Behavior 29:** Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.

**Behavior 30:** Critically analyze, monitor, and evaluate intervention and program processes and outcomes.

**Behavior 31:** Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Task 1: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Task 2: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Task 3: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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Field Instructor

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Date

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Student

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Date

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Faculty Liaison

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Date

## Appendix G

### WHAT IS THE LEARNING CONTRACT?

**THE LEARNING CONTRACT is a formal agreement between the field instructor, the student, and Concord University faculty liaison concerning the activities the student will perform in the agency. All parties can hold each other to this agreement.**

- It provides a focus/structure for student learning (and supervision) over the course of the semester.
- It provides a basis for evaluation and a measure for accountability
- It provides a parallel process experience for students many of whom will need to collaboratively develop goals/objectives with clients.

### AT THE END OF THE FIELD INSTRUCTION WHAT KIND OF SOCIAL WORKER DO WE WANT OUR GRADUATES TO BE?

- Knowledgeable and Skillful Practitioner
- Culturally Competent Practitioner
- Professional Team Player
- Critical Thinker/Using Sound Judgment
- Ethical Practitioner
- Advocate for Social Justice

### THE LEARNING CONTRACT IS A ROADMAP FOR THESE OUTCOMES

**Field Placement Contract (SOWK. 653-Advanced Field Practicum)**

The Master of Social Work Program curriculum is designed to prepare social workers who are able to demonstrate an advanced level of competence in generalist social work practice methods. It is expected that the field instruction component will give students the opportunity to practice those competency areas appropriate for the advanced generalist practitioner.

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

**Generalist Behaviors**

**Behavior 1:** Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context

**Behavior 2:** Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations

**Behavior 3:** Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication

**Behavior 4:** Use technology ethically and appropriately to facilitate practice outcomes

**Behavior 5:** Use supervision and consultation to guide professional judgment and behavior

**Advanced Behaviors**

**Advanced Behavior 1:** Demonstrate and preserve professional roles and boundaries in rural settings

**Advanced Behavior 2:** Understand the perspectives and values of social work in relation to working effectively with the other disciplines in rural practice

**Advanced Behavior 3:** Apply ethical decision making skills in rural settings with special focus on dual relationships and access to services

**Advanced Behavior 4:** Apply ethical decision making skills to address the use of technology in rural settings

Task 1: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Task 2: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Task 3: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Competency 2: Engage Diversity and Difference in Practice**

**Generalist Behaviors**

**Behavior 4:** Use technology ethically and appropriately to facilitate practice outcomes

**Behavior 5:** Use supervision and consultation to guide professional judgement and behavior

**Behavior 6:** Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels

**Behavior 7:** Present themselves as learners and engage clients and constituencies as experts of their own experiences

**Behavior 8:** Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies

**Advanced Practice Behaviors**

**Advanced Behavior 5:** Recognize and understand the experience of isolation of minority groups in rural settings

**Advanced Behavior 6:** Engage in self-reflection about and address personal biases and values as they related to rural populations and settings

Task 1: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Task 2: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Task 3: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

**Generalist Behaviors**

**Behavior 9:** Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels

**Behavior 10:** Engage in practices that advance social, economic, and environmental justice

**Advanced Practice Behaviors**

**Advanced Behavior 7:** Understand, analyze, and implement strategies to address forms of rural oppression

**Advanced Behavior 8:** Advocate for human rights, and social, environmental and economic justice in rural settings (such as poverty, health care, education, and the rights of local populations including minorities)

Task 1: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Task 2: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Task 3: \_\_\_\_\_

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

### Generalist Behaviors

**Behavior 11:** Use practice experience and theory to inform scientific inquiry and research

**Behavior 12:** Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings

**Behavior 13:** Use and translate research evidence to inform and improve practice, policy, and service delivery

### Advanced Practice Behaviors

**Advanced Behavior 9:** Identify, evaluate, and select rural practice strategies

**Advanced Behavior 10:** Promote and participate in the use of research to improve the effectiveness of rural practice

Task 1: \_\_\_\_\_

\_\_\_\_\_

Task 2: \_\_\_\_\_

\_\_\_\_\_

Task 3: \_\_\_\_\_

\_\_\_\_\_

## Competency 5: Engage in Policy Practice

### Generalist Behaviors

**Behavior 14:** Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services

**Behavior 15:** Assess how social welfare and economic policies impact the delivery and access to social services

**Behavior 16:** Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice

### Advanced Practice Behaviors

**Advanced Behavior 11:** Analyze, formulate, and advocate for policies that enhance social well-being, service delivery, and access in rural settings

**Advanced Behavior 12:** Communicate and collaborate with stakeholders and professionals the implications of policy and policy changes in rural practice

**Advanced Behavior 13:** Apply knowledge of strengths and issues of rural settings and populations to social work policy practice

Task 1: \_\_\_\_\_

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Task 2: \_\_\_\_\_

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Task 3: \_\_\_\_\_

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

**Generalist Behaviors**

**Behavior 17:** Apply knowledge of human behavior and social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies

**Behavior 18:** Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies

**Advanced Practice Behaviors**

**Advanced Behavior 14:** Apply theories of human behavior and the social environment to rural practice

**Advanced Behavior 15:** Explain the stigma, risk, and benefits to clients of seeking or not seeking services in a rural setting

**Advanced Behavior 16:** Establish a culturally responsive therapeutic relationship that addresses unique issues associated with rural practice

**Advanced Behavior 17:** Coordinate formal and informal networks to promote sustained client well-being in rural communities

**Advanced Behavior 18:** Apply knowledge of practice within the rural context for the development of service systems

Task 1: \_\_\_\_\_

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Task 2: \_\_\_\_\_

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Task 3: \_\_\_\_\_

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

### Generalist Behaviors

**Behavior 19:** Collect and organize data, and apply critical thinking to interpret information from clients and constituencies

**Behavior 20:** Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies

**Behavior 21:** Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies

**Behavior 22:** Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies

### Advanced Practice Behaviors

**Advanced Behavior 19:** Use multidimensional, bio-psychosocial, spiritual, and community assessment tools in a rural practice environment

**Advanced Behavior 20:** Use empathy, cultural responsiveness, geographical awareness and other interpersonal skills to complete assessment

Task 1: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Task 2: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Task 3: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

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

### Generalist Behaviors

**Behavior 23:** Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies

**Behavior 24:** Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies

**Behavior 25:** Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes

**Behavior 26:** Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies

**Behavior 27:** Facilitate effective transitions and endings that advance mutually agreed-on goals



**Advanced Practice Behaviors**

**Advance Behavior 21:** Understand and utilize the uniqueness of rural environments and its resultant effect of rural behavior

**Advanced Behavior 22:** Critically evaluate, select, and apply best practices and evidence based interventions in rural settings

**Advanced Behavior 23:** Develop and implement collaborative multidisciplinary strategies for rural practice

Task 1: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Task 2: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Task 3: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

**Generalist Behaviors**

**Behavior 28:** Select and use appropriate methods for evaluation of outcomes;

**Behavior 29:** Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes

**Behavior 30:** Critically analyze, monitor, and evaluate intervention and program processes and outcomes

**Behavior 31:** Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels

**Advanced Practice Behaviors**

**Advanced Behavior 24:** Evaluate the process and outcomes of rural practice to contribute to the development of best practice interventions for rural practice

**Advanced Behavior 25:** Contribute to the knowledge base of the social work profession through rural practice based research

Task 1: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Task 2: \_\_\_\_\_  
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\_\_\_\_\_

Task 3: \_\_\_\_\_  
\_\_\_\_\_

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Field Instructor

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Date

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Student

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Date

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Faculty Liaison

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Date



**Appendix I**  
**Getting To Know Your Agency**

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

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

**County:** \_\_\_\_\_

**Getting To Know Your Agency**

Complete the following information regarding your agency for your field placement.

1. Complete and official name and address of organization.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. What is the agency's mission?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. List your agency's major programs and services:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Who is your organization's chief executive officer (i.e., director or executive director)?

\_\_\_\_\_

5. What person or official body has the authority to hire or fire your agency's director or chief executive officer?

\_\_\_\_\_

6. Is the directorship of your agency a political appointment? If yes, who makes this appointment?

\_\_\_\_\_

7. How often and by whom is the performance of the agency director evaluated?

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8. Is your organization a public agency? A private agency? A not-for-profit agency? A for-profit agency?

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9. If your agency is a public agency, is it a federal, state, county, or city agency?

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10. If your agency is a public agency, what specific legislation or statute created the agency and/or assigned responsibilities to it?

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11. If your agency is a private, non-profit agency, how many people serve on the board of directors? Do people want to serve on the agency's board or does the agency find it difficult to attract new board members?

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12. If your agency is a private sectarian agency, with what religious organization or denomination is it affiliated?

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13. If your agency is a membership organization, how does someone become a member?

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14. If it is a for-profit agency, who are its owners? For whom is it to make a profit?

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15. Does your agency have an advisory board? If yes what is its purpose?

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16. Are former or current agency clients members of the advisory board? If not, why not?

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17. When was your agency first created or established? Has the agency or organization undergone a major reorganization within the last ten years?

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18. What geographic areas or communities are served by your agency?

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19. Name(s) of the department(s), or unit(s) with which you will be associated during your field placement?

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20. How are the programs and services of your agency funded?

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21. What types of problems, concerns, or needs bring people to your agency or cause them to be brought to the attention of your agency?

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22. Do the clients served by your agency often fall into certain demographic categories such as age, sex, ethnicity, socioeconomic class, level of education, religion, or language?

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23. What statistics are recorded on a regular basis by agency personnel (e.g., number of clients served each month, number of cases opened and closed, characteristics of clients)?

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24. By what process does the agency determine if it is effective (e.g., recidivism, client's completion of treatment plans, number of clients served, level of client satisfaction, tasks accomplished)?

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25. What state or federal agencies or regulatory bodies have a significant impact on your agency's policy and operation?

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26. Is your agency regularly subjected to on-site inspections, surveys, or reviews by personnel from an oversight or regulatory body (what is the purpose of these reviews)?

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27. Is your agency accredited by a notional organization? If yes, what is the name of the accrediting body and how does your agency prepare for accreditation?

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28. What community agencies frequently refer clients to your agency?

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29. To what agency does your agency frequently refer its clients?

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30. Does your agency compete with other agencies for funding? What agencies?

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31. How many people are employed by your agency?

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32. Are there any vacant staff positions within the agency? If so, why have they not been filled?

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33. Is there a high rate of turnover in your agency? What explanations are given for this?

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34. Are salaries paid by the agency lower, about the same, or higher than those paid by similar agencies in the community?

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35. To what extent and in what ways, if any, are unpaid volunteers utilized within your agency?

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## Appendix J

### Process Recording Guide for Practice with Individuals and Families

Every process recording should include the following information:

1. **Identifying Information:** Worker's name, client's name (use pseudonym), date, and meeting place.
2. **Purpose of Interview:** Open with a clear, concise, specific statement in relation to the purpose of the interview. Show relatedness between interview and the previous interview and reflect awareness of agency function and of client capacity (resources) and motivation.
3. **Observations:** This involves general impressions of both physical/emotional climate at the beginning of the interview, and more specifically, its impact upon the client. The student describes and reflects upon his/her own feelings and attitudes that he/she brings to the relationship and how these may have contributed to the emotional climate of the interview. Significant changes in the client's appearance and surroundings are important as well as changes in the student's feelings and emotional responses.
4. **Content:** This part of the recording should be devoted to the actual description of the interaction between student and the client during the interview. However, the traditional emphasis on total verbatim recall is not necessary. The content should be selective, and focus should be upon the significant and pertinent aspects of the interview. The following should be included:
  - a. A description of how the interview began
  - b. Pertinent factual information and responses of both the client and the student in relation to the interview
  - c. The feeling content of the interview, as it occurs, both on the part of the client and the student and particularly, the student's response to this
  - d. Notes on the client preparation for the next interview and a description of how the interview ended.  
\*Process differs from summary in that a summary shows what happened, process shows how it happened.
5. **Impressions:** The student's impression, based on facts, integrating diagnostic thinking and course content. This requires assessment of what transpired during the interview and some understanding of it. Evaluate the effectiveness of the helping process and reflect use of the casework skills and techniques used in specific parts of the interview.
6. **Worker's Role:** This should include the student's highlights of his/her own involvement during the interview, which should reflect use of practice skills and techniques.
7. **Plan:** A brief statement of plans for the next interview that you and your client have made together and record some of your mutual thoughts about the long range goals for the client's achievement of his/her objectives. Show how these may or may not seem logical or realistic to you.

Note: Student recordings do not become the property of the student. They should be destroyed at the end of the placement or retained by the agency, as all materials are confidential.

## Social Group Work Process Recording Instrument

### I. Demographics

- A. Group \_\_\_\_\_ Worker \_\_\_\_\_  
 Meeting Number \_\_\_\_\_ Date \_\_\_\_\_  
 Members Present: (initials only)

### II. Purpose

- A. What is the overall group purpose (stated in first process only unless an agreed upon change is made by the entire group)?
- B. What are the specific goals for this meeting?
1. as set by the worker
  2. as set by the entire group

### III. Process Content

(Focus on the following aspects of the group process)

- A. Operation: What went on within the group (i.e., program activities, interactions between members, etc.)? What feeling reactions did the student have?
- B. Affective: What feelings were expressed during the meeting? What was the effectiveness, vitality, and responsibility of the group?
- C. Worker Role: What actions were taken by the worker and what impact did these actions have on the group? What were the relationships between the worker and the individuals in the group, and the group as a whole?

### IV. Evaluation of Process

(The following questions are suggested for evaluation of the group meeting.)

- A. How did the group move toward its goal?
- B. How did the group deal with obstacles?
- C. In what areas did the worker show good group learning skills?
- D. In what areas was the group worker weak?
- E. What could the worker have done differently?

### V. Plans for Next Meeting

(Give a brief statement of plans for the meeting that you and the group have made together).

## **Process Recording Guide for Practice with Communities and Organizations**

### **I. Settings**

- A. Name of group, committee, task force, or board
- B. Stated purpose of meeting (agenda attached, if any)
- C. Who called the meeting and decided method of notification? Who chaired, title/position?
- D. Characteristics, special interests, types of persons present and absent.

### **II. Goals and Perceptions Prior to the Meeting**

- A. Goals of meeting
  1. Task goals
  2. Process goals
  3. Anticipated student roles during meeting

### **III. Events**

- A. Pre-Meeting Period
  1. Describe anything pertinent that occurred prior to the beginning of the meeting.
  2. Describe anything pertinent that occurred from the entry of the first person until the formal opening of the meeting and include activities.
- B. Meeting Period
  1. Describe the role of the chair, the substance of the discussion (who said what to whom), the role of the worker, the action taken at the meeting (if any) and future plans noted explicitly at the meeting for the group.
- C. Post-Meeting Period
  1. Describe anything pertinent that occurred following the formal close of the meeting

### **IV. Activity**

- A. Interpretation of substantiated results. Why did the action or conclusion occur?
- B. Evaluate growth of leadership in the group, as well as the group's capacity for problem-solving
- C. Describe the interactive patterns that took place at the meeting. Include items such as interactive roles, personal motivation of individuals, cliques, leadership patterns, and group atmosphere
- D. Did the student's own goals for the meeting take place? If not, why?
- E. What are the next steps indicated in planning with this group?
- F. How were the student's feelings and attitudes involved in this situation? How did the student feel about specific individuals and the task at hand?

**Appendix K**  
**Weekly Journal for Field Placement**

**Directions**

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

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

**Week of** \_\_\_\_\_ **through** \_\_\_\_\_

**Section I: Description of Activities**

Discuss what you actually did during the week. Focus on the activities that aided you in increasing your skill and knowledge as a social worker.

**Section II: Feelings**

Describe your personal reactions to the situations you encountered during the week. Examine both positive and negative reactions.

**Section III: Values**

Discuss how personal values and professional social work values were taken into consideration during your activities during the week.

**Section IV: Integration of Theory and Practice**

Examine all that you observed or did during the past week and describe how your experiences related to what you learned in your classes.

## Appendix L

### SOWK 551 A & B Syllabus

The mission of Concord University is to provide quality, liberal arts based education, to foster scholarly and creative activities and to serve the regional community

(<http://www.concord.edu/academics/>).

**Name:**

**Title:**

**Office Location:**

**Office Hours:**

**Office Phone:**

**Office Fax:** 304-384-6091

**E-mail:**

**Division/Department Website:** [www.concord.edu/sws](http://www.concord.edu/sws)

**Course Title:** SOWK 551 A&B - Generalist Field Practicum

**Course CRN # and Section, Credit Hours:** 3 credit hours (each section)

**Semester Taught:**

**Room Number (if applicable):** Online

**Course Time (if applicable):** Online

**Course Management System:** Blackboard

**Hardware/Software needed (include privacy policies, if applicable):**

To be an effective participant in Concord's University's online courses in Blackboard (Bb), your computer needs to be up-to-date with the appropriate hardware and software, as follows:

|                     | Minimum  | Recommended                                    |
|---------------------|--|--|
| Operating System    | Windows 7 or higher Mac OS X 10.8 or higher                  | Windows 10 Mac OS X 10.10                      |
| Internet Browser    | Internet Explorer 11 Firefox 31 or higher Safari 6 or higher | Firefox 47.0 Safari 9.1                        |
| Processor           | Windows: 2 GHz Mac: 1.1 GHz                                  | Windows: 3 Ghz<br>Mac: 1.3 GHz Intel Core m7   |
| Memory              | Windows: 2 GB RAM Mac: 512 MB RAM                            | Windows: 8 GB RAM Mac: 4 GB RAM                |
| Internet Connection | Cable Broadband (high-speed) 5 Mbps or higher                | Cable Broadband (high-speed) 15 Mbps or higher |
| Java                | JRE Version 7 or higher                                      | JRE Version 8 Update 101                       |

For more information or technical assistance on using the Learning Management System, please contact the Concord University Helpdesk: <http://hub.concord.edu/technology/node/12>.

