

EASTERN UNIVERSITY
COLLEGE OF ARTS AND SCIENCES



Social Work Department
Bachelor of Social Work Program

Field Education

Handbook



St. Davids, Pennsylvania

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For further information concerning the B.S.W. Program

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GENERAL INTRODUCTION

The *Field Education Handbook* is intended to assist agency Field Placement Coordinators and Field Instructors in understanding Eastern University, the Bachelor of Social Work (B.S.W.) Program (Social Work Major), and, in particular, how field agencies and the Social Work Department collaborate in the enterprise of social work education. The field practicum is an integral part of Eastern's social work program. Field agency personnel play vital roles by offering expertise to the student and thus expanding the resources of Eastern's Social Work Department.

The handbook is divided into five major sections. They are intended to introduce field agency personnel to:

- Eastern University,
- the Social Work Department and the B.S.W. Program,
- the social work curriculum,
- the Field Education Program, and
- helping students to begin the field practicum in the agency.

There are also a number of appendices at the end that provide further information concerning standards, ethics, evaluation, and directions.

The social work faculty welcomes your questions and assistance in continuously improving the quality and effectiveness of social work education at Eastern University.

Leslie S. Gregory, M.S.W., LSW
Lecturer in Social Work
Field Education Director

EASTERN UNIVERSITY

Introduction to Eastern

Eastern University is a co-educational comprehensive Christian university of the arts, sciences, and professions, that seeks to provide an education rooted in a unifying Christian world view. The university offers courses leading to the graduate degrees of Master of Arts, Master of Business Administration, Master of Science, and Master of Education. Undergraduate degrees granted are Bachelor of Arts, Bachelor of Science, Bachelor of Social Work (B.S.W.), Bachelor of Science in Nursing (for registered nurses), Master of Science in Health Services, and a Ph.D. in Organizational Leadership.

Undergraduate majors include accounting, art history, astronomy, biblical studies, biokinetics, biology, biochemistry, chemistry, communications, economics and finance, elementary education, English, environmental studies, history, management, marketing, mathematics, missions, music, nursing, political science, psychology, social work, sociology, Spanish, studio art, theological studies, urban economic development, urban studies, and youth ministries.

The university enrolls more than 4,000 students in the College of Arts and Sciences, Templeton Honors College, Campolo College of Graduate and Professional Studies, Palmer Theological Seminary, and Esperanza College.

Mission

Eastern University is a Christian university dedicated through teaching and learning, scholarship, service, spiritual formation, student development and stewardship to the preparation of undergraduate, theological and graduate students for thoughtful and productive lives of Christian faith, leadership and service. Achievement of that mission requires that the university manage effectively and justly the resources with which it is entrusted and that students

- appropriate and give witness to a Christian world view – through action and voice;
- advance critical thinking, reflection, analysis and communication skills;
- develop intellectual curiosity, passion and agility;
- demonstrate knowledge and competencies in the arts, sciences and professions;
- assume responsibility for justice – especially social, political and economic justice;
- assume responsibility for godly stewardship of all resources;
- discern the ethical consequences of decisions and actions;
- experience genuine Christian community and commitment in a formative environment;
- participate in opportunities for meaningful service; and

- grow in love of God and neighbors.

The mission is confirmed and celebrated when graduates believe their way into knowledgeable action that influences their world in substantive ways.

Core Commitments

The following foundational commitments guide our work as members of the University:

To Excellence in Scholarship and Teaching

We believe in the unity of God's truth, whether supernaturally revealed or humanly discovered, and value the search for knowledge and understanding in all areas of life. We are guided by our faith in Jesus Christ, who is "the way, the truth and the life" (Jn14:6). We seek to engage in exemplary and relevant scholarship and original research and publications. We maintain a high priority on excellence in teaching and learning. We value the integration of Christian faith, reason and justice in all academic disciplines and in the development of a Christian worldview.

To Excellence in Student Formation

We regard students as masterpieces of God's art in formation, both individually and in community. Therefore, we seek to inform and mentor in them the development of habits of mind and character that are essential to knowledgeable, ethical, productive and charitable Christ-like lives. We work to inspire their: spiritual formation in apprenticeship to Christ; interpretation of critical ideas and events through lenses of faith, reason and justice; commitment to excellence as the standard for study, work and service; envisioning of a more just and ethical society; and resolve to influence the course of events in society.