**Prerequisites:** SOWK 501 and 511. Enrolled Concurrent with SOWK 531

#### **Course Description:**

Generalist Field Practicum (551A-3, 551B-3): The generalist field experience provides an opportunity for students to apply the skills, knowledge, and values of generalist social work practice in a social service setting with diverse clients. The Generalist Field Practicum requires that students

complete 400 hours of practicum time in an agency setting. SOWK 551 is completed across two semesters, one 15 week semester (fall or spring) and one 5 week semester (summer I or summer II). Students complete 20 hours of field practicum time per week across both of those semesters to complete the required 400 hours. SOWK 501 and SOWK 511 must be taken before the student starts SOWK 551. SOWK 531 must be taken before or concurrent with the student's first semester of SOWK 551 (551A).

### **Concord University Educational Goal(s):**

**Skills:** Proficiency in interpreting data, integrating information, formulating ideas, thinking critically, and communicating with others, as demonstrated by the following competencies:

1. Effective inter-communication skills and literacy, adapted as needed for the demands of various kinds of discourse:
  - listening and speaking
  - reading and writing
  - numeracy
  - graphic communication
  - non-verbal communication
  - media and technological literacy
2. An ability to employ appropriate observational, logical, analytical, computational, creative, and critical thinking skills within and across academic disciplines; and to apply these skills in problem solving.
3. An ability to employ appropriate methods and technologies for conducting empirical and scholarly research, to interpret research findings, and to use insights gained from such research as a basis for informed decision making.
4. An ability to analyze, synthesize, and integrate elements, information and ideas.
5. An ability to evaluate elements, information, and ideas on the basis of appropriate criteria.
6. An ability to apply and to transfer academic and experiential learning appropriately from one context to another.
7. An ability to learn and work effectively both independently and collaboratively.

### **National Standards (if applicable) For example, NCTM, IRA, CAEP, etc.: CSWE**

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

##### **Generalist Behaviors**

**Behavior 1:** Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.

**Behavior 2:** Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.

**Behavior 3:** Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.

**Behavior 4:** Use technology ethically and appropriately to facilitate practice outcomes;

**Behavior 5:** Use supervision and consultation to guide professional judgment and behavior.

#### **Competency 2: Engage Diversity and Difference in Practice**

##### **Generalist Behaviors**

**Behavior 6:** Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.

**Behavior 7:** Present themselves as learners and engage clients and constituencies as experts of their own experiences.

**Behavior 8:** 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 Generalist Behaviors**

**Behavior 9:** Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.

**Behavior 10:** Engage in practices that advance social, economic, and environmental justice.

**Competency 4: Engage in Practice-informed Research and Research-informed Practice Generalist Behaviors**

**Behavior 11:** Use practice experience and theory to inform scientific inquiry and research.

**Behavior 12:** Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.

**Behavior 13:** Use and translate research evidence to inform and improve practice, policy, and service delivery.

**Competency 5: Engage in Policy Practice Generalist Behaviors**

**Behavior 14:** Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.

**Behavior 15:** Assess how social welfare and economic policies impact the delivery and access to social services.

**Behavior 16:** 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 Generalist Behaviors**

**Behavior 17:** Apply knowledge of human behavior and social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.

**Behavior 18:** Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

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

**Behavior 19:** Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.

**Behavior 20:** Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.

**Behavior 21:** Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.

**Behavior 22:** 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**

### **Generalist Behaviors**

**Behavior 23:** Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.

**Behavior 24:** Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.

**Behavior 25:** Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.

**Behavior 26:** Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.

**Behavior 27:** Facilitate effective transitions and endings that advance mutually agreed-on goals.

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

### **Generalist Behaviors**

**Behavior 28:** Select and use appropriate methods for evaluation of outcomes.

**Behavior 29:** Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.

**Behavior 30:** Critically analyze, monitor, and evaluate intervention and program processes and outcomes.

**Behavior 31:** Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

### **Learning Outcomes:**

#### **COURSE COMPETENCIES and SELECTED ASSIGNMENTS:**

By the end of the semester, students should be able to demonstrate the following competencies and practice behaviors:

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

#### **Generalist Behaviors**

**Behavior 1:** Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context. (*Assignment: Bi-weekly journals (Knowledge, Values, Skills, Cognitive/Affective Reactions), Observation by field supervisor (Knowledge, Values, Skills, Cognitive/Affective Reactions)*)

**Behavior 2:** Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations. (*Assignment: Bi-weekly journals (Values, Cognitive/Affective Reactions), Process Recordings (Values, Cognitive/Affective Reactions), Conferences with Field Supervisor (Values, Cognitive/Affective Reactions)*)

**Behavior 3:** Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication. (*Assignment: Competency Thesis (Knowledge, Skills)*)

**Behavior 4:** Use technology ethically and appropriately to facilitate practice outcomes. (*Assignment: Competency Thesis (Knowledge, Values, Skills), Observation by field supervisor (Knowledge, Values, Skills)*)



**Behavior 5:** Use supervision ethically and appropriately to facilitate practice outcomes. (*Assignment: Competency Thesis (Values, Cognitive/Affective Reactions), Bi-weekly journals (Values, Cognitive/Affective Reaction)*)

## **Competency 2: Engage Diversity and Difference in Practice**

### **Generalist Behaviors**

**Behavior 6:** Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro level. (*Assignment: Competency Thesis (Knowledge, Values, Skills); Field Observation (Knowledge, Values, Skills)*)

**Behavior 7:** Present themselves as learners and engage clients and constituencies as experts of their own experiences. (*Assignment: Observation by field supervisor (Knowledge, Values, Skills, Cognitive/Affective Reactions), Competency Thesis (Knowledge, Values, Skills, Cognitive/Affective Reactions)*)

**Behavior 8:** Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. (*Assignment: Competency Thesis (Knowledge, Skills, Values, Cognitive/Affective Reactions)*)

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

### **Generalist Behaviors**

**Behavior 9:** Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels. (*Assignment: Competency Thesis (Knowledge, Values, Skills, Cognitive/Affective Reactions)*)

**Behavior 10:** Engage in practices that advance social, economic, and environmental justice. (*Assignment: Competency Thesis (Values, Skills); Process Recordings (Values, Skills)*)

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

### **Generalist Behaviors**

**Behavior 11:** Use practice experience and theory to inform scientific inquiry and research. (*Assignment: Competency Thesis (Knowledge, Values, Skills, Cognitive/Affective Reactions), Process Recordings (Knowledge, Values, Skills, Cognitive/Affective Reactions)*)

**Behavior 12:** Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings. (*Assignment: Competency Thesis (Knowledge, Values, Skills, Cognitive/Affective Reactions)*)

**Behavior 13:** Use and translate research evidence to inform and improve practice, policy, and service delivery. (*Assignment: Competency Thesis (Knowledge, Values, Skills, Cognitive/Affective Reactions), Process Recordings (Knowledge, Values, Skills, Cognitive/Affective Reactions)*)

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

### **Generalist Behaviors**

**Behavior 14:** Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services. (*Assignment: Competency Thesis (Knowledge, Skills), Process Recordings (Knowledge, Skills)*)

**Behavior 15:** Assess how social welfare and economic policies impact the delivery and access to social services. (*Assignment: Competency Thesis (Knowledge, Skills)*)

**Behavior 16:** Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice. (*Assignment: Competency*

*Thesis (Knowledge, Values, Skills, Cognitive/Affective Reactions), Process Recordings (Knowledge, Values, Skills, Cognitive/Affective Reactions))*

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

**Behavior 17:** Apply knowledge of human behavior and social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies. (**Assignment:** Observation by field supervisor (Knowledge, Skills); Bi-weekly journals (Knowledge, Skills))

**Behavior 18:** Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies. (**Assignment:** Competency Thesis (Knowledge, Values, Skills, Cognitive/Affective reactions))

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

**Behavior 19:** Collect and organize data, and apply critical thinking to interpret information from clients and constituencies. (**Assignment:** *Competency Thesis (Knowledge, Values, Skills, Cognitive/Affective Reactions)*)

**Behavior 20:** Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies. (**Assignment:** Competency Thesis (Knowledge, Skills))

**Behavior 21:** Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies. (**Assignment:** *Competency Thesis (Knowledge, Skills, Cognitive/Affective Reactions), Process Recordings (Knowledge, Skills, Cognitive/Affective Reactions), Bi-weekly journals (Knowledge, Skills, Cognitive/Affective Reactions)*)

**Behavior 22:** Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies. Social workers utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation. (**Assignment:** Competency Thesis (Knowledge, Values, Skills), Process Recordings (Knowledge, Values, Skills))

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

**Behavior 23:** Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies. (**Assignment:** *Competency Thesis (Knowledge, Skills), Process Recordings (Knowledge, Skills), Bi-weekly journals (Knowledge, Skills)*)

**Behavior 24:** Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies. (**Assignment:** *Competency Thesis (Knowledge, Skills)*)

**Behavior 25:** Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes. (**Assignment:** *Competency Thesis (Skills, Cognitive/Affective Reactions)*)

**Behavior 26:** Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies. (**Assignment:** *Competency Thesis (Knowledge, Values, Skills, Cognitive/Affective Reactions)*)

**Behavior 27:** Facilitate effective transitions and endings that advance mutually agreed-on goals. (**Assignment:** *Competency Thesis (Knowledge, Skills)*)

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

### **Generalist Behaviors**

**Behavior 28:** Select and use appropriate methods for evaluation of outcomes. (*Assignment: Self-reflection with field supervisor (Knowledge, Skills)*)

**Practice Behavior 29:** Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes. (*Assignment: Competency Thesis (Knowledge, Skills), Process Recordings (Knowledge, Skills), Bi-weekly journals (Knowledge, Skills)*)

**Behavior 30:** Critically analyze, monitor, and evaluate intervention and program processes and outcomes. (*Assignment: Competency Thesis (Knowledge, Skills, Cognitive/Affective Reactions)*)

**Behavior 31:** Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels. (*Assignment: Competency Thesis (Knowledge, Values, Skills, Cognitive/Affective Reactions), Process Recordings (Knowledge, Values, Skills, Cognitive/Affective Reactions)*)

### **Philosophy of Field Instruction:**

Field instruction is an integral part of the social work education curriculum. It engages the student in a supervised practice activity providing opportunities for the student to apply knowledge, values, and skills in relation to identified client needs, agency purposes, and social sanctions. As students learn from social work placement experiences with clients and staff, the knowledge, attitudes, and skills acquired from all areas of the curriculum are translated into accountable performance and professional competence.

The field experience also provides opportunities for students to gain knowledge and understanding in all areas integrating theory and practice. Students will be provided with a generalist generalist experience in their field practicum setting; therefore, having opportunities to practice within a comprehensive range in types and sizes of client systems. This experience is deepened as students transition into the advance practicum, integrated with rural practice, and taken current with courses in the advance rural practice curriculum.

Students are responsible for their learning experience. They participate in the planning and identification of learning experiences available to them during their field placement.

### **Assignments:**

Assignments for field also serve as program outcome measures in both the generalist and advanced practicums. Some are specifically listed in the Outcomes section and as follows along with other assignments that span the learning continuum.

### **Educational Methods:**

The field setting will give you the opportunity to gain work experience under the supervision of an approved field instructor. The Social Work Program will provide opportunities for you to integrate the content you are learning by utilizing educational assignments to facilitate the process. Students are expected to work a minimum of 20 hours per week at their designated field practicum agency for the duration of two semesters (a minimum of 400 total hours). It is also expected that the student will remain in the same agency for two consecutive semesters. (In the event that a student decides to

change agencies prior to completing both sections of SOWK 551, (a) and (b), several of the assignments will need to be redone.)

**Learning Contract:**

The Learning Contract is a formal agreement between the field instructor, student, and faculty liaison concerning the activities the student will perform in the agency. With the assistance of their field instructor, each student will identify three performance tasks for each of the 10 competencies. The learning contract provides a focused structure for student learning and supervision over the course of the semester. It is also used as a basis for evaluation and as a measure of accountability. A copy of the learning contract can be found in the MSW Field Manual. Learning contracts will be due at the beginning of each semester.

**Getting to Know Your Agency:**

Students will be required to complete the attached “Getting to Know Your Agency Assignment” and to complete an “Agency Orientation Checklist” to faculty liaison during week three of their field assignment. The intent of these two assignments is to provide a general orientation to the agency and to assist the student in obtaining basic information that might later be used in the competency thesis. In the event that a student changes their field placement agency after SOWK 551(a), they will be required to redo these two assignments in SOWK 551(b).

**Process Recordings:**

Three process recordings will be completed: a micro level experience, a mezzo level experience, and a macro level experience. One of these process recordings will be due in SOWK 551(a) and Two will be due in SOWK 551(b). Each process recording will at a minimum include: the date of the session, a detailed description of the interaction, your observations of communication processes, your assessment of what happened, your thoughts and feelings about the contact, and a statement of follow up required as a result of the session. Do not identify clients in your writing. Due dates for the recordings will be established by your faculty liaison. Outlines are provided in the Field Manual. You may be asked to present one of your process recordings during integrative seminars.

**Competency Thesis:**

The Competency Thesis is required to pass Social Work 551 and is also used as a program outcome measure. The thesis should demonstrate your knowledge, skills and values in the following areas: critical thinking, adherence to social work values and ethics, significance of policy on practice, implications of diversity, appropriate methods, and application of research in practice. There are 10 sections:

- Section 1: The Organizational Context of Practice
- Section 2: The Community Context of Practice
- Section 3: The Professional Context of Practice
- Section 4: Assessment of Existing Social Policy
- Section 5: Utilization of Community Resources
- Section 6: Problem Identification and Assessment
- Section 7: Problem-solving and Selection of an Intervention Plan
- Section 8: Implementation of the Plan
- Section 9: Evaluation and Feedback Regarding Intervention Plan
- Section 10: Overall Feedback to the Agency

The Competency Thesis has been divided into two papers. Part One (sections 1-5) due in SOWK 551(a). Part Two (sections 6-10) will be due in SOWK 551(b). A brief introductory and a summary paragraph, where indicated, are highly recommended.

### **General Requirements**

1. Your papers must be written using APA standards. It should be appropriately documented and double-spaced with 12-point font and 1 inch margins. Each of the two completed papers (Part 1 and Part 2) should be approximately 12-15 pages in length. Remember to cite sources of information from brochures, manuals, pamphlets, interviews and all other sources. You will need to research relevant information and interview appropriate persons in order to complete this project.
2. Divide your paper into sections and use the same headings, as outlined, for each section.
3. The thesis will be graded on content, writing style, grammar, and an appropriate level of writing ability for a beginning generalist social worker.
4. Each section of the paper needs to be thorough and adequately reflect your knowledge and skills necessary to be a beginning generalist social worker.
5. You are encouraged to include supplementary documents in an appendix such as reports, statistical data, or other relevant documents.
6. Dates to submit drafts for comments will be provided at the beginning of each semester.

The following timeline for submission of your draft sections is recommended.

### **Journals:**

Students will submit journals online, as assigned, using blackboard. Students will also be required to reply with comments to several other students.

### **Activity Logs:**

Students are required to complete activity logs documenting their time, activities, and observations during their field placement. The logs can be found in the MSW Field Manual and are to be submitted to your field liaison along with journals. Do not identify clients in your logs.

### **Integrative Seminars:**

The concurrent seminars are mandatory. Informed participation in seminars is required. Integrative Seminars will be held as assigned, generally once a month. Students are expected to participate in online discussion and Adobe seminars regularly. Attendance factors into your class participation grade. Topics for the practicum seminars are interwoven with concurrent courses and developed using a continuous improvement model.

### **Course Requirements and Evaluation**

#### **Absences:**

If you must be absent for any of the planned activities during your field placement, it is your responsibility to arrange to make-up the work with your field instructor. In cases of inclement weather, you are responsible for determining if you can travel safely. If you miss more than one successive day, it is important that you also notify your faculty liaison.

**Evaluation:**

Your faculty liaison is responsible for assigning a course grade based upon the evaluation by your field instructor and evaluation of all class assignments. There are also opportunities for you to evaluate the field placement process. The agency field instructor also evaluates the performance of the faculty liaison and the program. Examples of all evaluation forms are in the field manual.

**Accommodations/Special Needs:**

For special consideration due to the existence of a diagnosed and documented disability you must notify me during the first week of class. Reasonable accommodations will be made in accordance with the Americans with Disabilities Act and Section 504 and will comport with University guidelines.

**Integrity:**

All work is to be completed independently unless otherwise instructed by the professor. All work is to be original and may not include work from other classes or previous semesters unless written permission has been received from the professor.

**Accessibility/Accommodation:**

Concord University is committed to responding to the needs of students with disabilities as defined by the Americans with Disabilities Act. Please inform your instructor at the beginning of the class semester if you have a disability and are requesting accommodations. It is your responsibility to self-disclose that you are requesting accommodations. The University and instructor will provide you with a reasonable accommodation. You should register with CU's Disability Services Office, located in the Athens campus Jerry and Jean Beasley Student Center, Bottom Floor, across from the Campus Post Office. The Disability Services Office phone is 304-384-6086 or you can email the Director, Nancy Ellison, at [nellison@concord.edu](mailto:nellison@concord.edu) for assistance.

**Academic Dishonesty:**

Academic dishonesty is morally unacceptable as well as destructive to the learning and teaching atmosphere. Academic dishonesty includes the giving or receiving of improper help on examinations or assignments, falsifying documents, and plagiarism (the act of stealing and using, as one's own, the ideas or the expression of the ideas of another). Such dishonesty can lead to a variety of penalties – including but not limited to failure of assignment, failure of course, loss of institutional privileges, or dismissal from the University. (See University Catalog Academic Policies and Procedures.)

**Concord University Honor Code:**

A Concord University Honor Code was approved by students, staff, faculty, administration, and the CU Board of Governors. The Code States:

*"As a member of the Concord University Community I will act with honesty and integrity in accordance with our fundamental principles and I will respect myself and others while challenging them to do the same."*

The Honor Code is intended to unite the Concord community behind a culture of honesty, integrity, and civility.

**Class/Online Attendance Policy:**

Regular class attendance is part of a student's academic obligation at Concord. Irregular attendance may affect academic performance adversely and is detrimental to the atmosphere of a class. (See University Catalog Academic Policies and Procedures.)

**Emergency Alert System:**

In an effort to increase safety and security on our campus, Concord University encourages everyone to register for instant text message alerts. Alerts will only be used for security and safety notices. All students, faculty, and staff are eligible to receive text message alerts on their cell phones or email alerts. Please contact the IT Help Desk for further assistance (304-384-5291).

**Emergency Information:**

Emergency/courtesy telephones are located at the main entrance of each residence hall and at various other locations on campus. Emergency telephones can be identified by the flashing blue light and will provide the user with a direct link to Public Safety at the press of a button. To report an on-campus emergency, call 304-384-5357 or 911. The Office of Public Safety is located on the bottom floor of the Rahall Technology Center. For further emergency information go to:

<http://www.concord.edu/administration/office-public-safety>.

**Inclement Weather Policy**

As a general policy, the University will remain in normal operations during adverse weather conditions. In the event of severe weather conditions, the following may occur:

University Closure

No students or employees are to report

Classes Cancelled

Students do NOT report BUT employees are expected to report to work at their normal time.

Operating on an Inclement Weather Delay

Under this schedule, all 8 a.m. classes will start at 10 a.m. Students and faculty will follow the Inclement Weather Schedule. (See <http://www.concord.edu/emergency-alerts> for Athens/Beckley Inclement Weather Schedules.)

*\*Announcements invoking the late schedule or other options referenced above are aired on area radio and television stations and are sent as text and email messages to those enrolled for this service.*

**Student Conduct:**

In classrooms, online, laboratories, and during any activities that are part of course requirements, students are expected to observe reasonable rules of conduct.

**Technology Services:**

Contact the CU Help Desk at extension 5291 from campus or 304-384-5291 off campus. You may also e-mail [cuhelpdesk@concord.edu](mailto:cuhelpdesk@concord.edu).

**Syllabus Disclaimer** "This syllabus is subject to change based on the needs of the class. Please check it regularly."

## Bibliography:

Dziegielewski, S F, Turnage, B., & Roest-Marti, S. (Wntr 2004). Addressing stress with social work students: a controlled evaluation. *Journal of Social Work Education*, 40, 1. p.105 (15). Retrieved January 23, 2010, from Academic OneFile via Gale:

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Edmond, T., Megivern, D., Williams, C., Rochman, E., & Howard, M. (Spring-Summer 2006). Integrating evidence-based practice and social work field education. *Journal of Social Work Education*, 42, 2. p.377 (20). Retrieved January 23, 2010, from Academic OneFile via Gale:

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Grossman, B. (March 2005). Maria Berg-Weger and Julie Birkenmeyer, The Practicum Companion for Social Work: Integrating Class and Field Work. *Journal of Sociology & Social Welfare*, 32, 1. p.162 (2). Retrieved January 23, 2010, from Academic OneFile via Gale:

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Panos, P T, Panos, A., Cox, S E, Roby, J L, & Matheson, K W (Fall 2002). Ethical issues concerning the use of videoconferencing to supervise international social work field practicum students. *Journal of Social Work Education*, 38, 3. p.421 (17). Retrieved January 23, 2010, from Academic OneFile via Gale:

<http://find.galegroup.com/gps/start.do?prodId=IPS&userGroupName=athe45935>



## Competency Thesis – Part I - SOWK 551(a)

**Student's Name** \_\_\_\_\_  
**Placement Agency** \_\_\_\_\_  
**Field Instructor** \_\_\_\_\_  
**Field Liaison** \_\_\_\_\_  
**Semester Completing Field** \_\_\_\_\_

### Section 1: The Organizational Context of Practice

The purpose of this section of the paper is demonstrate a thorough understanding of the characteristics of your agency including the following: the management theory used to operate the agency, limitations in services, the culture of the agency and how it fits into the community, and social policies relevant to delivery of services. The paper should include a description of the purpose and goals of the agency and the services you provided. Describe the agency's structure including lines of authority, funding sources, and referral sources. Include information on the management theory used by the agency. Give examples of formal and informal power or authority within the agency. Describe the eligibility policies of the agency and discuss any limitations in the services the agency is able to provide. Give examples of how the agency's policies affected the services you could provide to the clients. Discuss the culture of the agency and the fit between the agency and the community.

### Section 2: The Community Context of Practice

The purpose of this section of the paper is to demonstrate an understanding of the community's characteristics, social problems in the community, and the relevance of systems theory to the community and clients. Describe the community in which your agency is located, e.g. the demographic/ecological characteristics of the town, city, region (urban, rural); diverse populations, including ethnicity, class and social structure; significant minority groups. If your agency is state-wide, describe the local or county community. Describe the social problems in the community. Give examples of how poverty, discrimination and other forms of social injustice have occurred. Describe any systemic aspects of the community that affect your clients (i.e. how is systems theory relevant to the community in which your clients life and you practice?).

### Section 3: The Professional Context of Practice

The purpose of this section is to demonstrate your ability to understand generalist social work practice, the importance of values and ethics in practice, the connection between values and ethics and professional use of self in practice, and the ability to distinguish different professional roles. Describe how the services you provided during your field placement were reflective of generalist social work practice. Include information regarding how your role as a social worker was different from other professionals (use examples to demonstrate). Describe and give examples of how the values and ethics of the social work profession affected your practice (Refer to specific sections of the NASW Code of Ethics). Discuss how your own values and attitudes affected your social work practice and give examples of your professional use of self in practice.

**Section 4: Assessment of Existing Social Policy**

The purpose of this section is to demonstrate an understanding of how social and program policies impact service delivery. Identify major social policies on the macro level (e.g. federal and state – at least three), that affect the population you are serving. Describe how the policies impact the programs of your agency and the clients you serve. Include the gaps in services or unmet needs of your client group. If existing social policy is inadequate, describe what is needed and ways you could advocate for new or revised social policy or programs.

**Section 5: Utilization of Community Resources**

The purpose of this section is to demonstrate knowledge of community resources and the ability to link clients to necessary resources. Describe the formal and informal social service networks, within the community, that you utilized. Include the agencies to which you most frequently made referrals. Include a description of at least three resources (these do not have to be only formal social service agencies) whose services are particularly relevant to your activities. Describe one or two specific times that you served as a link between a client, group, or community and a community resource. Indicate why involvement outside your agency was appropriate, necessary, and detail your activities in establishing the linkage.

**Impressions and Insights**

Include a brief summary or discussion of things you learned while doing this assignment as they relate to generalist practice. How was this assignment helpful to you in your future role as a professional?

Name:

Competency Thesis Evaluation

|   | No<br>criterion<br>met | Attempted<br>but not<br>successful |  | Minimal level<br>of competency | Proficient | High level<br>of<br>competence |
|---|------------------------|------------------------------------|--|--------------------------------|------------|--------------------------------|
| <b>SECTION 1</b>  |                        |                                    |  |                                |            |                                |
| A. Purpose and Goals of agency  |                        |                                    |  |                                |            |                                |
| B. Agency structure including <ul style="list-style-type: none"> <li>• Lines of authority               <ul style="list-style-type: none"> <li>✓ Formal</li> <li>✓ Informal</li> </ul> </li> <li>• Funding sources</li> <li>• Referral sources</li> </ul> |                        |                                    |  |                                |            |                                |
| C. Management Theory  |                        |                                    |  |                                |            |                                |
| D. Eligibility Policies <ul style="list-style-type: none"> <li>• how policies effect clients</li> </ul>   |                        |                                    |  |                                |            |                                |
| F. Culture of agency <ul style="list-style-type: none"> <li>• Fit to population</li> </ul>  |                        |                                    |  |                                |            |                                |
|   |                        |                                    |  |                                |            |                                |
| <b>SECTION 2</b>  |                        |                                    |  |                                |            |                                |
| A. Community Characteristics <ul style="list-style-type: none"> <li>• Demographics</li> </ul>   |                        |                                    |  |                                |            |                                |
| B. Social Problems  |                        |                                    |  |                                |            |                                |
| C. Systems Theory   |                        |                                    |  |                                |            |                                |
|   |                        |                                    |  |                                |            |                                |
| <b>SECTION 3</b>  |                        |                                    |  |                                |            |                                |
| A. Services provided  |                        |                                    |  |                                |            |                                |
| B. Relationship to generalist practice  |                        |                                    |  |                                |            |                                |
| C. How diff. other disciplines in agency  |                        |                                    |  |                                |            |                                |
| D. Ethics & values effect student practice  |                        |                                    |  |                                |            |                                |
| E. Personal values  |                        |                                    |  |                                |            |                                |
|   |                        |                                    |  |                                |            |                                |
| <b>SECTION 4</b>  |                        |                                    |  |                                |            |                                |
| A. Policies to be discussed (3 minimum)   |                        |                                    |  |                                |            |                                |
| B. Impact on agency & client  |                        |                                    |  |                                |            |                                |
| C. Gaps in services <ul style="list-style-type: none"> <li>• How would student advocate</li> </ul>  |                        |                                    |  |                                |            |                                |
|   |                        |                                    |  |                                |            |                                |
| <b>SECTION 5</b>  |                        |                                    |  |                                |            |                                |
| A. Formal and informal resources  |                        |                                    |  |                                |            |                                |
| B. How does agency utilize  |                        |                                    |  |                                |            |                                |
| C. How has student utilized   |                        |                                    |  |                                |            |                                |
| D. Why outside sources are necessary  |                        |                                    |  |                                |            |                                |
|   |                        |                                    |  |                                |            |                                |
|   |                        |                                    |  |                                |            |                                |

## Competency Thesis – Part II – SOWK 551(b)

**Student's Name** \_\_\_\_\_

**Placement Agency** \_\_\_\_\_

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

**Field Liaison** \_\_\_\_\_

*Sections 6 through 9 pertain to the treatment process. Choose a particular client/family that you worked with during your field placement. Each section will cover a part of the treatment process with that client, e.g. assessment, treatment planning, interventions, evaluation of services.*

### **A Brief Introduction**

#### **Section 6: Problem Identification and Assessment**

The purpose of this section is to demonstrate the ability to identify the presenting problem and complete an assessment using bio psychosocial variables, systems theory, and the strengths perspective. Describe how you become involved with the client and what occurred. Describe the presenting problem and your assessment of the situation. Include the bio psychosocial factors that you considered during the assessment process. Include a description of how systems theory impacted your assessment. Describe the strengths of the client, other people in their life, and their environment. It is recommended that you use and cite textbook resources for definitions of relevant systems and the assessment model used.

#### **Section 7: Problem-solving and Selection of an Intervention Plan**

The purpose of this section is to demonstrate the ability to use the problem-solving process and develop an intervention plan. Describe the intervention plan (specific goals and objectives) for this client and the steps you used to solve the problem. Use the planned change model for the planning process. Include an explanation of how your plan is relevant to your assessment. Describe the theory that underlies your plan. Include not only an explanation of the theory but also why you chose this particular theory/model. Include references to information noting the use of this method of intervention with the particular clientele or problem. Does the literature suggest other interventions with this population?

#### **Section 8: Implementation of the Plan**

The purpose of this section is to demonstrate your ability to implement an intervention plan. Describe exactly what you did to carry out the plan. Include a description of the clients' level of participation and any efforts you made to engage the client or increase their participation. Include specific techniques you used to facilitate change. Describe difficulties you encountered and how you resolved these. Describe any strengths that you, the client, or other systems used during the intervention process. If services with this client ended, describe how the termination of services was handled.

**Section 9: Evaluation and Feedback Regarding Intervention Plan**

The purpose of this section is to demonstrate your ability to evaluate the effectiveness of your interventions and to demonstrate the ability to effectively use supervision. Describe the effectiveness of your intervention, including short-term and long-range effects. Describe how specific objectives were met (or not met). Include an explanation of your use of supervision during this intervention. Describe the procedures you used to assess the overall effectiveness of your intervention, i.e. research methods. Cite any evaluative studies related to this type of intervention.

**Section 10: Overall Feedback to the Agency**

The purpose of this section is to demonstrate your ability to analyze the effectiveness of your agency. Describe how and to what extent the services you provided during your field placement were congruent with the agency's purpose. Include information on the effectiveness of the current programs or agency services and which policies and procedures are viable and which might be changed. What does the history of social work suggest about the direction these changes should or might take.

Name:

|  | No criterion met | Attempted but not successful | Minimal level of competency | Proficient | High level of competence |
|--|------------------|------------------------------|-----------------------------|------------|--------------------------|
| <b>SECTION 6</b>   |                  |                              |                             |            |                          |
| A. Presenting Problem  |                  |                              |                             |            |                          |
| B. Assessment <ul style="list-style-type: none"> <li>• BioPsychoSocial Variables</li> <li>• Systems Theory</li> <li>• Strengths Perspective</li> </ul> |                  |                              |                             |            |                          |
|  |                  |                              |                             |            |                          |
| <b>SECTION 7</b>   |                  |                              |                             |            |                          |
| A. Intervention Plan <ul style="list-style-type: none"> <li>• Specific Goals &amp; Objectives</li> </ul>   |                  |                              |                             |            |                          |
| B. Steps?  |                  |                              |                             |            |                          |
| C. Planned change model used?  |                  |                              |                             |            |                          |
| D. Relevant to assessment?   |                  |                              |                             |            |                          |
| E. Theory <ul style="list-style-type: none"> <li>• What used</li> <li>• Explained?</li> <li>• Why</li> </ul>   |                  |                              |                             |            |                          |
| F. Other suggested interventions   |                  |                              |                             |            |                          |
|  |                  |                              |                             |            |                          |
| <b>SECTION 8</b>   |                  |                              |                             |            |                          |
| A. How carried out   |                  |                              |                             |            |                          |
| B. Client involvement  |                  |                              |                             |            |                          |
| C. Techniques to facilitate change   |                  |                              |                             |            |                          |
| D. Problems?   |                  |                              |                             |            |                          |
| E. Strengths?  |                  |                              |                             |            |                          |
|  |                  |                              |                             |            |                          |
| <b>SECTION 9</b>   |                  |                              |                             |            |                          |
| A. Effectiveness <ul style="list-style-type: none"> <li>• Short term</li> <li>• Long term</li> </ul>   |                  |                              |                             |            |                          |
| B. Use of Supervision  |                  |                              |                             |            |                          |
| C. Objectives <ul style="list-style-type: none"> <li>• Met/unmet</li> </ul>  |                  |                              |                             |            |                          |
| D. Research Methods  |                  |                              |                             |            |                          |
|  |                  |                              |                             |            |                          |
| <b>SECTION 10</b>  |                  |                              |                             |            |                          |
| A. Services congruent w/ purpose?  |                  |                              |                             |            |                          |
| B. Services effective?   |                  |                              |                             |            |                          |
| C. Policies viable?  |                  |                              |                             |            |                          |
| D. History of social work?   |                  |                              |                             |            |                          |
|  |                  |                              |                             |            |                          |
|  |                  |                              |                             |            |                          |

## Appendix L

### SOWK 653 A, B, & C Syllabus

The mission of Concord University is to provide quality, liberal arts based education, to foster scholarly and creative activities and to serve the regional community (<http://www.concord.edu/academics/>).

**Name:** MASTER SYLLABUS

**Title:**

**Office Location:**

**Office Hours:**

**Office Phone:**

**Office Fax:** 304-384-6091

**Email:**

**Division/Department Website:** [www.concord.edu/sws](http://www.concord.edu/sws)

**Course Title:** SOWK 653 A, B, & C – Advanced Field Practicum

**Course CRN # and Section, Credit Hours:** 3 Credit Hours

Semester Taught (including year):

**Room Number (if applicable):** N/A

**Course Time (if applicable):** N/A

**Course Management System (Blackboard/Moodle or other systems):** Blackboard

**Hardware/Software Needed (include privacy policies, if applicable):**

To be an effective participant in Concord's University's online courses in Blackboard (Bb), your computer needs to be up-to-date with the appropriate hardware and software, as follows:

|                     | Minimum  | Recommended                                    |
|---------------------|--|--|
| Operating System    | Windows 7 or higher Mac OS X 10.8 or higher                  | Windows 10 Mac OS X 10.10                      |
| Internet Browser    | Internet Explorer 11 Firefox 31 or higher Safari 6 or higher | Firefox 47.0 Safari 9.1                        |
| Processor           | Windows: 2 GHz Mac: 1.1 GHz                                  | Windows: 3 Ghz<br>Mac: 1.3 GHz Intel Core m7   |
| Memory              | Windows: 2 GB RAM Mac: 512 MB RAM                            | Windows: 8 GB RAM Mac: 4 GB RAM                |
| Internet Connection | Cable Broadband (high-speed) 5 Mbps or higher                | Cable Broadband (high-speed) 15 Mbps or higher |
| Java                | JRE Version 7 or higher                                      | JRE Version 8 Update 101                       |

For more information or technical assistance on using the Learning Management System, please contact the Concord University Helpdesk: <http://hub.concord.edu/technology/node/12>.

#### **Field Courses Descriptions:**

Advanced Field Practicum (653A-3, 653B-3, 653C-3): The Advanced Field Practicum advances the skills, knowledge, and values of social work as applied to rural practice. In the Advanced Field Practicum students complete a minimum of 525 field practicum hours. Each student will complete the advanced field practicum across three semesters and will complete 16 or 21 hours per week to obtain the minimum 525 hours, depending on the students progression through the program. SOWK 613

must be taken before students can start SOWK 653. SOWK 633 must be taken either before or concurrent the with student's first semester of SOWK 653 (653A).