To the Whole Gospel for the Whole World

We recognize the Bible, composed of the Old and New Testaments, as inspired of God and as the supreme and final authority in faith and life. We submit ourselves to carrying out our mission under its authority and seek to apply Biblical principles to all facets of human aspiration and action, including the centrality of personal transformation. We affirm our conviction that the Church of Jesus Christ, as a visible community of believers inclusive of persons of all cultures, races and nationalities, is central to faithful obedience in living the Christian life and advancing the work of the Gospel.

To Responsible Leadership and Stewardship

We believe that our complex society needs leadership and management in all institutions that is intelligent, informed, insightful, ethical, strategic and just. We are dedicated to graduating students, whose wisdom, Christian values and skills enable them to lead and manage such institutions, including those that are the most influential. Similarly, we commit to excellence in the leadership of Eastern and in the stewardship of university resources.

To Christian Witness

We affirm the importance of calling all persons everywhere to personal faith and faithful discipleship in following Jesus Christ as Savior and Lord, including sharing the Whole Gospel to a needy and lost world. We intend for every student to have a meaningful and appropriate opportunity to hear and respond to the call for repentance, faith and obedience to Jesus Christ. We commit to modeling and encouraging in students a life that reflects the Holy Spirit's call for: "love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control" (Gal 5:22-23).

To Justice

We acknowledge with sorrow the brokenness of the world at personal, national, and international levels, and we seek to work for justice, reconciliation and Christian transformation in all arenas of life. We particularly seek to work with and for poor, oppressed and suffering persons as part of our Christian discipleship. As part of the commitment, we seek to provide educational opportunities and financial aid as best we can for those with few or no financial resources to attend a private Christian University. We believe that we are not only to care for people throughout the world but also for the earth itself as responsible stewards of the environment and other physical resources.

To Community

We believe that the way in which we live and work together is important in fulfilling our mission. We desire a campus community of students, faculty, staff and administration that embodies values of Christian witness, caring and compassion, justice and integrity, competence and affirmation. We seek an inclusive student body, faculty, staff, and Board. We commit to treat each member of the campus community with fairness, dignity and respect, seeking a spirit of unity and harmony as we join together to achieve our common mission.

THE SOCIAL WORK DEPARTMENT AND THE BACHELOR OF SOCIAL WORK PROGRAM

History

The Bachelor of Social Work (B.S.W.) Program (Social Work Major) was established at (then) Eastern College in 1969 as a Bachelor of Arts (B.A.) program in the Department of Anthropology-Sociology and under the title “Social Welfare Major.” It was begun because a substantial number of students who were selecting the Sociology Major were interested in preparing for a career in social work. In 1971, the Social Work Major was “approved” and, in 1974, “accredited” by the Council on Social Work Education (CSWE: the national organization that accredits baccalaureate and master's degree programs in social work). It is one of about 135 programs nation wide and one of two founding members of the (now) 100-plus member Council for Christian Colleges and Universities to have to have been continuously accredited by CSWE since 1974, the earliest year that accreditation was available at the baccalaureate level. As a result of growth in the number of students and faculty, the Social Work Department was established separately in 1977. In the same year, Eastern was authorized by the Commonwealth of Pennsylvania to award the Bachelor of Social Work degree (B.S.W.) to students completing the Social Work Major. The Social Work Program was reaccredited in 2010 by CSWE and is accredited through 2018.

Social Work Faculty and Staff

Basic information concerning current social work faculty and staff is displayed in the following table. Departmental offices are located in close proximity to each other in a hallway in the McInnis Learning Center.

Name	Position	Office	Phone & Email
Core Faculty and Staff			
Sandra L. Bauer	Assoc. Prof. of Soc. Work Chair, Social Work Dept.	McI 232	610-341-5876 sbauer@eastern.edu
Paul Felker	Lecturer in Social Work	McI 230	610-341-1591 pfelker@eastern.edu
Leslie S. Gregory	Lecturer in Social Work Field Education Director	McI 233	610-341-5814 lgregory@eastern.edu
Monica M. Smith	Senior Lecturer in Social Work	McI 231	610-225-5737 msmith5@eastern.edu

Name	Position	Office	Phone & Email
Affiliate Faculty			
Faye Aiello	Affiliate Instructor of Social Work	McI 235	610-341-1591 faiello@eastern.edu
Carla Cardwell	Affiliate Instructor of Social Work	McI 235	610-341-1591 ccardwel@eastern.edu
Support Staff			
Melinda H. Buurma	Administrative Assistant	McI 234	610-341-5879 mbuurma@eastern.edu

Eastern University social work faculty is well prepared for the challenges of teaching in a Christian social work program. Their credentials reflect rigorous academic preparation, diverse practice experience, leadership in social work and social welfare, and commitment to Jesus Christ and the Kingdom of God. They remain relevant to new developments in the social work profession by continuing to practice social work in a variety of settings, providing consultation services to social work and educational programs, and by continuing to participate in, and conduct seminars and workshops. Their education, credentials, experience, and current assignments are summarized below.

Core Faculty

Dr. Sandra L. Bauer, B.A. (Sociology, Miami U. of Ohio), M.S.W. (Social Group Work and Community Organization, Tulane U.), Ph.D. (Social Work, Bryn Mawr C.), ACSW, LSW (PA).

Practice: Over 4 years of social work practice in child welfare and ongoing consultant to several agencies and churches.

Eastern: 36 years (1 adjunct, 35 full-time),

Currently: Associate Professor of Social Work (tenured) and Chair, Social Work Department (full-time), teaching SWK 105: Introduction to Social Work, INST 150: Introduction to Faith, Reason and Justice, SWK 360: Social Work Practice I, SWK 370: Social Work field Practicum I, and 420: Individual Growth and Activity in Social Environment.

Monica M. Smith, B.S.W. (Eastern C.), M.S.W. (Direct Practice, U. Penn.).

Practice: Over 21 years of social work practice in a variety of positions in a child welfare, family services and mental health.

Eastern: 13 years

Currently: Senior Lecturer in Social Work and Assistant to the Provost for Multicultural Affairs (full-time), teaching SWK 110: Human Diversity and Social Interaction, Social Work 230 D: International Social Work, SWK 360: Social Work Practice I, SWK 370:

Social Work Field Practicum I, and INST 270: Justice in a Pluralistic Society; and assisting the Provost for multicultural affairs.

Paul Felker, B.S.W. (Eastern C.), M.S.W. (Clinical Practice, Widener U.), LSW (PA).

Practice: Over 20 years of social work practice in child welfare, individual and family services, and a hospital setting.

Eastern: Full-time 1 year, adjunct faculty since 2004.

Currently: Lecturer in Social Work, teaching SWK 105: Introduction to Social Work, SWK 110: Human Diversity and Social Interaction, and SWK 340: The Social Work Agency, Social Work 461-462: Social Work Practice II, and 471-472: Social Work Field Practicum II, and Ph.D. (social work) student, Widener U.

Leslie S. Gregory, B.S.W. (Eastern C.), M.S.W. (Clinical Social Work, Widener U.), LSW (PA).

Practice: Over 21 years of social work practice in child welfare and individual and family services.

Eastern: 14 years (9 half-time, 1 three-quarter-time, 4 full-time).

Currently: Lecturer in Social Work and Field Education Director (full-time), teaching SWK 105: Introduction to Social Work, Social Work 340: The Social Work Agency, Social Work 461-462: Social Work Practice II, and 471-472: Social Work Field Practicum II; and Clinical Social Worker (part-time), Life Counseling Services.

Affiliate Faculty

Faye Aiello, B.A. (social work, Eastern C.), M.S.W. (Social Casework, Rutgers U.), ACSW, LCSW (NJ), LSW (PA), BCD.

Practice: Over 36 years of social work practice in child welfare, aging, family services, and mental health.

Eastern: Six years.

Currently: Affiliate Lecturer in Social Work (adjunct), teaching SWK 105: Introduction to Social Work, and social work electives; and Social Worker, Acute Partial Care Program, Intensive Outpatient Program, South Jersey Healthcare.