### **Concord University Educational Skills:**

**Skills:** Proficiency in interpreting data, integrating information, formulating ideas, thinking critically, and communicating with others, as demonstrated by the following competencies:

1. Effective inter-communication skills and literacy, adapted as needed for the demands of various kinds of discourse:
  - listening and speaking
  - reading and writing
  - numeracy
  - graphic communication
  - non-verbal communication
  - media and technological literacy
2. An ability to employ appropriate observational, logical, analytical, computational, creative, and critical thinking skills within and across academic disciplines; and to apply these skills in problem solving.
3. An ability to employ appropriate methods and technologies for conducting empirical and scholarly research, to interpret research findings, and to use insights gained from such research as a basis for informed decision making.
4. An ability to analyze, synthesize, and integrate elements, information and ideas.
5. An ability to evaluate elements, information, and ideas on the basis of appropriate criteria.
6. An ability to apply and to transfer academic and experiential learning appropriately from one context to another.
7. An ability to learn and work effectively both independently and collaboratively.

**National Standards (if applicable) For example, NCTM, IRA, CAEP, etc.:** CSWE

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

#### **Generalist Behaviors**

**Behavior 1:** Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.

**Behavior 2:** Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.

**Behavior 3:** Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.

**Behavior 4:** Use technology ethically and appropriately to facilitate practice outcomes.

**Behavior 5:** Use supervision and consultation to guide professional judgment and behavior.

#### **Advanced Behaviors**

**Advanced Behavior 1:** Demonstrate and preserve professional roles and boundaries in rural settings.

**Advanced Behavior 2:** Understand the perspectives and values of social work in relation to working effectively with the other disciplines in rural practice.

**Advanced Behavior 3:** Apply ethical decision-making skills in rural settings with special focus on dual relationships and access to services.



**Advanced Behavior 4:** Apply ethical decision-making skills to address the use of technology in rural settings.

## **Competency 2: Engage Diversity and Difference in Practice**

### **Generalist Behaviors**

**Behavior 6:** Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.

**Behavior 7:** Present themselves as learners and engage clients and constituencies as experts of their own experiences.

**Behavior 8:** Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

### **Advanced Behaviors**

**Advanced Behavior 5:** Recognize and understand the experience of isolation of minority groups in rural settings.

**Advanced Behavior 6:** Engage in self-reflection about and address personal biases and values as they relate to rural populations and settings.

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

### **Generalist Behaviors**

**Behavior 9:** Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.

**Behavior 10:** Engage in practices that advance social, economic, and environmental justice.

### **Advanced Behaviors**

**Advanced Behavior 7:** Understand, analyze, and implement strategies to address forms of rural oppression.

**Advanced Behavior 8:** Advocate for human rights, and social, environmental and economic justice in rural settings (such as poverty, health care, education, and the rights of local populations including minorities).

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

### **Generalist Behaviors**

**Behavior 11:** Use practice experience and theory to inform scientific inquiry and research.

**Behavior 12:** Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.

**Behavior 13:** Use and translate research evidence to inform and improve practice, policy, and service delivery.

### **Advanced Behaviors**

**Advanced Behavior 9:** Identify, evaluate, and select rural practice strategies.

**Advanced Behavior 10:** Promote and participate in the use of research to improve the effectiveness of rural practice.

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

### **Generalist Behaviors**

**Behavior 14:** Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services

**Behavior 15:** Assess how social welfare and economic policies impact the delivery and access to social services

**Behavior 16:** Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice

**Advanced Behaviors**

**Advanced Behavior 11:** Analyze, formulate, and advocate for policies that enhance social well-being, service delivery, and access in rural settings.

**Advanced Behavior 12:** Communicate and collaborate with stakeholders and professionals the implications of policy and policy changes in rural practice.

**Advanced Behavior 13:** Apply knowledge of strengths and issues of rural settings and populations to social work policy practice.

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

**Behavior 17:** Apply knowledge of human behavior and social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.

**Behavior 18:** Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

**Advanced Behaviors**

**Advanced Behavior 14:** Apply theories of human behavior and the social environment to rural practice.

**Advanced Behavior 15:** Explain the stigma, risk, and benefits to clients of seeking or not seeking services in a rural setting.

**Advanced Behavior 16:** Establish a culturally responsive therapeutic relationship that addresses unique issues associated with rural practice.

**Advanced Behavior 17:** Coordinate formal and informal networks to promote sustained client well-being in rural communities.

**Advanced Behavior 18:** Apply knowledge of practice within the rural context for the development of service systems.

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

**Behavior 19:** Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.

**Behavior 20:** Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.

**Behavior 21:** Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.

**Behavior 22:** Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

**Advanced Behaviors**

**Advanced Behavior 19:** Use multidimensional, bio-psychosocial, spiritual, and community assessment tools in a rural practice environment.

**Advanced Behavior 20:** Use empathy, cultural responsiveness, geographical awareness and other interpersonal skills to complete assessment.

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

### **Generalist Behaviors**

**Behavior 23:** Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.

**Behavior 24:** Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.

**Behavior 25:** Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.

**Behavior 26:** Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.

**Behavior 27:** Facilitate effective transitions and endings that advance mutually agreed-on goals.

### **Advanced Behaviors**

**Advanced Behavior 21:** Understand and utilize the uniqueness of rural environments and its resultant effect of rural behavior.

**Advanced Behavior 22:** Critically evaluate, select, and apply best practices and evidence based interventions in rural settings.

**Advanced Behavior 23:** Develop and implement collaborative multidisciplinary strategies for rural practice

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

### **Generalist Behaviors**

**Behavior 28:** Select and use appropriate methods for evaluation of outcomes.

**Behavior 29:** Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.

**Behavior 30:** Critically analyze, monitor, and evaluate intervention and program processes and outcomes.

**Behavior 31:** Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

### **Advanced Behaviors**

**Advanced Behavior 24:** Evaluate the process and outcomes of rural practice to contribute to the development of best practice interventions for rural practice.

**Advanced Behavior 25:** Contribute to the knowledge base of the social work profession through rural practice based research

## **Learning Outcomes:**

### **Course Competencies and Selected Assignments:**

By the end of the semester, students should be able to demonstrate the following competencies and practice behaviors:

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

### **Generalist Behaviors**

**Behavior 1:** Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and

additional codes of ethics as appropriate to context. (*Assignments: Capstone (Knowledge, Skills, Values, Cognitive/Affective Reactions)*)

**Behavior 2:** Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations. (*Assignments: Capstone (Knowledge, Skills, Values, Cognitive/Affective Reactions)*)

**Behavior 3:** Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication. (*Assignments: Capstone (Knowledge, Skills, Values, Cognitive/Affective Reactions)*)

**Behavior 4:** Use technology ethically and appropriately to facilitate practice outcomes. (*Assignments: Capstone (Knowledge, Skills, Values, Cognitive/Affective Reactions)*)

**Behavior 5:** Use supervision and consultation to guide professional judgement and behavior. (*Assignments: Capstone (Knowledge, Skills, Values, Cognitive/Affective Reactions)*)

#### **Advanced Behaviors**

**Advanced Behavior 1:** Demonstrate and preserve professional roles and boundaries in rural settings. (*Assignments: Capstone (Knowledge, Skills, Values, Cognitive/Affective Reactions)*)

**Advanced Behavior 2:** Understand the perspectives and values of social work in relation to working effectively with the other disciplines in rural practice. (*Assignments: Capstone (Knowledge, Skills, Values, Cognitive/Affective Reactions)*)

**Advanced Behavior 3:** Apply ethical decision making skills in rural settings with special focus on dual relationships and access to services. (*Assignments: Capstone (Knowledge, Skills, Values, Cognitive/Affective Reactions)*)

**Advanced Behavior 4:** Apply ethical decision making skills to address the use of technology in rural settings. (*Assignments: Capstone (Knowledge, Skills, Values, Cognitive/Affective Reactions)*)

### **Competency 2: Engage Diversity and Difference in Practice**

#### **Generalist Behaviors**

**Behavior 6:** Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels. (*Assignments: Capstone (Knowledge, Skills, Values, Cognitive/Affective Reactions)*)

**Behavior 7:** Present themselves as learners and engage clients and constituencies as experts of their own experiences. (*Assignments: Capstone (Knowledge, Skills, Values, Cognitive/Affective Reactions)*)

**Behavior 8:** Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. (*Assignments: Capstone (Knowledge, Skills, Values, Cognitive/Affective Reactions)*)

#### **Advanced Behaviors**

**Advanced Behavior 5:** Recognize and understand the experience of isolation of minority groups in rural settings. (*Assignments: Capstone (Knowledge, Skills, Values, Cognitive/Affective Reactions)*)

**Advanced Behavior 6:** Engage in self-reflection about and address personal biases and values as they related to rural populations and settings. (*Assignments: Capstone (Knowledge, Skills, Values, Cognitive/Affective Reactions)*)

### **Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice Generalist Behaviors**

**Behavior 9:** Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels. (*Assignments: Capstone (Knowledge, Skills, Values)*)

**Behavior 10:** Engage in practices that advance social, economic, and environmental justice. (*Assignments: Capstone (Knowledge, Skills, Values)*)

#### **Advanced Behaviors**

**Advanced Behavior 7:** Understand, analyze, and implement strategies to address forms of rural oppression. (*Assignments: Capstone (Knowledge, Skills, Values)*)

**Advanced Behavior 8:** Advocate for human rights, and social, environmental and economic justice in rural settings (such as poverty, health care, education, and the rights of local populations including minorities). (*Assignments: Capstone (Knowledge, Skills, Values)*)

### **Competency 4: Engage in Practice-informed Research and Research-informed Practice Generalist Behaviors**

**Behavior 11:** Use practice experience and theory to inform scientific inquiry and research. (*Assignments: Capstone (Knowledge, Skills, Values)*)

**Behavior 12:** Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings. (*Assignments: Capstone (Knowledge, Skills, Values)*)

**Behavior 13:** Use and translate research evidence to inform and improve practice, policy, and service delivery. (*Assignments: Capstone (Knowledge, Skills, Values)*)

#### **Advanced Behaviors**

**Advanced Behavior 9:** Identify, evaluate, and select rural practice strategies. (*Assignments: Capstone (Knowledge, Skills, Values)*)

**Advanced Behavior 10:** Promote and participate in the use of research to improve the effectiveness of rural practice. (*Assignments: Capstone (Knowledge, Skills, Values)*)

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

**Behavior 14:** Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services. (*Assignments: Capstone (Knowledge, Skills, Values, Cognitive/Affective Reactions)*)

**Behavior 15:** Assess how social welfare and economic policies impact the delivery and access to social services. (*Assignments: Capstone (Knowledge, Skills, Values, Cognitive/Affective Reactions)*)

**Behavior 16:** Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice. (*Assignments: Capstone (Knowledge, Skills, Values, Cognitive/Affective Reactions)*)

#### **Advanced Behaviors**

**Advanced Behavior 11:** Analyze, formulate, and advocate for policies that enhance social well-being, service delivery, and access in rural settings. (*Assignments: Capstone (Knowledge, Skills, Values, Cognitive/Affective Reactions)*)

**Advanced Behavior 12:** Communicate and collaborate with stakeholders and professionals the implications of policy and policy changes in rural practice. (*Assignments: Capstone (Knowledge, Skills, Values, Cognitive/Affective Reactions)*)

**Advanced Behavior 13:** Apply knowledge of strengths and issues of rural settings and populations to social work policy practice. (*Assignments: Capstone (Knowledge, Skills, Values, Cognitive/Affective Reactions)*)

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

**Behavior 17:** Apply knowledge of human behavior and social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies. (*Assignments: Capstone (Knowledge, Skills, Values, Cognitive/Affective Reactions)*)

**Behavior 18:** Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies. (*Assignments: Capstone (Knowledge, Skills, Values, Cognitive/Affective Reactions)*)

#### **Advanced Behaviors**

**Advanced Behavior 14:** Apply theories of human behavior and the social environment to rural practice. (*Assignments: Capstone (Knowledge, Skills, Values, Cognitive/Affective Reactions)*)

**Advanced Behavior 15:** Explain the stigma, risk, and benefits to clients of seeking or not seeking services in a rural setting. (*Assignments: Capstone (Knowledge, Skills, Values, Cognitive/Affective Reactions)*)

**Advanced Behavior 16:** Establish a culturally responsive therapeutic relationship that addresses unique issues associated with rural practice. (*Assignments: Capstone (Knowledge, Skills, Values, Cognitive/Affective Reactions)*)

**Advanced Behavior 17:** Coordinate formal and informal networks to promote sustained client well-being in rural communities. (*Assignments: Capstone (Knowledge, Skills, Values, Cognitive/Affective Reactions)*)

**Advanced Behavior 18:** Apply knowledge of practice within the rural context for the development of service systems. (*Assignments: Capstone (Knowledge, Skills, Values, Cognitive/Affective Reactions)*)

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

**Behavior 19:** Collect and organize data, and apply critical thinking to interpret information from clients and constituencies. (*Assignments: Capstone (Knowledge, Skills, Values)*)

**Behavior 20:** Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies. (*Assignments: Capstone (Knowledge, Skills, Values)*)

**Behavior 21:** Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies. (*Assignments: Capstone (Knowledge, Skills, Values)*)

**Behavior 22:** Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies. (*Assignments: Capstone (Knowledge, Skills, Values)*)

#### **Advanced Behaviors**

**Advanced Behavior 19:** Use multidimensional, bio-psychosocial, spiritual, and community assessment tools in a rural practice environment. (*Assignments: Capstone (Knowledge, Skills, Values)*)

**Advanced Behavior 20:** Use empathy, cultural responsiveness, geographical awareness and other interpersonal skills to complete assessment. (*Assignments: Capstone (Knowledge, Skills, Values)*)

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

**Behavior 23:** Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies. (*Assignments: Capstone (Knowledge, Skills, Values, Cognitive/Affective Reactions)*)

**Behavior 24:** Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies. (*Assignments: Capstone (Knowledge, Skills, Values, Cognitive/Affective Reactions)*)

**Behavior 25:** Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes. (*Assignments: Capstone (Knowledge, Skills, Values, Cognitive/Affective Reactions)*)

**Behavior 26:** Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies. (*Assignments: Capstone (Knowledge, Skills, Values, Cognitive/Affective Reactions)*)

**Behavior 27:** Facilitate effective transitions and endings that advance mutually agreed-on goals. (*Assignments: Capstone (Knowledge, Skills, Values, Cognitive/Affective Reactions)*)

### **Advanced Behaviors**

**Advanced Behavior 21:** Understand and utilize the uniqueness of rural environments and its resultant effect of rural behavior. (*Assignments: Capstone (Knowledge, Skills, Values, Cognitive/Affective Reactions)*)

**Advanced Behavior 22:** Critically evaluate, select, and apply best practices and evidence based interventions in rural settings. (*Assignments: Capstone (Knowledge, Skills, Values, Cognitive/Affective Reactions)*)

**Advanced Behavior 23:** Develop and implement collaborative multidisciplinary strategies for rural practice. (*Assignments: Capstone (Knowledge, Skills, Values, Cognitive/Affective Reactions)*)

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

**Behavior 28:** Select and use appropriate methods for evaluation of outcomes. (*Assignments: Capstone (Knowledge, Skills, Values)*)

**Behavior 29:** Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes. (*Assignments: Capstone (Knowledge, Skills, Values)*)

**Behavior 30:** Critically analyze, monitor, and evaluate intervention and program processes and outcomes. (*Assignments: Capstone (Knowledge, Skills, Values)*)

**Behavior 31:** Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels. (*Assignments: Capstone (Knowledge, Skills, Values)*)

### **Advanced Behaviors**

**Advanced Behavior 24:** Evaluate the process and outcomes of rural practice to contribute to the development of best practice interventions for rural practice. (*Assignments: Capstone (Knowledge, Skills, Values)*)

**Advanced Behavior 25:** Contribute to the knowledge base of the social work profession through rural practice based research. (*Assignments: Capstone (Knowledge, Skills, Values)*)

**Philosophy of Field Instruction:**

Field instruction is an integral part of the social work education curriculum. It engages the student in a supervised practice activity providing opportunities for the student to apply knowledge, values, and skills in relation to identified client needs, agency purposes, and social sanctions. As students learn from social work placement experiences with clients and staff, the knowledge, attitudes, and skills acquired from all areas of the curriculum are translated into accountable performance and professional competence.

The field experience also provides opportunities for students to gain knowledge and understanding in all areas integrating theory and practice. Students will be provided with a generalist experience in their field practicum setting; therefore, having opportunities to practice within a comprehensive range in types and sizes of client systems. This experience is deepened as students transition into the advance practicum, integrated with rural practice, and taken current with courses in the advance rural practice curriculum.

Students are responsible for their learning experience. They participate in the planning and identification of learning experiences available to them during their field placement.

**Assignments:**

Assignments also serve as outcome measures through both the generalist and advanced practicums. Some are specifically listed in the Outcomes section and as follows along with other assignments that span the learning continuum. The Capstone Project is completed throughout the three field practicums.

**Educational Methods:**

The field setting will give you the opportunity to gain work experience under the supervision of an approved field instructor. The Social Work Program will provide opportunities for you to integrate the content you have learned by utilizing educational assignments to facilitate the process.

**Activity Logs:**

Students are required to complete activity logs documenting their time, activities, and observations during their field placement. The logs are to be submitted to your field liaison at each seminar. Do not identify clients in your logs.

**Capstone Project:**

Professional Social Work competence is gained over time through education and experience. Integration of classroom learning with field experiential learning is accomplished through the practicum. Entering the practicum the student develops a model of practice that is refined through each learning milestone and through field application of classroom content. This is the primary vehicle used by the student, field instructor and university to focus and sharpen practice reflection, ethical practice, and continuous improvement of evidence-based practice.

The Capstone Project is completed concurrently with the Advanced Field Practicum (a, b, and c). The project will be the culmination of advanced knowledge, skills, and values within a rural focus.