Carla Cardwell, B.A. (Sociology, Rutgers University), M.S.S. (Bryn Mawr College).

Practice: Over 10 years experience in mental health.

Eastern: Beginning Fall 2011.

Currently: Affiliate Lecturer in Social Work teaching SWK 110: Human Diversity and Social Interaction and Ph.D. (social work) student, Widener U.

Mission and Goals of the B.S.W. Program

The mission and goals of the Eastern University's B.S.W. Program are informed by the *Educational Policy and Accreditation Standards* (2008) of the Council on Social Work Education (see appendix A).

Mission

The mission of the Bachelor of Social Work (B.S.W.) Program (Social Work major) is to educate students to be general social work practitioners who are knowledgeable, skilled and compassionate agents of God's mercy and justice in meeting common human needs, with particular attention to people who are vulnerable, oppressed, and living in poverty.

Social welfare problems affect the lives of many people: child abuse and neglect, homelessness, family conflict and violence, developmental disabilities, poverty, crime and delinquency, catastrophic illness, failure in school and employment, drug and alcohol abuse, etc. The social work profession is situated between human needs and community resources, between the individual and the social system. Social workers develop relationships, evaluate needs, suggest options, counsel individuals and families, mobilize resources, coordinate services, organize collective action, and facilitate development and change. In short, social workers enable and empower people to help themselves and each other.

Social workers care about people, but caring is not enough. Social workers have to know what they are doing. They must understand people in all of their diversity, and have a critical awareness of individual and collective values, including their own. They must understand the social welfare enterprise in the United States, within its global context. They must know how to discover and use new knowledge to aid them in their work. They must be able to intervene in the lives of other human beings in ways that people experience as helpful. Most importantly, they must be experienced in facilitating development and change in people who have more than their share of life's troubles.

The social work profession is rooted, in part, in Biblical Christianity. Micah 6:8 provides motivation and direction to Eastern's Social Work Department: "And what does the Lord require of you? To act justly and to love mercy and to walk humbly with your God."

Goals

The goals of the B.S.W. Program (Social Work Major) are:

- *to prepare graduates for beginning professional social work practice with individuals, families, groups, organizations, and communities from the perspective of a Christian understanding of humanity, society and the world; and*
- *to provide graduates with the educational background needed for graduate study in social work and to be considered for advanced standing.*

Core Competencies of the B.S.W. Program

The ten core competencies of Eastern's B.S.W. Program are adapted from the *Educational Policy and Accreditation Standards* (2008) of the Council on Social Work Education (see appendix A).

Competency 1—Identify as professional social workers and conduct themselves accordingly: Social workers serve as representatives of the profession, its mission, and its core values. They know the history of the profession and of social welfare as a societal institution. Social workers commit themselves to the enhancement of the profession and to their own professional conduct and development.

Competency 2—Apply social work ethical principles to guide professional practice: Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. They are knowledgeable about the value base of the profession, its ethical standards, and relevant law.

Competency 3—Apply critical thinking and communication skills to formulate and communicate professional judgments: Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. They synthesize and communicate relevant information.

Competency 4—Engage human diversity and difference in social work practice: Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of human identity. They appreciate 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.

Competency 5—Advance human rights and social and economic justice: Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. They incorporate social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.

Competency 6—Engage in research-informed practice and practice-informed research: Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. They comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. They understand the history of human subjects research generally and social work research in particular, with specific attention to the ways in which the research enterprise may privilege some voices and perspectives to the marginalization or exclusion of others.

Competency 7—Apply knowledge of human development and action in the social environment: Social workers are knowledgeable about human development and action

across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being.

Competency 8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services: Social workers understand that policy affects service delivery, and they actively engage in policy practice. They know the history and current structures of social policies and services, and they understand the influence of ideology in policy development and application. Social workers know the role of policy in service delivery, and the role of practice in policy development.

Competency 9—Respond to contexts that shape practice: Social workers are informed and resourceful in responding to evolving organizational, community, and societal contexts at all levels of practice. They recognize that the context of practice is dynamic, and they use knowledge and skill to respond proactively.

Competency 10—Practice social work with individuals, families, groups, organizations, and communities: Professional social work practice involves the dynamic and interactive processes at multiple levels. Social workers possess knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

The 10 core competencies are operationalized by 52 practice behaviors that Eastern's B.S.W. graduates are expected to have acquired. These are listed in the Junior and Senior Field Practicum Evaluations (see appendix D).

Admission to, and Continuation in the B.S.W. Program

The Social Welfare Minor program and many of the courses offered by the Social Work Department are open to any student who wishes to register. However, application for admission is required of those students wishing to enter the Bachelor of Social Work (B.S.W.) Program (Social Work Major.)

Social work is a profession which requires individuals who are assertive, who are able to relate to people from various social, economic, cultural, and ethnic backgrounds and who have a broad-based experience in building helping relationships. These professional qualities indicate an academic program with goals that are unique to social work, requiring careful screening of applicants to ascertain potential for social work education.

Admission Criteria

In keeping with the above, the following criteria serve as a guideline for a student's own assessment of his/her capacity and readiness for social work education at the baccalaureate level, as well as for others who participate in this assessment process:

1. **Physical health and vigor:** A student should be capable of the energetic activity frequently required of social workers. In addition to a rigorous academic schedule, students are expected to work at a social service agency two days per week for three semesters.
2. **Emotional stability and maturity:** A student should have the capacity to deal effectively with emotional stress both in him/herself and in others and have resolved past conflicts to the degree that they do not interfere with helping others.
3. **Capacity for development of relationships:** A student should be able and willing to develop meaningful, ongoing relationships with other people, and have the capacity for applying this to the development of professional relationships.
4. **Capacity for communication:** A student should be able and willing to analyze and share his/her ideas and feelings orally and in writing.
5. **Capacity to identify and deal with conflicting value assumptions:** A student should be able to identify his/her own personal values within a Christian context and be open to struggling with issues as they arise. In addition, a student should possess the ability to work with people in settings where beliefs and practices may conflict with the student's personal value system.
6. **Academic ability and achievement:** A student should possess good intellectual ability, including the capacity to think conceptually. He/she should be making acceptable progress toward graduation (as defined in the "Eastern University Student Handbook"), and must have achieved (or expect to achieve, prior to enrolling in Social Work Field Practicum I and the concurrent courses) grades of "C" or higher in the introductory social work courses (SWK 105: Introduction to Social Work, SWK 110: Human Diversity and Social Interaction, and SWK 205: Human Need and Social Response) as well as in PSY 100: General Psychology, and SOC 100: Introduction to Sociology.
7. **Maturity of vocational choice:** A student should have a growing understanding of what

social work is and of what is expected of a social worker, and also demonstrate a maturing interest in and commitment to the social work profession as partly reflected in volunteer service activities and/or part-time and summer work experience.

8. **Capacity for professional education:** A student should be assuming increasing responsibility for his/her learning and be willing and ready to make use of educational experiences oriented toward participatory peer learning.

Admission Process

The process of assessing a student's capacity and readiness for social work education at the baccalaureate level at Eastern University and the affirmation of the professional choice is ongoing and involves a variety of people. It begins (ideally) with consideration of Eastern on the part of the student, and the part the university plays in that choice, and ends upon graduation. During each phase of the process, emphasis is placed on mutuality of decision-making and the need for both the student and other significant persons to agree as to the appropriateness of the professional choice. The critical phases of the admission process are as follows:

1. **Pre-matriculation interview:** The admissions staff of the university arranges (whenever possible) for students considering Eastern and expressing interest in the B.S.W. Program, to have an interview with the Chair of the Social Work Department prior to making a final decision to attend the university. This interview is particularly important for a student who is considering transferring to Eastern from another institution of higher education.
2. **Advising conferences:** Shortly after matriculation, a student who has declared the Social Work Major or is considering this possibility, is invited to arrange an interview with a member of the social work faculty (the student's advisor, if the Social Work Major has been declared) to discuss his/her educational and vocational interests. This discussion provides one of the continuing themes for advisement conferences throughout the freshman and sophomore years.
3. **Introductory courses:** Students and faculty use the three introductory social work courses to continue exploring the appropriateness of the selection of the Social Work Major.
4. **Admission Orientation Meeting:** In December of their sophomore year, students who have declared or indicated interest in the Social Work Major are invited to attend a meeting at which the admission process is explained and questions and other concerns are discussed. Application materials are distributed at this meeting.
5. **Assembly of application file:** The application, activity and employment lists, recommendations, health information form, and academic information release and transcripts should be submitted to the Social Work Department office by February 15. The deadline is sometimes extended for transfer students.
6. **Social work faculty interview:** When the applicant's file is complete, the student is asked to schedule an interview with a member of the social work faculty. The focus of this interview is on the applicant's growing interest in the social work profession and