The Capstone project drafts will be completed over three semesters of course work with a pass/fail grade. In the event a student does not receive a pass grade on the Capstone project draft for that semester, remediation with the Retention Committee will be required. The Capstone Project will be evaluated at multiple times during the completion of the advanced year. The final Capstone Project will be completed concurrently with SOWK 653c Advanced Field Practicum.

The culmination of the Capstone Project will be a 25 – 30 page paper in APA format with appropriate references. Each of the following Sections should be researched and addressed in your Capstone Project to reflect your personal model of practice.

### **Capstone Project**

1. **Demonstrate** - 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.
2. **Engage** - 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.
3. **Advance** - 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.
4. **Research** - 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.

5. **Policy** - 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.
6. **Interact** - 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.
7. **Assess** - 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.
8. **Intervene** - 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 interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration.
9. **Evaluate** - 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

**The final course grade will be based on a percentage scale.**

|   |            |
|---|------------|
| A | 90-100 %   |
| B | 80-89 %    |
| C | 70-79 %    |
| F | Below 70 % |

**Integrative Seminars:**

The concurrent seminars are mandatory. Informed participation in seminars is required. Integrative Seminars will be held as assigned, generally once a month. Students are expected to participate in online discussion and Adobe seminars regularly. Attendance factors into your class participation grade. Topics for the practicum seminars are interwoven with concurrent courses and developed using a continuous improvement model.

**Absences:**

If you must be absent for any of the planned activities during your field placement, it is your responsibility to arrange to make-up the work with your field instructor. In cases of inclement weather, you are responsible for determining if you can travel safely. If you miss more than one successive day, it is important that you also notify your faculty liaison.

**Attendance:**

Since this course is being offered through Blackboard, the concept of “attendance” is different. Although you will have a certain amount of flexibility in when you access the course materials and complete your work, you still will have several deadlines to meet during the course period and you must be finished with the course by the end of the course period. Regular class attendance is part of a student’s academic obligation at Concord. Irregular attendance may affect academic performance adversely and is detrimental to the atmosphere of a class. (See University Catalog Academic Policies and Procedures.)

**Accessibility/Accommodations:**

Concord University is committed to responding to the needs of students with disabilities as defined by the Americans with Disabilities Act. Please inform your instructor at the beginning of the class semester if you have a disability and are requesting accommodations. It is your responsibility to self-disclose that you are requesting accommodations. The University and instructor will provide you with a reasonable accommodation. You should register with CU’s Disability Services Office, located in the Athens campus Jerry and Jean Beasley Student Center, Bottom Floor, across from the Campus Post Office. The Disability Services Office phone is 304-384-6086 or you can email the Director, Nancy Ellison, at [nellison@concord.edu](mailto:nellison@concord.edu) for assistance.

**Grading:**

Assignments will be graded within a two-week period from submission.

**Academic Policies:**

Please see the Concord University Social Work Program Student Handbook for additional policies regarding expectations and rights afforded to graduate students

**Academic Dishonesty:**

Academic dishonesty is morally unacceptable as well as destructive to the learning and teaching atmosphere. Academic dishonesty includes the giving or receiving of improper help on examinations or assignments, falsifying documents, and plagiarism (the act of stealing and using, as one's own, the ideas or the expression of the ideas of another). Such dishonesty can lead to a variety of penalties — including but not limited to failure of assignment, failure of course, loss of institutional privileges, or dismissal from the University. (See University Catalog Academic Policies and Procedures.)

**Required Readings:**

Reading assignments from the text or other articles will be noted in each learning module. Students are expected to complete all readings for each module.

**Late Assignments:**

Dependent on the assignment, the instructor may allow late submissions. Understand however, that students must email the instructor ([inghramcs@concord.edu](mailto:inghramcs@concord.edu)) a statement requesting the late submission option prior to the assignment deadline. If the student elects to take this option, the highest score possible is an 89%. Remember to have late submissions submitted by the date given by the instructor. The instructor has sole discretion for approval of late submissions.

**Course Response/Instructor Access:**

The instructor will make every effort to respond to inquiries and/or concerns within 48 hours (excluding weekends or other times where the instructor is not available). Please utilize Concord University Email not the Blackboard Email function. For inquiries that would benefit other students, please use the Discussion Board "Open Forum" to post your inquiry.

**Concord University Honor Code:**

A Concord University Honor Code was approved by students, staff, faculty, administration, and the CU Board of Governors. The Code states:

*"As a member of the Concord University Community I will act with honesty and integrity in accordance with our fundamental principles and I will respect myself and others while challenging them to do the same."*

The Honor Code is intended to unite the Concord community behind a culture of honesty, integrity, and civility.

**Proper Netiquette:**

The Cybersmile Foundation provides basic netiquette which should be utilized in discussion posts and in other communication in this course. (<https://www.cybersmile.org/advice-help/category/examples-of-good-netiquette>).

### **Examples of Good Netiquette:**

- Include context. When commenting on a message thread it is good netiquette to include a relevant quote from the original message to give context to your comment.
- Check, then click. Before you post a comment, double check that you are saying exactly what you want to say. One small error can completely change the meaning of your message, so read and read again before sending. We are only human. Remember that an actual person with real feelings, beliefs, imperfections and emotions is behind every message, email or comment. It's sometimes easy to get carried away and write something that you would not dream of saying to someone's face.
- Do you get it? Jokes, dark humor and sarcasm are often difficult to convey over the internet. So to avoid potential misunderstandings always indicate the humorous nature of your comment. You could do this by using emoticons, putting "lol" (laugh out loud) at the end of the message or by starting with a phrase like, "On a lighter note..."
- Newbies. We were all once new to emails, messaging and forum posts so always try and help someone new who is making mistakes.
- Don't spam! It is normal to want to be noticed in the crowd of people on social media – but spamming (another word for sending the same or similar messages lots of times) can be annoying and may have the opposite effect!
- Express yourself. Don't be afraid to express yourself openly and honestly. Netiquette is not about restricting expression but about making it easier for people to understand. Allow others to express themselves too. Remember that everybody has an opinion, so allow them to express it. You may have to agree to disagree on many issues, but just make your point and move on. Don't let a simple difference of opinion escalate into an argument.
- Don't SHOUT. Avoid writing whole words or sentences in capital letters. This is the equivalent of someone SCREAMING IN YOUR EAR!
- Respect people's privacy. Don't pass on another person's private information or photos unless you have their permission. Not only is this bad netiquette but you may also be accused of cyberbullying or online harassment.
- Avoid conflict. Trading insults and abuse – also known as 'flaming' – is not good netiquette. It is pointless and negative and could get you banned from the site. Avoid being drawn into fights and never post abuse on someone's message board.

### **Student Conduct:**

In classrooms, online, laboratories, and during any activities that are part of course requirements, students are expected to observe reasonable rules of conduct.

### **Required Skills:**

Online students experience a different classroom environment as opposed to a traditional student. The following is a list of expectations and requirements of students as they are expected to actively engage in this course: Students in this on-line course should be comfortable with and possess the following skill set:

1. A disciplined self-starter
2. Keen problem solving skills
3. Engages in critical thinking
4. Comfortable with engaging in written communication as it is the most prominent form.
5. Communicate via email including using attachments
6. Utilize the technology provided by Concord University and the World Wide Web

7. Use Microsoft Office (or similar) to complete assignments
8. Engage in multimodal learning through communicating using discussion boards
9. Accessing and uploading files related to the course
10. Access to the Internet
11. Navigate the Blackboard learning platform with support provided in the course.

For more information or technical assistance on using the Learning Management System, please contact the Concord University Helpdesk: <http://hub.concord.edu/technology/node/12>.

**Emergency Alert System:**

In an effort to increase safety and security on our campus, Concord University encourages everyone to register for instant text message alerts. Alerts will only be used for security and safety notices. All students, faculty, and staff are eligible to receive text message alerts on their cell phones or email alerts. Please contact the IT Help Desk for further assistance (304-384-5291).

**Emergency Information:**

Emergency/courtesy telephones are located at the main entrance of each residence hall and at various other locations on campus. Emergency telephones can be identified by the flashing blue light and will provide the user with a direct link to Public Safety at the press of a button. To report an on-campus emergency, call 304-384-5357 or 911. The Office of Public Safety is located on the bottom floor of the Rahall Technology Center. For further emergency information go to:

<http://www.concord.edu/administration/office-public-safety>.

**Inclement Weather Policy:**

As a general policy, the University will remain in normal operations during adverse weather conditions. In the event of severe weather conditions, the following may occur:

University Closure

No students or employees are to report.

Classes Cancelled

Students do NOT report BUT employees are expected to report to work at their normal time.

Operating on an Inclement Weather Delay

Under this schedule, all 8 a.m. classes will start at 10 a.m. Students and faculty will follow the Inclement Weather Schedule. (See <http://www.concord.edu/emergency-alerts> for Athens/Beckley Inclement Weather Schedules.)

*\*Announcements invoking the late schedule or other options referenced above are aired on area radio and television stations and are sent as text and email messages to those enrolled for this service.*

**Academic Resources:**

Drop-In Tutoring—free tutoring available in the Library, Student Center Study Lounge (2nd floor), and Rahall atrium. For specific information, contact the Academic Success Center ([asc@concord.edu](mailto:asc@concord.edu); 304-384-6074). The schedule will be posted online:

<http://cs.concord.edu/tutoring/>.

SMARTHINKING—Free online tutoring in most subjects, available 24/7; Sign up through MyCU Student Tab.

**Technology Services:**

Contact the CU Help Desk at extension 5291 from campus or 304-384-5291 off campus. You may also e-mail [cuhelpdesk@concord.edu](mailto:cuhelpdesk@concord.edu).

**Syllabus Disclaimer:** "This syllabus is subject to change based on the needs of the class. Please check it regularly."

## Grading Rubric for Capstone (653 A, B, &amp;C)

Name:

| Advanced Behavior  | 4  | 3   | 2   | 1  |
|--|--|---|---|--|
| <p><b>(1) Demonstrate:</b></p> <p>1. Demonstrate and preserve professional roles and boundaries in rural settings.</p> <p>2. Understand the perspectives and values of social work in relation to working effectively with the other disciplines in rural practice.</p> <p>3. Apply ethical decision making skills in rural settings with special focus on dual relationships and access to services.</p> <p>4. Apply ethical decision making skills to address the use of technology in rural settings.</p> | <p>Clearly articulates various professional roles, own identity as a social worker, and demonstrates effective professional boundaries in rural settings.</p> <p>Understands and illustrates through case examples the various roles of different disciplines and how to work effectively in rural settings.</p> | <p>States, but has minimal discussion of, various roles, aspects of own identity, and identifies boundaries in rural settings.</p> <p>Discusses how various disciplines work together in a rural setting.</p> <p>Limited case analysis.</p> | <p>Minimal identification of own identity as professional social worker and other professionals in rural settings. Minimal discussion and limited illustration of various disciplines' roles and working together effectively in rural communities.</p> | <p>Unable to identify various professional roles. Limited discussion of own identity as a professional social worker. Does not illustrate working with various disciplines</p> |



|   |  |  |  |   |
|---|--|--|--|---|
| <p><b>(2) Engage:</b><br/>5. Recognize and understand the experience of isolation of minority groups in rural settings.<br/>6. Engage in self-reflection about and address personal biases and values as they related to rural populations and settings.</p>  | <p>Clearly and thoroughly describes the ethical issues and dilemmas in practice in rural settings and illustrates through case examples; specifically noting the issue of dual relationships. Addresses the ethical issues in rural practice relevant to the use of technology.</p>  | <p>Identifies and minimally discusses ethical issues in practice in rural settings; specifically dual relationships and use of technology. Limited application of ethical issues to case illustrations.</p>  | <p>Minimal identification and limited discussion of ethical issues in practice in rural settings, including dual relationships and use of technology. Limited or no case application.</p>                        | <p>Unable to identify and discuss ethical issues in practice in rural settings, including dual relationships and use of technology. Does not apply to cases.</p>                  |
| <p><b>(3) Advance:</b><br/>7. Understand, analyze, and implement strategies to address forms of rural oppression.<br/>8. Advocate for human rights, and social, environmental and economic justice in rural settings (such as poverty, health care, education, and the rights of local populations including minorities).</p> | <p>Clearly and thoroughly discusses the strengths of rural settings and populations and demonstrates the identification of those strengths in case examples. Demonstrates an ability to effectively communicate with various clients/professionals across barriers through discussion and illustration of case examples.</p> | <p>Identifies, but minimally discusses, the strengths of rural settings and populations and limited illustration of these in case examples. Identifies but has limited discussion and illustration of effective communication with clients/ professionals across boundaries.</p> | <p>Minimal identification of strengths of rural settings and populations and limited or no case illustrations. Minimal identification of effective communication with clients/professionals across barriers.</p> | <p>Unable to identify strengths of rural settings and populations. Unable to demonstrate effective communication with clients/professionals across barriers.</p>                  |
| <p><b>(4) Research:</b><br/>9. Identify, evaluate, and select rural practice strategies.<br/>A10. Promote and participate in the use of research to improve the effectiveness of rural practice.</p>  | <p>Clearly and thoroughly discusses the impact of being part of a minority group in rural areas. Examples are used to clearly demonstrate this impact. Student clearly demonstrates an understanding of their own values and biases as they relate to rural populations and settings.</p>                                    | <p>Identifies, but minimally discusses, the impact of being part of a minority group in rural areas. No client examples are used. Identifies but has limited discussion of own values and biases as they relate to rural populations and settings.</p>                           | <p>Minimal identification of the impact of being part of a minority group in rural areas. Minimal discussion of own values and biases as they relate to rural populations and settings.</p>                      | <p>Unable to identify the impact of being part of a minority group in rural areas. Unable to identify own values and biases as they relate to rural populations and settings.</p> |

|   |  |   |  |  |
|---|--|---|--|--|
| <p><b>(5) Policy:</b><br/>11. Analyze, formulate, and advocate for policies that enhance social well-being, service delivery, and access in rural settings.</p> | <p>Clearly demonstrates an understanding of, an ability to analyze, and strategies to address various forms of rural</p> | <p>Identifies, but minimally discusses, an understanding of, an ability to analyze, and strategies to address various</p> | <p>Minimal identification of an understanding of, an ability to analyze, and strategies to address various</p> | <p>Unable to identify an understanding of, an ability to analyze, and strategies to address various forms of rural</p> |
|---|--|---|--|--|

|  |  |   |  |   |
|--|--|---|--|---|
| <p>12. Communicate and collaborate with stakeholders and professionals the implications of policy and policy changes in rural practice.</p> <p>A13. Apply knowledge of strengths and issues of rural settings and populations to social work policy practice.</p>  | <p>oppression and clearly illustrates this with a client example. Clearly demonstrates an understanding of and ability to advocate for human rights and social and economic justice in rural settings.</p>   | <p>forms of rural oppression. Identifies, but minimally discusses, an understanding of and ability to advocate for human rights and social and economic justice in rural areas. Does not illustrate with a client example.</p>  | <p>forms of rural oppression. Minimal identification of an understanding of and ability to advocate for human rights and social and economic justice in rural areas.</p>   | <p>oppression. Unable to identify an understanding of and ability to advocate for human rights and social and economic justice in rural areas.</p>  |
| <p><b>(6) Interact:</b></p> <p>14. Apply theories of human behavior and the social environment to rural practice.</p> <p>A15. Explain the stigma, risk, and benefits to clients of seeking or not seeking services in a rural setting.</p> <p>16. Establish a culturally responsive therapeutic relationship that addresses unique issues associated with rural practice.</p> <p>17. Coordinate formal and informal networks to promote sustained client well-being in rural communities.</p> <p>18. Apply knowledge of practice within the rural context for the development of service systems</p> | <p>Clearly articulates and demonstrates an ability to identify, evaluates, and selects rural practice strategies using research methods. Uses a client example to demonstrate this. Clearly demonstrates the ability to promote and participate in the use of research to improve the effectiveness of rural practice.</p> | <p>Identifies, but minimally discusses, an ability to identify, evaluates, and select rural practice strategies using research methods. Does not use a client example to demonstrate this. Identifies, but minimally discusses, the ability to promote and participate in the use of research to improve the effectiveness of rural practice.</p> | <p>Minimal identification of the ability to identify, evaluates, and selects rural practice strategies using research methods. Minimal ability to promote and participate in the use of research to improve the effectiveness of rural practice.</p> | <p>Unable to identify, evaluate, and select rural practice strategies using research methods. Unable to identify ways to promote and participate in the use of research to improve the effectiveness of rural practice.</p> |

|   |   |   |  |  |
|---|---|---|--|--|
| <p><b>(7) Assess:</b><br/> 19. Use multidimensional, bio-psychosocial, spiritual, and community assessment tools in a rural practice environment.<br/> A20. Use empathy, cultural responsiveness, geographical awareness and other interpersonal skills to complete assessment.</p> | <p>Clearly demonstrates an ability to apply theories of human behavior and social environment to rural practice.<br/> Demonstrates this with a client example. Clearly discusses and demonstrates an understanding of and ability to utilize the uniqueness of rural environments and its resultant effect of rural behavior.</p> | <p>Identifies, but minimally discusses, the application of theories of human behavior and social environment to rural practice. Does not illustrate this in client example.<br/> Identifies, but minimally discusses, an understanding of and ability to utilize the uniqueness of rural environments and its resultant effect of rural behavior.</p> | <p>Minimal identification of the application of theories of human behavior and social environment to rural practice. Minimal identification of an understanding of and ability to utilize the uniqueness of rural environments and its resultant effect of rural behavior.</p> | <p>Unable to identify the application of theories of human behavior and social environment to rural practice. Unable to identify an understanding of and ability to utilize the uniqueness of rural environments and its resultant effect of rural behavior.</p> |
|---|---|---|--|--|

|  |  |  |  |  |
|--|--|--|--|--|
| <p><b>(8) Intervene:</b><br/>                 21. Understand and utilize the uniqueness of rural environments and its resultant effect of rural behavior.<br/>                 22. Critically evaluate, select, and apply best practices and evidence based interventions in rural settings.<br/>                 A23. Develop and implement collaborative multidisciplinary strategies for rural practice</p> | <p>Clearly discusses and demonstrates an ability to analyze, formulate, and advocate for policies that enhance social well-being in rural settings. Clearly discusses and demonstrates the ability to communicate and collaborate with stakeholders the implications of policy and policy changes in rural practice.<br/>                 Demonstrates this with a case example.</p> | <p>Identifies, but minimally discusses, an ability to analyze, formulate, and advocate for policies that enhance social well-being in rural settings. Identifies, but minimally discusses, the ability to communicate and collaborate with stakeholders the implications of policy and policy changes in rural practice. Does not use case example to demonstrate.</p> | <p>Minimal identification of the ability to analyze, formulates, and advocate for policies that enhance social well-being in rural settings. Minimal identification of the ability to communicate and collaborate with stakeholders the implications of policy and policy changes in rural practice.</p> | <p>Unable to identify the ability to analyze, formulate and advocate for policies the enhance social well-being in rural settings.<br/>                 Unable to identify the ability to communicate and collaborate with stakeholders the implications of policy and policy changes in rural practice.</p> |
| <p><b>(9) Evaluate:</b><br/>                 24. Evaluate the process and outcomes of rural practice to contribute to the development of best practice interventions for rural practice.<br/>                 25. Contribute to the knowledge base of the social work profession through rural practice based research.</p>  | <p>Clearly discusses and demonstrates an ability to coordinate formal and informal networks promoting sustained client well-being. Clearly discusses and demonstrates the application of knowledge of practice within the rural context for the development of service systems.<br/>                 Demonstrates this with a case example.</p>                                      | <p>Identifies, but minimally discusses an ability to coordinate formal and informal networks promoting sustained client well-being. Identifies, but minimally discusses the application of knowledge of practice within the rural context for the development of service systems.<br/>                 Does not use case example to demonstrate.</p>                   | <p>Minimal identification of the ability to coordinate formal and informal networks promoting sustained client well-being. Minimal identification of the application of knowledge of practice within the rural context for the development of service systems.</p>                                       | <p>Unable to identify the ability to coordinate formal and informal networks promoting sustained client well-being. Unable to identify the ability of knowledge of practice within the rural context for the development of service systems.</p>   |