his/her capacity and readiness for education for beginning social work practice. The interview is based, in part, on the materials submitted by, or at the request of, the applicant.

7. **Decision and notification:** Following the interview, the applicant's file is reviewed by the social work faculty which makes an admission decision. The Department Chairperson notifies the applicant of the decision in writing and, if accepted, refers him/her to the Field Education Director to begin the placement process. Although it is anticipated that, in most instances, a decision will represent mutual agreement of faculty and student, the final decision concerning admission rests with the social work faculty. A student who is not accepted for admission will be notified of his/her right to appeal the decision and offered help in exploring alternative educational and vocational directions.

Denial of Admission

Occasionally, it becomes necessary for the social work faculty to deny admission to, or to terminate the enrollment of a student in the Social Work Major, against his/her wishes. This can be the result of deficiency of performance and/or learning in classroom courses and/or field practicum. Although it occurs infrequently and can be upsetting to the student, faculty, and agency personnel, such experiences have great potential for development and learning and are facilitated with this in mind.

When a student does not agree with a decision to deny his/her admission to the B.S.W. Program, the student's rights are protected by the following processes.

1. **Policy:** A student may be denied admission to the B.S.W. Program (Social Work Major) if s/he fails to fulfill one or more of the eight admission criteria (see pp. 23-24, above).
2. **Procedures**
 - a. The Social Work Department Chair notifies the student in writing of denial of admission. A student who is refused admission to the program at the time of the formal admission process is invited to make an appointment with his/her academic advisor (or a member of the social work faculty in the case of a student who has not officially declared his/her intention to major in social work) to discuss educational/vocational alternatives. These may include changing to another major, transferring to another college or university, withdrawing from the university either temporarily or permanently, and so forth. The student is helped to declare another major and/or to seek educational testing, guidance, and/or personal counseling services from the Center for Counseling and Academic Support and/or other professional services available within or outside of the university. This may include a phone call or letter of referral, if the student believes this would be helpful.
 - b. When the social work faculty have exhausted their efforts to help a student to accept denial of admission to the B.S.W. Program and to make appropriate plans concerning an alternative educational/vocational direction or to seek more intensive help, the Social Work Department Chairperson notifies the Registrar's

Office in writing (with a copy to the student) that the student's name should be deleted from the program and assigned elsewhere. The Registrar notifies the student of this action in writing (with a copy to the Social Work Department).

Termination of Enrollment

When a student does not agree with a decision to terminate his/her enrollment, the student's rights are protected by the following processes.

1. Policy

- a. A student's enrollment in the B.S.W. Program (Social Work Major) may be terminated after being admitted if, in the professional judgment of the social work faculty, any of the following have occurred:

Academic Standards

- Failure to achieve a grade of "C" in each course required for the Social Work Major.
- Required withdrawal from the university as mandated by the Undergraduate Admissions and Scholastic Standing Committee of the faculty.
- Academic dishonesty in the form of (for example) cheating or plagiarism, as determined by the Eastern University Judiciary Board.

Professional Development and Ethics

- Unresolved personal issues that impair a student's ability to offer effective services to clients.
 - Inability to develop appropriate interpersonal skills necessary for effective social work practice.
 - Inappropriate behavior towards clients, staff, or other agency personnel, as documented by the Field Instructor, faculty liaison, and/or the Field Placement Director.
 - Behavior judged to be in violation of the NASW Code of Ethics.
- b. The Social Work Department Chair may require outside evaluations and/or opinions of other professionals as is deemed necessary.

2. Procedures

- a. Before a student is terminated from enrollment in the Social Work Major, the Social Work Department Chairperson gives written notification of this intention. The student is asked to schedule a personal interview with the Department Chairperson to discuss events that have led to the potential dismissal of the student. If possible, a probationary period will be established and a learning contract negotiated between the Chairperson and the student that specifies the steps to be taken toward resolution, with a specific time limit within which this is to be accomplished. A final interview with the Department Chairperson will be scheduled to determine if the contract has been successfully completed.

- b. If and when it is decided that termination of enrollment is necessary, the Department Chairperson notifies the student in writing that his/her enrollment in the B.S.W. Program is terminated, with a copy to the Registrar's Office (so that the student's name will be deleted from the social work faculty advising list and assigned elsewhere. The Registrar notifies the student of this action in writing (with a copy to the Social Work Department). Members of the social work faculty are available to discuss with the student his/her options and to assist in making plans for the future.

Grievances and Appeals

1. Academic decisions made by social work faculty and affecting a student's standing or learning process in the Social Work Major (e.g., denial of admission to the Social Work Major, assignment to a field practicum agency, termination of enrollment in the Social Work Major, and so forth) may be appealed in the following manner. It is assumed that to appeal academic decisions not unique to the Social Work Major (e.g., assignment of a grade in a course), a student will utilize the university-wide appeal process that is described in *The Waterwheel: Student Handbook of Eastern University*. It also is assumed that if the academic decision in question was made by an individual social work faculty member, a student shall have unsuccessfully requested redress by the faculty member prior to proceeding with the following steps.
2. A written statement of appeal may be submitted to the Chairperson of the Social Work Department within 10 business days of notification of the academic decision. The student may present any information regarding areas that s/he believes should be re-evaluated.
3. Within 30 days of receipt of the written appeal, a hearing will be scheduled with the student. The hearing panel shall be chaired by the Chairperson of the Social Work Department, and shall also include another member of the social work faculty designated by the chairperson, the Chairperson of the Social and Behavioral Sciences Division of the faculty, the President of the Student Social Work Association, and a social work student nominated by the student making the appeal.
4. Within 10 days of the conclusion of the hearing, the Chairperson of the Social Work Department shall notify (in writing) the student making the appeal, of the decision of the panel.
5. If the results of the departmental hearing are unsatisfactory to the student making the appeal, a grievance may be submitted in writing to the Dean of Undergraduate Arts and Sciences.

THE SOCIAL WORK CURRICULUM

The Eastern University social work curriculum is informed by the *Educational Policy and Accreditation Standards* (2008) of the Council on Social Work Education (see appendix A).

Course Requirements

The course requirements of the B.S.W. Program (Social Work Major) are as follows:

Professional Courses		Credits
SWK 105	Introduction to Social Work	3
SWK 110	Human Diversity and Social Interaction	3
SWK 205W	Human Need and Social Response	3
SWK 340	The Social Work Agency	3
SWK 360	Social Work Practice I	3
SWK 370	Social Work Field Practicum I	4
SWK 420	Individual Growth and Activity in Social Environment	3
SWK 440	Social Welfare Policy Issues	3
SWK 461-462	Social Work Practice II	3-3
SWK 471-472	Social Work Field Practicum II	4-4
SWK 481	Social Work Research	3
Subtotal		42
Professionally-related Courses		
ANTH 101	Introduction to Cultural Anthropology	3
BIO 104	General Biology: An Appreciation of Life	4
ECON 205 <i>or</i> ECON 220	Essential of Economics <i>or</i> Faith and Economic Justice	3
POS 204	State and Local Government	3
PSY 100	General Psychology	3
SOC 100	Introduction to Sociology	3
Subtotal		19
Total credit		61

The courses required for completion of the B.S.W. Program are displayed on the next page, organized by course sequence and in the semester or year in which they are normally taken. In addition to the 61 semester-hours of required courses, students majoring in social work are encouraged to include social work electives among their course selections.