**Appendix M**  
**Field Instructor Evaluation Guidelines and Evaluation**  
**Forms and Procedures**  
**Field Instruction Evaluation**

The following guide is being provided to indicate the evaluation procedures utilized within the Concord University Field Instruction Program component. Evaluation forms will be provided to Field Instructors. Please refer questions to the Director of Field Instruction or to the Faculty Liaison.

Forms:

Field Placement Student Evaluations

- Generalist Student Field Evaluations
- Advanced Standing Student Field Evaluations

This form is completed once per semester by the Field Instructor. The Field Instructor should prepare the evaluation, review it with the student, and submit a copy to the Faculty Liaison.

Field Instructor Assessment of Field Placement Program

This form will be provided to Field Instructors within 30 days after the conclusion of the placement experience. The Field Instructors should complete the electronic assessment. The Assessment Chair will analyze the data and provide a written evaluation to the Program Director and Field Placement Director. This process provides anonymity to the individual Field Instructor.

Student Evaluation of Field Placement

Students will complete this form during the final Field Placement Semester. The data will be analyzed by the Assessment Chair with a written report provided to the Field Director and Program Director. The report will also be included in the Outcome Summary Report.

Student Evaluation of Faculty Liaison

This form will be completed by students at the end of the field placement. The completed forms will be submitted to the Field Director or Chair of the Assessment Committee

## Concord University Evaluation of Student in Generalist Field Placement (SOWK 551)

Semester 1                       Semester 2

Name of Intern \_\_\_\_\_

Date \_\_\_\_\_

***Instructions for Rating Interns on the 9 Competencies in the First Part of the Evaluation:***

The standard by which an intern is to be compared is that of a new beginning-level social worker. The 10 competencies that are specified in this evaluation form are those established by our national accrediting organization (the Council on Social Work Education). Under each competency statement are several items that we ask that you rate according to the following criteria.

1 - The intern has excelled in this area

2 - The intern is functioning above expectations for interns in this area

3 - The intern has met the expectations for interns in this area

4 - The intern has not as yet met the expectations in this area, but there is hope that the intern will meet the expectations in the near future

5 - The intern has not met the expectations in this area, and there is not much hope that the intern will meet the expectations in this area in the near future

n/a - Not applicable, as the intern has not had the opportunity to demonstrate competence in this area

Comments may be made under any competency statement, if desired. Please be sure to indicate those areas in which you think the intern is particularly strong and those areas that need improvement.

This evaluation is intended to give the intern feedback about her or his performance. The agency supervisor's rating of these items will not directly be used to calculate the grade that is given to the intern. The field Director has the responsibility of assigning the grade for the course.

If you prefer to use another evaluation system **in addition** to this form to evaluate a student's performance, please discuss this with the faculty supervisor.

| <b>Competency 1: Demonstrate Ethical and Professional Behavior</b>  |   |   |   |   |   |
|---|---|---|---|---|---|
| Behavior 1: Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context | 1 | 2 | 3 | 4 | 5 |
| Behavior 2: Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations  | 1 | 2 | 3 | 4 | 5 |
| Behavior 3: Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication  | 1 | 2 | 3 | 4 | 5 |
| Behavior 4: Use technology ethically and appropriately to facilitate practice outcomes  | 1 | 2 | 3 | 4 | 5 |
| Behavior 5: Use supervision and consultation to guide professional judgement and behavior   | 1 | 2 | 3 | 4 | 5 |

Comments:

| <b>Competency 2: Engage Diversity and Difference in Practice</b>  |   |   |   |   |   |
|---|---|---|---|---|---|
| Behavior 6: Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels | 1 | 2 | 3 | 4 | 5 |
| Behavior 7: Present themselves as learners and engage clients and constituencies as experts of their own experiences  | 1 | 2 | 3 | 4 | 5 |
| Behavior 8: Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies               | 1 | 2 | 3 | 4 | 5 |

Comments:



| <b>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</b>   |          |          |          |          |          |
|---|----------|----------|----------|----------|----------|
| Behavior 9: Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| Behavior 10: Engage in practices that advance social, economic, and environmental justice   | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |

Comments:

| <b>Competency 4: Engage in Practice-informed Research and Research-informed Practice</b>  |          |          |          |          |          |
|---|----------|----------|----------|----------|----------|
| Behavior 11: Use practice experience and theory to inform scientific inquiry and research   | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| Behavior 12: Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| Behavior 13: Use and translate research evidence to inform and improve practice, policy, and service delivery                     | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |

Comments:

| <b>Competency 5: Engage in Policy Practice</b>  |          |          |          |          |          |
|---|----------|----------|----------|----------|----------|
| Behavior 14: Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services             | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| Behavior 15: Assess how social welfare and economic policies impact the delivery and access to social services  | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| Behavior 16: Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |

Comments:

| <b>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</b>   |          |          |          |          |          |
|--|----------|----------|----------|----------|----------|
| Behavior 17: Apply knowledge of human behavior and social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| Behavior 18: Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies  | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |

Comments:

| <b>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</b>   |          |          |          |          |          |
|---|----------|----------|----------|----------|----------|
| Behavior 19: Collect and organize data, and apply critical thinking to interpret information from clients and constituencies  | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| Behavior 20: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| Behavior 21: Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies  | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| Behavior 22: Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies  | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |

Comments:

| <b>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</b>   |          |          |          |          |          |
|---|----------|----------|----------|----------|----------|
| Behavior 23: Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies   | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| Behavior 24: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| Behavior 25: Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes  | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| Behavior 26: Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies  | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| Behavior 27: Facilitate effective transitions and endings that advance mutually agreed-on goals   | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |

Comments:

| <b>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b>  |          |          |          |          |          |
|--|----------|----------|----------|----------|----------|
| Behavior 28: Select and use appropriate methods for evaluation of outcomes   | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| Behavior 29: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| Behavior 30: Critically analyze, monitor, and evaluate intervention and program processes and outcomes   | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| Behavior 31: Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels   | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |

Comments:

**Overall Evaluation at MIDTERM/At the end of section A if MSW:**

Please check one of the following at the midterm evaluation. At the final evaluation do NOT complete this section.

- This intern is excelling in field placement by performing above expectations for interns.
- This intern is meeting the expectations of a field placement intern.
- This intern is functioning somewhat below the expectations of a field placement intern.
- There is a question whether this intern will be ready for beginning level social work practice by the end of placement.
- This intern is functioning below the expectations of a field placement intern. There is considerable concern that this intern will not be ready for beginning level social work practice by the end of placement. This intern should perhaps be encouraged to pursue another major.

Comments/elaboration:

**FINAL OVERALL EVALUATION:**

Please check one of the following at the final evaluation. At the midterm evaluation do NOT complete this section.

- This intern has excelled in field placement by performing above expectations for interns. If an appropriate position were open at this agency, for a beginning level social worker, this intern would be considered among the top candidates for this position.
- This intern has met the expectations of the field placement. This intern is ready for beginning level social work practice.
- This intern is not yet ready for beginning level social work practice.
- This intern is not yet ready for beginning level social work practice, and has demonstrated serious problems in performance, and perhaps should be encouraged to pursue another major.

Comments/elaboration:

Signature of Agency Field Instructor \_\_\_\_\_

Agency \_\_\_\_\_

Date \_\_\_\_\_

***The following section should be completed by the intern:***

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

I agree with the evaluation

I do not agree with evaluation

Intern's Signature \_\_\_\_\_

Date \_\_\_\_\_

If the intern disagrees with the evaluation she/he should state that disagreement in writing and submit a copy to both the agency supervisor and the field director. A meeting between the student, agency supervisor, and field director should then be held to discuss the disagreement.

**Concord University – MSW Advanced Standing  
Evaluation of Student in Field Practicum**

Semester 1       Semester 2       Final

Name of Intern \_\_\_\_\_

Date \_\_\_\_\_

***Instructions for Rating Interns on the 10 Competencies in the First Part of the Evaluation:***

The standard by which an intern is to be compared is that of an advanced-level MSW social worker. The 10 competencies that are specified in this evaluation form are those established by our national accrediting organization (the Council on Social Work Education). Under each competency statement are several items that we ask that you rate according to the following criteria.

5 - The intern has excelled in this area

4 - The intern is functioning above expectations for interns in this area

3 - The intern has met the expectations for interns in this area

2 - The intern has not as yet met the expectations in this area, but there is hope that the intern will meet the expectations in the near future

1 - The intern has not met the expectations in this area, and there is not much hope that the intern will meet the expectations in this area in the near future

n/a - Not applicable, as the intern has not had the opportunity to demonstrate competence in this area

Comments may be made under any competency statement, if desired. Please be sure to indicate those areas in which you think the intern is particularly strong and those areas that need improvement.

This evaluation is intended to give the intern feedback about her or his performance. The agency supervisor's rating of these items will not directly be used to calculate the grade that is given to the intern. The field Director has the responsibility of assigning the grade for the course.

If you prefer to use another evaluation system **in addition** to this form to evaluate a student's performance, please discuss this with the faculty supervisor.

| <b>Competence #1: Intern demonstrate ethical and professional behavior</b>  |          |          |          |          |          |
|---|----------|----------|----------|----------|----------|
| Advanced Behavior 1: Demonstrate and preserve professional roles and boundaries in rural settings.  | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| Advanced Behavior 2: Understand the perspectives and values of social work in relation to working effectively with the other disciplines in rural practice. | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| Advanced Behavior 3: Apply ethical decision-making skills in rural settings with special focus on dual relationships and access to services.                | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| Advanced Behavior 4: Apply ethical decision-making skills to address the use of technology in rural settings.   | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |

Comments

| <b>Competence #2: Intern engage diversity and difference in practice</b>  |          |          |          |          |          |
|---|----------|----------|----------|----------|----------|
| Advanced Behavior 5: Recognize and understand the experience of isolation of minority groups in rural settings.                               | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| Advanced Behavior 6: Engage in self-reflection about and address personal biases and values as they relate to rural populations and settings. | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |

Comments:



| <b>Competence #3: Intern advance human rights and social, economic, and environmental justice.</b>  |          |          |          |          |          |
|---|----------|----------|----------|----------|----------|
| Advanced Behavior 7: Understand, analyze, and implement strategies to address forms of rural oppression.  | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| Advanced Behavior 8: Advocate for human rights, and social, environmental and economic justice in rural settings (such as poverty, health care, education, and the rights of local populations including minorities). | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |

Comments:

| <b>Competence #4: Intern engage in practice-informed research and research-informed practice.</b>                    |          |          |          |          |          |
|--|----------|----------|----------|----------|----------|
| Advanced Behavior 9: Identify, evaluate, and select rural practice strategies.                                       | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| Advanced Behavior 10: Promote and participate in the use of research to improve the effectiveness of rural practice. | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |

Comments:

| <b>Competence #5: Intern engage in policy practice.</b>  |   |   |   |   |   |
|--|---|---|---|---|---|
| Advanced Behavior 11: Analyze, formulate, and advocate for policies that enhance social well-being, service delivery, and access in rural settings.    | 1 | 2 | 3 | 4 | 5 |
| Advanced Behavior 12: Communicate and collaborate with stakeholders and professionals the implications of policy and policy changes in rural practice. | 1 | 2 | 3 | 4 | 5 |
| Advanced Behavior 13: Apply knowledge of strengths and issues of rural settings and populations to social work policy practice.                        | 1 | 2 | 3 | 4 | 5 |

Comments:

| <b>Competence #6: Intern engages individuals, families, groups, organizations, and communities.</b>   |   |   |   |   |   |
|---|---|---|---|---|---|
| Advanced Behavior 14: Apply theories of human behavior and the social environment to rural practice.  | 1 | 2 | 3 | 4 | 5 |
| Advanced Behavior 15: Explain the stigma, risk, and benefits to clients of seeking or not seeking services in a rural setting.                | 1 | 2 | 3 | 4 | 5 |
| Advanced Behavior 16: Establish a culturally responsive therapeutic relationship that addresses unique issues associated with rural practice. | 1 | 2 | 3 | 4 | 5 |
| Advanced Behavior 17: Coordinate formal and informal networks to promote sustained client well-being in rural communities.                    | 1 | 2 | 3 | 4 | 5 |
| Advanced Behavior 18: Apply knowledge of practice within the rural context for the development of service systems.                            | 1 | 2 | 3 | 4 | 5 |

Comments:

| <b>Competence #7: Intern assess individuals, families, groups, organizations, and communities</b>   |          |          |          |          |          |
|---|----------|----------|----------|----------|----------|
| Advanced Behavior 19: Use multidimensional, bio-psycho-social, spiritual, and community assessment tools in a rural practice environment. | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| Advanced Behavior 20: Use empathy, cultural responsiveness, geographical awareness and other interpersonal skills to complete assessment. | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |

Comments:

| <b>Competence #8: Intern intervene with individuals, families, groups, organizations, and communities</b>                       |          |          |          |          |          |
|---|----------|----------|----------|----------|----------|
| Advanced Behavior 21: Understand and utilize the uniqueness of rural environments and its resultant effect of rural behavior.   | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| Advanced Behavior 22: Critically evaluate, select, and apply best practices and evidence based interventions in rural settings. | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| Advanced Behavior 23: Develop and implement collaborative multidisciplinary strategies for rural practice                       | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |

Comments:

| <b>Competence #9: Intern evaluate practice with individuals, families, groups, organizations, and communities.</b>  |          |          |          |          |          |
|---|----------|----------|----------|----------|----------|
| Advanced Behavior 24: Evaluate the process and outcomes of rural practice to contribute to the development of best practice interventions for rural practice. | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| Advanced Behavior 25: Contribute to the knowledge base of the social work profession through rural practice based research                                    | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |

Comments:

### **Overall Evaluation at MIDTERM:**

Please check one of the following at the midterm evaluation. At the final evaluation do NOT complete this section.

- This intern is excelling in field placement by performing above expectations for interns.
- This intern is meeting the expectations of a field placement intern.
- This intern is functioning somewhat below the expectations of a field placement intern.
- There is a question whether this intern will be ready for beginning level social work practice by the end of placement.
- This intern is functioning below the expectations of a field placement intern. There is considerable concern that this intern will not be ready for beginning level social work practice by the end of placement. This intern should perhaps be encouraged to pursue another major.

Comments/elaboration:

**FINAL OVERALL EVALUATION:**

Please check one of the following at the final evaluation. At the midterm evaluation do NOT complete this section.

- \_\_\_ This intern has excelled in field placement by performing above expectations for interns. If an appropriate position were open at this agency, for a beginning level social worker, this intern would be considered among the top candidates for this position.
- \_\_\_ This intern has met the expectations of the field placement. This intern is ready for beginning level social work practice.
- \_\_\_ This intern is not yet ready for beginning level social work practice.
- \_\_\_ This intern is not yet ready for beginning level social work practice, and has demonstrated serious problems in performance, and perhaps should be encouraged to pursue another major.

Comments/elaboration:

Signature of Agency Field Instructor \_\_\_\_\_

Agency \_\_\_\_\_

Date \_\_\_\_\_

***The following section should be completed by the intern:***

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

I agree with the evaluation

I do not agree with evaluation

Intern's Signature \_\_\_\_\_

Date \_\_\_\_\_

If the intern disagrees with the evaluation she/he should state that disagreement in writing and submit a copy to both the agency supervisor and the field director. A meeting between the student, agency supervisor, and field director should then be held to discuss the disagreement.

**STUDENT EVALUTATION OF FIELD PLACEMENT**  
**Social Work Program**  
**Concord University**

This evaluation is designed to obtain information from the placement student reflecting his/her opinion of the placement experience. This form is to be turned in to the Director of Field Education.

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

**Field Agency:** \_\_\_\_\_

| <b>Part I</b>  |               |               |                       |                   |                     |
|--|---------------|---------------|-----------------------|-------------------|---------------------|
| Circle the number most closely representing your evaluation of you Field Instructor. |               |               |                       |                   |                     |
| <b>Scale:</b>  | <b>Rarely</b> | <b>Seldom</b> | <b>Sometime<br/>s</b> | <b>Frequently</b> | <b>Consistently</b> |
| Contributed to my feelings of being accepted in the agency                           | <b>1</b>      | <b>2</b>      | <b>3</b>              | <b>4</b>          | <b>5</b>            |
| Emphasized professional values consistent with social work programs and values       | <b>1</b>      | <b>2</b>      | <b>3</b>              | <b>4</b>          | <b>5</b>            |
| Directed my work load at an appropriate level.                                       | <b>1</b>      | <b>2</b>      | <b>3</b>              | <b>4</b>          | <b>5</b>            |
| Assisted me in understanding my use of self in helping process                       | <b>1</b>      | <b>2</b>      | <b>3</b>              | <b>4</b>          | <b>5</b>            |
| Responsive in student need for Consultation  | <b>1</b>      | <b>2</b>      | <b>3</b>              | <b>4</b>          | <b>5</b>            |

**Part II**

Please check the most helpful supervising and teaching techniques your Field Instructor used.

- \_\_\_\_\_ 1. Observed work on a regular basis
- \_\_\_\_\_ 2. Reviewed documentation and recording for learning purposes
- \_\_\_\_\_ 3. Provided sufficient opportunities for observation of work activities
- \_\_\_\_\_ 4. Used questioning in increasing my knowledge level
- \_\_\_\_\_ 5. Was creative in recommending learning activities
- \_\_\_\_\_ 6. Provided appropriate reading materials
- \_\_\_\_\_ 7. Gave appropriate examples from his/her practice background
- \_\_\_\_\_ 8. Facilitated my networking within the agency and the community
- \_\_\_\_\_ 9. Provided opportunities to work with diverse populations
- \_\_\_\_\_ 10. Encouraged my development of self-awareness
- \_\_\_\_\_ 11. Made opportunities available for discussing assigned tasks
- \_\_\_\_\_ 12. Willingness to allow student participation in designing learning experiences

| <b>Part III</b>  |               |               |                  |                   |                     |
|--|---------------|---------------|------------------|-------------------|---------------------|
| Circle the number best reflecting you overall opinion of this agency setting.  |               |               |                  |                   |                     |
| <b>Scale:</b>  | <b>Rarely</b> | <b>Seldom</b> | <b>Sometimes</b> | <b>Frequently</b> | <b>Consistently</b> |
| 1. Positive staff attitude toward students.  | <b>1</b>      | <b>2</b>      | <b>3</b>         | <b>4</b>          | <b>5</b>            |
| 2. Student given opportunity to actively participate in designing learning experiences.  | <b>1</b>      | <b>2</b>      | <b>3</b>         | <b>4</b>          | <b>5</b>            |
| 3. Agency appears knowledgeable of the core competencies and practice behaviors of the Concord University Social Work Program. | <b>1</b>      | <b>2</b>      | <b>3</b>         | <b>4</b>          | <b>5</b>            |
| 4. Learning atmosphere is challenging  | <b>1</b>      | <b>2</b>      | <b>3</b>         | <b>4</b>          | <b>5</b>            |
| 5. Placement provides opportunity to work with diverse populations   | <b>1</b>      | <b>2</b>      | <b>3</b>         | <b>4</b>          | <b>5</b>            |
| 6. Field assignments were relevant to my learning contract.  | <b>1</b>      | <b>2</b>      | <b>3</b>         | <b>4</b>          | <b>5</b>            |
| 7. Provided opportunity to work with full range of client systems ranging from micro to macro levels                           | <b>1</b>      | <b>2</b>      | <b>3</b>         | <b>4</b>          | <b>5</b>            |

6. Field assignments were relevant to my learning contract.

7. Provided opportunity to work with full range of client systems ranging from micro to macro levels

What recommendations do you have to improve Concord's Social Work Field Instructor's component?

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## Field Instructor Assessment of Field Placement Program

Social Work Program Concord University

Evaluation is an essential part of program development. The Social Work Field Instruction Program is an important component of our program. We are asking that you participate in the evaluation form providing feedback on your experience with our Field Program and with your Faculty Liaison, the official representative of the Concord University Social Work Program.

A sub-committee of the Social Work Program Advisory Committee will evaluate the evaluation forms, with a summary report going to the Director of the Field Program and to the Social Work Program Director.

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

Agency \_\_\_\_\_

Faculty Liaison \_\_\_\_\_

Date \_\_\_\_\_

**Please circle the number using the following scale which reflects your evaluation of the structures and procedures of the Concord University Social Work Field Placement Program. Circle N/A if you have no opinion or lack sufficient data to form an opinion.**

|          |                          |
|----------|--------------------------|
| <b>1</b> | <b>Very Dissatisfied</b> |
| <b>2</b> | <b>Dissatisfied</b>      |
| <b>3</b> | <b>Sometimes</b>         |
| <b>4</b> | <b>Satisfied</b>         |
| <b>5</b> | <b>Very Satisfied</b>    |
| <b>6</b> | <b>Not Applicable</b>    |

| <b>Part I</b>  |          |          |          |          |          |            |  |
|--|----------|----------|----------|----------|----------|------------|--|
| 1. Process by which your agency was selected as a placement site   | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> | <b>N/A</b> |  |
| 2. Manner in which the student was selected for placement in your agency.                                    | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> | <b>N/A</b> |  |
| 3. Level of which student was prepared for placement   | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> | <b>N/A</b> |  |
| 4. Method by which you were contacted by the University  | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> | <b>N/A</b> |  |
| 5. Method for tracking student progress during placement   | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> | <b>N/A</b> |  |
| 6. Method for evaluating student performance in placement  | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> | <b>N/A</b> |  |
| 7. Method of conducting placement as a block for one full semester   | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> | <b>N/A</b> |  |
| 8. Adequacy of field manual and other support materials  | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> | <b>N/A</b> |  |
| 9. Orientation provided for field instructors prior to student coming on site for placement                  | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> | <b>N/A</b> |  |
| 10. Opportunity for the field instructor and other agency staff to have input into the overall field program | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> | <b>N/A</b> |  |



Suggestions for improvement:

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Name of Liaison: \_\_\_\_\_

|  |   |   |   |   |   |     |
|--|---|---|---|---|---|-----|
| <b>Part II</b>   |   |   |   |   |   |     |
| The information you provide here will be helpful to the faculty liaison and the Program Coordinator as he/she evaluates the field program component. |   |   |   |   |   |     |
| Circle the number which best describes the performance of your faculty liaison.  |   |   |   |   |   |     |
| 1. Answered questions concerning purpose for field instruction   | 1 | 2 | 3 | 4 | 5 | N/A |
| 2. Clarified field education policies when requested to do so  | 1 | 2 | 3 | 4 | 5 | N/A |
| 3. Described expectations of student performance in field placement  | 1 | 2 | 3 | 4 | 5 | N/A |
| 4. Consulted in reference to content of liaison visit  | 1 | 2 | 3 | 4 | 5 | N/A |
| 5. Demonstrated an interest in understanding agency policies and procedures  | 1 | 2 | 3 | 4 | 5 | N/A |
| 6. Demonstrated a willingness to actively participate in solving conflict or issues of difference between student and field instructor               | 1 | 2 | 3 | 4 | 5 | N/A |
| 7. Participated in determining appropriate learning tasks  | 1 | 2 | 3 | 4 | 5 | N/A |
| 8. Monitored student's progress in field placement   | 1 | 2 | 3 | 4 | 5 | N/A |
| 9. Completed at least two field visits.  | 1 | 2 | 3 | 4 | 5 | N/A |

What recommendations do you have to improve Concord's Social Work field instructor's component?

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## Student Evaluation of Faculty Liaison

Please rate each statement according to your evaluation of the faculty liaison.

### Rating Scale

|                       |                     |
|-----------------------|---------------------|
| 5 Very Satisfied      | 2 Dissatisfied      |
| 4 Usually Satisfied   | 1 Very Dissatisfied |
| 3 Sometimes Satisfied | NA Not Applicable   |

### Rating:

1. Explained goals and objectives for field instruction \_\_\_\_
2. Explained field placement policies and procedures \_\_\_\_
3. Explained performance expectations for me \_\_\_\_
4. Explained the roles of the field instructor and faculty liaison \_\_\_\_
5. Demonstrated an interest in understanding my placement activities \_\_\_\_
6. Participated in the completion of my learning contract \_\_\_\_
7. Visited my placement at least twice \_\_\_\_
8. Provided consultation related to my completing a competency thesis \_\_\_\_
9. Assisted in resolving conflicts I experienced in my completing a field project \_\_\_\_
10. Encouraged me to think critically \_\_\_\_
11. Provided constructive criticism \_\_\_\_
12. Provided integrated learning experiences \_\_\_\_

## Appendix N

### NASW CODE OF ETHICS

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

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

#### **Preamble**

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

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

Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems. The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

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

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

### **Purpose of the NASW Code of Ethics**

Professional ethics are at the core of social work. The profession has an obligation to articulate its basic values, ethical principles, and ethical standards.

The NASW Code of Ethics sets forth these values, principles, and standards to guide social workers' conduct. The Code is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve.

The NASW Code of Ethics serves six purposes:

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

The *Code* offers a set of values, principles, and standards to guide decision making and conduct when ethical issues arise. It does not provide a set of rules that prescribe how social workers should act in all situations. Specific applications of the *Code* must take into account the context in which it is being considered and the possibility of conflicts among the Code's values, principles, and standards. Ethical responsibilities flow from all human relationships, from the personal and familial to the social and professional. Further, the *NASW Code of Ethics* does not specify which values, principles, and standards are most important and ought to outweigh others in instances when they conflict. Reasonable differences of opinion can and do exist among social workers with respect to the ways in which values, ethical principles, and ethical standards should be rank ordered when they conflict. Ethical decision making in a given situation must apply the informed judgment of the individual social worker and should also consider how the issues would be judged in a peer review process where the ethical standards of the profession would be applied.

Ethical decision making is a process. There are many instances in social work where simple answers are not available to resolve complex ethical issues. Social workers should take into consideration all the values, principles, and standards in this Code that are relevant to any

situation in which ethical judgment is warranted. Social workers' decisions and actions should be consistent with the spirit as well as the letter of this *Code*.

In addition to this *Code*, there are many other sources of information about ethical thinking that may be useful. Social workers should consider ethical theory and principles generally, social work theory and research, laws, regulations, agency policies, and other relevant codes of ethics, recognizing that among codes of ethics social workers should consider the *NASW Code of Ethics* as their primary source. Social workers also should be aware of the impact on ethical decision making of their clients' and their own personal values and cultural and religious beliefs and practices. They should be aware of any conflicts between personal and professional values and deal with them responsibly. For additional guidance social workers should consult the relevant literature on professional ethics and ethical decision making and seek appropriate consultation when faced with ethical dilemmas. This may involve consultation with an agency--based or social work organization's ethics committee, a regulatory body, knowledgeable colleagues, supervisors, or legal counsel. Instances may arise when social workers' ethical obligations conflict with agency policies or relevant laws or regulations. When such conflicts occur, social workers must make a responsible effort to resolve the conflict in a manner that is consistent with the values, principles, and standards expressed in this *Code*. If a reasonable resolution of the conflict does not appear possible, social workers should seek proper consultation before making a decision.

The *NASW Code of Ethics* is to be used by NASW and by individuals, agencies, organizations, and bodies (such as licensing and regulatory boards, professional liability insurance providers, courts of law, agency boards of directors, government agencies, and other professional groups) that choose to adopt it or use it as a frame of reference. Violation of standards in this *Code* does not automatically imply legal liability or violation of the law. Such determination can only be made in the context of legal and judicial proceedings. Alleged violations of the *Code* would be subject to a peer review process. Such processes are generally separate from legal or administrative procedures and insulated from legal review or proceedings to allow the profession to counsel and discipline its own members.

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

### **Ethical Principles**

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

**Value:** *Service*

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

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

**Value:** *Social Justice*

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

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

**Value:** *Dignity and Worth of the Person*

**Ethical Principle:** *Social workers respect the inherent dignity and worth of the person.*

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

**Value:** *Importance of Human Relationships*

**Ethical Principle:** *Social workers recognize the central importance of human relationships.*

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

**Value:** *Integrity*

**Ethical Principle:** *Social workers behave in a trustworthy manner.*

Social workers are continually aware of the profession's mission, values, ethical principles, and ethical standards and practice in a manner consistent with them.

Social workers act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated.

**Value:** *Competence*

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

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

### **Ethical Standards**

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

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

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

### **1.01 Commitment to Clients**

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

### **1.02 Self-Determination**

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

### **1.03 Informed Consent**

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

- (b.) In instances when clients are not literate or have difficulty understanding the primary language used in the practice setting, social workers should take steps to ensure clients' comprehension. This may include providing clients with a detailed verbal explanation or arranging for a qualified interpreter or translator whenever possible.
- (c.) In instances when clients lack the capacity to provide informed consent, social workers should protect clients' interests by seeking permission from an appropriate third party, informing clients consistent with the clients' level of understanding. In such instances social workers should seek to ensure that the third party acts in a manner consistent with clients' wishes and interests. Social workers should take reasonable steps to enhance such clients' ability to give informed consent.
- (d.) In instances when clients are receiving services involuntarily, social workers should provide information about the nature and extent of services and about the extent of clients' right to refuse service.
- (e.) Social workers who provide services via electronic media (such as computer, telephone, radio, and television) should inform recipients of the limitations and risks associated with such services.
- (f.) Social workers should obtain clients' informed consent before audio taping or videotaping clients or permitting observation of services to clients by a third party.

#### **1.04 Competence**

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

#### **1.05 Cultural Competence and Social Diversity**

- (a.) Social workers should understand culture and its function in human behavior and society, recognizing the strengths that exist in all cultures.
- (b.) Social workers should have a knowledge base of their clients' cultures and be able to demonstrate competence in the provision of services that are sensitive to clients' cultures and to differences among people and cultural groups.
- (c.) Social workers should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, and mental or physical disability.

#### **1.06 Conflicts of Interest**

- (a.) Social workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment. Social workers should inform clients when a real or potential conflict of interest arises and take reasonable steps to



resolve the issue in a manner that makes the clients' interests primary and protects clients' interests to the greatest extent possible. In some cases, protecting clients' interests may require termination of the professional relationship with proper referral of the client.

- (b.) Social workers should not take unfair advantage of any professional relationship or exploit others to further their personal, religious, political, or business interests.
- (c.) Social workers should not engage in dual or multiple relationships with clients or former clients in which there is a risk of exploitation or potential harm to the client. In instances when dual or multiple relationships are unavoidable, social workers should take steps to protect clients and are responsible for setting clear, appropriate, and culturally sensitive boundaries. (Dual or multiple relationships occur when social workers relate to clients in more than one relationship, whether professional, social, or business. Dual or multiple relationships can occur simultaneously or consecutively.)
- (d.) When social workers provide services to two or more people who have a relationship with each other (for example, couples, family members), social workers should clarify with all parties which individuals will be considered clients and the nature of social workers' professional obligations to the various individuals who are receiving services. Social workers who anticipate a conflict of interest among the individuals receiving services or who anticipate having to perform in potentially conflicting roles (for example, when a social worker is asked to testify in a child custody dispute or divorce proceedings involving clients) should clarify their role with the parties involved and take appropriate action to minimize any conflict of interest.

### **1.07 Privacy and Confidentiality**

- (a.) Social workers should respect clients' right to privacy. Social workers should not solicit private information from clients unless it is essential to providing services or conducting social work evaluation or research. Once private information is shared, standards of confidentiality apply.
- (b.) Social workers may disclose confidential information when appropriate with valid consent from a client or a person legally authorized to consent on behalf of a client.
- (c.) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or other identifiable person. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.
- (d.) Social workers should inform clients, to the extent possible, about the disclosure of confidential information and the potential consequences, when feasible before the disclosure is made. This applies whether social workers disclose confidential information on the basis of a legal requirement or client consent.
- (e.) Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients' right to confidentiality. Social workers should review with client's circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. This discussion

should occur as soon as possible in the social worker-client relationship and as needed throughout the course of the relationship.

- (f.) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual's right to confidentiality and obligation to preserve the confidentiality of information shared by others. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements
- (g.) Social workers should inform clients involved in family, couples, marital, or group counseling of the social worker's, employer's, and agency's policy concerning the social worker's disclosure of confidential information among the parties involved in the counseling.
- (h.) Social workers should not disclose confidential information to third-party payers unless clients have authorized such disclosure.
- (i.) Social workers should not discuss confidential information in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or semipublic areas such as hallways, waiting rooms, elevators, and restaurants.
- (j.) Social workers should protect the confidentiality of clients during legal proceedings to the extent permitted by law. When a court of law or other legally authorized body orders social workers to disclose confidential or privileged information without a client's consent and such disclosure could cause harm to the client, social workers should request that the court withdraw the order or limit the order as narrowly as possible or maintain the records under seal, unavailable for public inspection.
- (k.) Social workers should protect the confidentiality of clients when responding to requests from members of the media.
- (l.) Social workers should protect the confidentiality of clients' written and electronic records and other sensitive information. Social workers should take reasonable steps to ensure that clients' records are stored in a secure location and that clients' records are not available to others who are not authorized to have access.
- (m.) Social workers should take precautions to ensure and maintain the confidentiality of information transmitted to other parties through the use of computers, electronic mail, facsimile machines, telephones and telephone answering machines, and other electronic or computer technology. Disclosure of identifying information should be avoided whenever possible.
- (n.) Social workers should transfer or dispose of clients' records in a manner that protects clients' confidentiality and is consistent with state statutes governing records and social work licensure.
- (o.) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.
- (p.) Social workers should not disclose identifying information when discussing clients for teaching or training purposes unless the client has consented to disclosure of confidential information.
- (q.) Social workers should not disclose identifying information when discussing clients with consultants unless the client has consented to disclosure of confidential information or there is a compelling need for such disclosure.

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

### **1.08 Access to Records**

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

### **1.09 Sexual Relationships**

- (a.) Social workers should under no circumstances engage in sexual activities or sexual contact with current clients, whether such contact is consensual or forced
- (b.) Social workers should not engage in sexual activities or sexual contact with clients' relatives or other individuals with whom clients maintain a close personal relationship when there is a risk of exploitation or potential harm to the client. Sexual activity or sexual contact with clients' relatives or other individuals with whom clients maintain a personal relationship has the potential to be harmful to the client and may make it difficult for the social worker and client to maintain appropriate professional boundaries. Social workers--not their clients, their clients' relatives, or other individuals with whom the client maintains a personal relationship--assume the full burden for setting clear, appropriate, and culturally sensitive boundaries.
- (c.) Social workers should not engage in sexual activities or sexual contact with former clients because of the potential for harm to the client. If social workers engage in conduct contrary to this prohibition or claim that an exception to this prohibition is warranted because of extraordinary circumstances, it is social workers--not their clients--who assume the full burden of demonstrating that the former client has not been exploited, coerced, or manipulated, intentionally or unintentionally.
- (d.) Social workers should not provide clinical services to individuals with whom they have had a prior sexual relationship. Providing clinical services to a former sexual partner has the potential to be harmful to the individual and is likely to make it difficult for the social worker and individual to maintain appropriate professional boundaries.

### **1.10 Physical Contact**

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

### **1.11 Sexual Harassment**

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

### **1.12 Derogatory Language**

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

### **1.13 Payment for Services**

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

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

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

### **1.15 Interruption of Services**

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

### **1.16 Termination of Services**

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

- (c.) Social workers in fee-for-service settings may terminate services to clients who are not paying an overdue balance if the financial contractual arrangements have been made clear to the client, if the client does not pose an imminent danger to self or others, and if the clinical and other consequences of the current nonpayment have been addressed and discussed with the client.
- (d.) Social workers should not terminate services to pursue a social, financial, or sexual relationship with a client.
- (e.) Social workers who anticipate the termination or interruption of services to clients should notify clients promptly and seek the transfer, referral, or continuation of services in relation to the clients' needs and preferences.
- (f.) Social workers who are leaving an employment setting should inform clients of appropriate options for the continuation of services and of the benefits and risks of the options.

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

### **2.01 Respect**

- (a.) Social workers should treat colleagues with respect and should represent accurately and fairly the qualifications, views, and obligations of colleagues.
- (b.) Social workers should avoid unwarranted negative criticism of colleagues in communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues' level of competence or to individuals' attributes such as race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, and mental or physical disability.
- (c.) Social workers should cooperate with social work colleagues and with colleagues of other professions when such cooperation serves the well-being of clients.

### **2.02 Confidentiality**

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

### **2.03 Interdisciplinary Collaboration**

- (a.) Social workers who are members of an interdisciplinary team should participate in and contribute to decisions that affect the well-being of clients by drawing on the perspectives, values, and experiences of the social work profession. Professional and ethical obligations of the interdisciplinary team as a whole and of its individual members should be clearly established.
- (b.) Social workers for whom a team decision raises ethical concerns should attempt to resolve the disagreement through appropriate channels. If the disagreement cannot be resolved, social workers should pursue other avenues to address their concerns consistent with client well-being.

## **2.04 Disputes Involving Colleagues**

- (a.) Social workers should not take advantage of a dispute between a colleague and an employer to obtain a position or otherwise advance the social workers' own interests.
- (b.) Social workers should not exploit clients in disputes with colleagues or engage clients in any inappropriate discussion of conflicts between social workers and their colleagues.

## **2.05 Consultation**

- (a.) Social workers should seek the advice and counsel of colleagues whenever such consultation is in the best interests of clients.
- (b.) Social workers should keep themselves informed about colleagues' areas of expertise and competencies. Social workers should seek consultation only from colleagues who have demonstrated knowledge, expertise, and competence related to the subject of the consultation.
- (c.) When consulting with colleagues about clients, social workers should disclose the least amount of information necessary to achieve the purposes of the consultation.

## **2.06 Referral for Services**

- (a.) Social workers should refer clients to other professionals when the other professionals' specialized knowledge or expertise is needed to serve clients fully or when social workers believe that they are not being effective or making reasonable progress with clients and that additional service is required.
- (b.) Social workers who refer clients to other professionals should take appropriate steps to facilitate an orderly transfer of responsibility. Social workers who refer clients to other professionals should disclose, with clients' consent, all pertinent information to the new service providers.
- (c.) Social workers are prohibited from giving or receiving payment for a referral when no professional service is provided by the referring social worker.

## **2.07 Sexual Relationships**

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

## **2.08 Sexual Harassment**

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

## **2.09 Impairment of Colleagues**

- (a.) Social workers who have direct knowledge of a social work colleague's impairment that is due to personal problems, psychosocial distress, substance abuse, or mental health

difficulties and that interferes with practice effectiveness should consult with that colleague when feasible and assist the colleague in taking remedial action.

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

### **2.10 Incompetence of Colleagues**

- (a.) Social workers who have direct knowledge of a social work colleague's incompetence should consult with that colleague when feasible and assist the colleague in taking remedial action.
- (b.) Social workers who believe that a social work colleague is incompetent and has not taken adequate steps to address the incompetence should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

### **2.11 Unethical Conduct of Colleagues**

- (a.) Social workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues.
- (b.) Social workers should be knowledgeable about established policies and procedures for handling concerns about colleagues' unethical behavior. Social workers should be familiar with national, state, and local procedures for handling ethics complaints. These include policies and procedures created by NASW, licensing and regulatory bodies, employers, agencies, and other professional organizations.
- (c.) Social workers who believe that a colleague has acted unethically should seek resolution by discussing their concerns with the colleague when feasible and when such discussion is likely to be productive.
- (d.) When necessary, social workers who believe that a colleague has acted unethically should take action through appropriate formal channels (such as contacting a state licensing board or regulatory body, an NASW committee on inquiry, or other professional ethics committees).
- (e.) Social workers should defend and assist colleagues who are unjustly charged with unethical conduct.

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

### **3.01 Supervision and Consultation**

- (a.) Social workers who provide supervision or consultation should have the necessary knowledge and skill to supervise or consult appropriately and should do so only within their areas of knowledge and competence.
- (b.) Social workers who provide supervision or consultation are responsible for setting clear, appropriate, and culturally sensitive boundaries.
- (c.) Social workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation of or potential harm to the supervisee.
- (d.) Social workers who provide supervision should evaluate supervisees' performance in a manner that is fair and respectful.

### **3.02 Education and Training**

- (a.) Social workers who function as educators, field instructors for students, or trainers should provide instruction only within their areas of knowledge and competence and should provide instruction based on the most current information and knowledge available in the profession.
- (b.) Social workers who function as educators or field instructors for students should evaluate students' performance in a manner that is fair and respectful.
- (c.) Social workers who function as educators or field instructors for students should take reasonable steps to ensure that clients are routinely informed when services are being provided by students.
- (d.) Social workers who function as educators or field instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

### **3.03 Performance Evaluation**

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

### **3.04 Client Records**

- (a.) Social workers should take reasonable steps to ensure that documentation in records is accurate and reflects the services provided.
- (b.) Social workers should include sufficient and timely documentation in records to facilitate the delivery of services and to ensure continuity of services provided to clients in the future.
- (c.) Social workers' documentation should protect clients' privacy to the extent that is possible and appropriate and should include only information that is directly relevant to the delivery of services.
- (d.) Social workers should store records following the termination of services to ensure reasonable future access. Records should be maintained for the number of years required by state statutes or relevant contracts.

### **3.05 Billing**

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

### **3.06 Client Transfer**

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



### **3.07 Administration**

- (a.) Social work administrators should advocate within and outside their agencies for adequate resources to meet clients' needs.
- (b.) Social workers should advocate for resource allocation procedures that are open and fair. When not all clients' needs can be met, an allocation procedure should be developed that is nondiscriminatory and based on appropriate and consistently applied principles.
- (c.) Social workers who are administrators should take reasonable steps to ensure that adequate agency or organizational resources are available to provide appropriate staff supervision.
- (d.) Social work administrators should take reasonable steps to ensure that the working environment for which they are responsible is consistent with and encourages compliance with the NASW Code of Ethics. Social work administrators should take reasonable steps to eliminate any conditions in their organizations that violate, interfere with, or discourage compliance with the Code.

### **3.08 Continuing Education and Staff Development**

Social work administrators and supervisors should take reasonable steps to provide or arrange for continuing education and staff development for all staff for whom they are responsible.

Continuing education and staff development should address current knowledge and emerging developments related to social work practice and ethics.

### **3.09 Commitments to Employers**

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

### **3.10 Labor-Management Disputes**

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

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

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

##### **4.01 Competence**

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

##### **4.02 Discrimination**

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

##### **4.03 Private Conduct**

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

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

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

##### **4.05 Impairment**

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

#### **4.06 Misrepresentation**

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

#### **4.07 Solicitations**

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

#### **4.08 Acknowledging Credit**

- (a.) Social workers should take responsibility and credit, including authorship credit, only for work they have actually performed and to which they have contributed.
- (b.) Social workers should honestly acknowledge the work of and the contributions made by others.

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

#### **5.01 Integrity of the Profession**

- (a.) Social workers should work toward the maintenance and promotion of high standards of practice.
- (b.) Social workers should uphold and advance the values, ethics, knowledge, and mission of the profession. Social workers should protect, enhance, and improve the integrity of the profession through appropriate study and research, active discussion, and responsible criticism of the profession.
- (c.) Social workers should contribute time and professional expertise to activities that promote respect for the value, integrity, and competence of the social work profession. These activities may include teaching, research, consultation, service, legislative testimony, presentations in the community, and participation in their professional organizations.
- (d.) Social workers should contribute to the knowledge base of social work and share with colleagues their knowledge related to practice, research, and ethics. Social workers should seek to contribute to the profession's literature and to share their knowledge at professional meetings and conferences.

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

## **5.02 Evaluation and Research**

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

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

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

### **6.01 Social Welfare**

Social workers should promote the general welfare of society, from local to global levels, and the development of people, their communities, and their environments.

Social workers should advocate for living conditions conducive to the fulfillment of basic human needs and should promote social, economic, political, and cultural values and institutions that are compatible with the realization of social justice.

### **6.02 Public Participation**

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

### **6.03 Public Emergencies**

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

### **6.04 Social and Political Action**

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

## Appendix O

### International Federation of Social Work Statement of Ethical Principles

#### 1. Preface

Ethical awareness is a fundamental part of the professional practice of social workers. Their ability and commitment to act ethically is an essential aspect of the quality of the service offered to those who use social work services. The purpose of the work of IASSW and IFSW on ethics is to promote ethical debate and reflection in the member organizations, among the providers of social work in member countries, as well as in the schools of social work and among social work students. Some ethical challenges and problems facing social workers are specific to particular countries; others are common. By staying at the level of general principles, the joint IASSW and IFSW statement aims to encourage social workers across the world to reflect on the challenges and dilemmas that face them and make ethically informed decisions about how to act in each particular case. Some of these problem areas include:

- The fact that the loyalty of social workers is often in the middle of conflicting interests.
- The fact that social workers function as both helpers and controllers.
- The conflicts between the duty of social workers to protect the interests of the people. With whom they work and societal demands for efficiency and utility.
- The fact that resources in society are limited.

This document takes as its starting point the definition of social work adopted separately by the IFSW and IASSW at their respective General Meetings in Montreal, Canada in July 2000 and then agreed jointly in Copenhagen in May 2001 (section 2). This definition stresses principles of human rights and social justice. The next section (3) makes reference to the various declarations and conventions on human rights that are relevant to social work, followed by a statement of general ethical principles under the two broad headings of human rights and dignity and social justice (section 4). The final section introduces some basic guidance on ethical conduct in social work, which it is expected will be elaborated by the ethical guidance and in various codes and guidelines of the member organizations of IFSW and IASSW.

#### 2. Definition of Social Work

The social work profession promotes social change, problem solving in human relationships and the empowerment and liberation of people to enhance well-being. Utilizing theories of human behavior and social systems, social work intervenes at the points where people interact with their environments. Principles of human rights and social justice are fundamental to social work.

#### 3. International Conventions

International human rights declarations and conventions form common standards of achievement, and recognize rights that are accepted by the global community. Documents particularly relevant to social work practice and action are:

- Universal Declaration of Human Rights

- The International Covenant on Civil and Political Rights
- The International Covenant on Economic Social and Cultural Rights
- The Convention on the Elimination of all Forms of Racial Discrimination
- The Convention on the Elimination of All Forms of Discrimination against Women
- The Convention on the Rights of the Child
- Indigenous and Tribal Peoples Convention (ILO convention 169)

## **4. Principles**

### **4.1. Human Rights and Human Dignity**

Social work is based on respect for the inherent worth and dignity of all people, and the rights that follow from this. Social workers should uphold and defend each person's physical, psychological, emotional and spiritual integrity and well-being. This means:

1. Respecting the right to self-determination – Social workers should respect and promote people's right to make their own choices and decisions, irrespective of their values and life choices, provided this does not threaten the rights and legitimate interests of others.
2. Promoting the right to participation – Social workers should promote the full involvement and participation of people using their services in ways that enable them to be empowered in all aspects of decisions and actions affecting their lives.
3. Treating each person as a whole – Social workers should be concerned with the whole person, within the family, community, societal and natural environments, and should seek to recognize all aspects of a person's life.
4. Identifying and developing strengths – Social workers should focus on the strengths of all individuals, groups and communities and thus promote their empowerment.

### **4.2. Social Justice**

Social workers have a responsibility to promote social justice, in relation to society generally, and in relation to the people with whom they work. This means:

1. Challenging negative discrimination\* – Social workers have a responsibility to challenge negative discrimination on the basis of characteristics such as ability, age, culture, gender or sex, marital status, socio-economic status, political opinions, skin color, racial or other physical characteristics, sexual orientation, or spiritual beliefs.\*In some countries the term “discrimination” would be used instead of “negative discrimination”. The word negative is used here because in some countries the term “positive discrimination” is also used. Positive discrimination is also known as “affirmative action”. Positive discrimination or affirmative action means positive steps taken to redress the effects of historical discrimination against the groups named in clause 4.2.1 above.
2. Recognizing diversity – Social workers should recognize and respect the ethnic and cultural diversity of the societies in which they practice, taking account of individual, family, group and community differences.
3. Distributing resources equitably – Social workers should ensure that resources at their disposal are distributed fairly, according to need.
4. Challenging unjust policies and practices – Social workers have a duty to bring to the attention of their employers, policy makers, politicians and the general public situations

where resources are inadequate or where distribution of resources, policies and practices are oppressive, unfair or harmful.

5. Working in solidarity – Social workers have an obligation to challenge social conditions that contribute to social exclusion, stigmatization or subjugation, and to work towards an inclusive society.

## **5. Professional Conduct**

It is the responsibility of the national organizations in membership of IFSW and IASSW to develop and regularly update their own codes of ethics or ethical guidelines, to be consistent with the IFSW/ IASSW statement. It is also the responsibility of national organizations to inform social workers and schools of social work about these codes or guidelines. Social workers should act in accordance with the ethical code or guidelines current in their country. These will generally include more detailed guidance in ethical practice specific to the national context. The following general guidelines on professional conduct apply:

1. Social workers are expected to develop and maintain the required skills and competence to do their job.
2. Social workers should not allow their skills to be used for inhumane purposes, such as torture or terrorism.
3. Social workers should act with integrity. This includes not abusing the relationship of trust with the people using their services, recognizing the boundaries between personal and professional life, and not abusing their position for personal benefit or gain.
4. Social workers should act in relation to the people using their services with compassion, empathy and care.
5. Social workers should not subordinate the needs or interests of people who use their services to their own needs or interests.
6. Social workers have a duty to take necessary steps to care for themselves professionally and personally in the workplace and in society, in order to ensure that they are able to provide appropriate services.
7. Social workers should maintain confidentiality regarding information about people who use their services. Exceptions to this may only be justified on the basis of a greater ethical requirement (such as the preservation of life).
8. Social workers need to acknowledge that they are accountable for their actions to the users of their services, the people they work with, their colleagues, their employers, the professional association and to the law, and that these accountabilities may conflict.
9. Social workers should be willing to collaborate with the schools of social work in order to support social work students to get practical training of good quality and up to date practical knowledge
10. Social workers should foster and engage in ethical debate with their colleagues and employers and take responsibility for making ethically informed decisions.
11. Social workers should be prepared to state the reasons for their decisions based on ethical considerations, and be accountable for their choices and actions.
12. Social workers should work to create conditions in employing agencies and in their countries where the principles of this statement and those of their own national code (if applicable) are discussed, evaluated and upheld.



*The document “Ethics in Social Work, Statement of Principles” was approved at the General Meetings of the International Federation of Social Workers and the International Association of Schools of Social Work in Adelaide, Australia, October 2004.*

## Appendix P

### Educational Policy and Accreditation Standards

#### **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.

#### **1. 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.

##### **Educational Policy 1.1—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.

##### **Educational Policy 1.2—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—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.

## **2. Explicit 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.

### **3. Implicit Curriculum**

#### **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.

### **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.

## 4. Assessment

### **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 multidimensional 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 multidimensional, 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.