Course Descriptions

SWK 105: Introduction to Social Work (3 sem. hrs.): An introduction to the knowledge, skills, and values of social work practice. Students will be assisted in understanding how social workers identify strengths and utilize a problem-solving process to address the needs of people in the context of their social environments. Particular attention will be given to students' self-awareness and faith as they prepare to establish professional helping relationships within the context of a social agency. Basic practice principles will be explored through the use of reading assignments, case studies, role plays, volunteer experiences in social agencies, and classroom lectures. No prerequisites.

SWK 110: Human Diversity and Social Interaction (3 sem. hrs.): A survey of the similarities and differences of human individuals and groups, and the effect of A survey of the similarities and differences of human individuals and groups, and the effects of human diversity on social interaction, within the context of the social welfare institution and the social work profession. Particular attention will be given to differences based on age, class, color, ethnicity, family structure, gender, marital status, national origin, physical and mental ability, race, religion, sex, and sexual orientation. Students will be assisted in using knowledge to inform practice by developing skills and strategies based on client strength and empowerment. Particular attention will be given to values inherent within a Christian worldview. Material for thought and discussion will be provided by reading assignments, videos, students' life experiences, field observation, and classroom lectures. No prerequisites.

SWK 205W: Human Need and Social Response (3 sem. hrs.): A survey of individual, family, and community needs, and the way American society organizes itself to meet them systematically through the social welfare institution, historically and in contemporary society. Students will be assisted in understanding the social welfare institution as a manifestation of the interplay of values in a political context. Attention will be given to the contributions of the Christian church and other faith-based organizations, and the roles of social workers, in the social welfare institution. Material for thought and discussion will be provided by reading assignments, videos, students' life experiences, field interviews, and classroom lectures. No prerequisites.

SWK 340: The Social Work Agency (3 sem. hrs.): An exploration of the social work agency from the perspective of a direct service social work practitioner. Students will use materials contributed from their field practicum experiences as the basis for exploring the impact of the social work agency on its clients, the larger society, and the social worker. Co-requisite: SWK 370. Prerequisite: Grade of C in SWK 100.

SWK 360: Social Work Practice I (3 sem. hrs.): An introduction to social work practice with individuals, families, groups, organizations and communities. Assigned readings and social work process records provided by the instructor or contributed from the students' own field practicum experiences will be used to begin to acquire knowledge and skills required by social work practitioners. Open to junior Social Work majors only. Co-requisite: SWK 370. Prerequisites: Grade of C in SWK 100, 110, 200, PSY 100, SOC 100.

SWK 370: Social Work Field Practicum I (4 sem. hrs.): Supervised social work practice and observation in a social work agency two days per week. Students carry beginning direct service responsibilities. Agency placement is made the previous fall semester. Open to junior Social Work majors only. Graded on P/F basis. Co-requisite: SWK 340, 360. Prerequisite: admission to the Social Work major.

SWK 420: Individual Growth and Activity in Social Environment (3 sem. hrs.): An exploration of the character and process of human growth and activity as a basis for understanding one's clients and one's self and the interaction between the two. The focus will be on the individuality and sociality of human beings and the tensions between these qualities. Attention will be given to the concepts of freedom, will, choice, and responsibility as they mediate between theoretical frameworks which emphasize internal and external causal factors. Co-requisite: SWK 471. Prerequisites: Grade of C in SWK 110, ANTH 101, BIO 104, PSY 100, SOC 100.

SWK 440: Social Welfare Policy Issues (3 sem. hrs.): An exploration of the ideological and philosophical issues underlying current social welfare policy in the United States. Students utilize analysis of major social welfare policy areas to inform their understanding of current issues, developing social forces, and macro-level social change activities. Open to senior Social Work majors only. Co-requisite: SWK472. Prerequisites: Grade of C in SWK 340, ECON 203 or 220, POS 104.

SWK 461-462: Social Work Practice II (3-3 sem. hrs.): Emphasis is placed on deepening understanding of social work practice and beginning integration of knowledge and skill. Open to senior Social Work majors only. Must be taken during one academic year. SWK 461 co-requisites: SWK 420, 471, 481. Prerequisite: SWK 360.

SWK 471-472: Social Work Field Practicum II (4-4 sem. hrs.): Supervised social work practice in a social agency, two days per week. Students carry direct service responsibilities throughout the two semesters. Open to senior Social Work majors only. Agency placement is made during the spring semester of the previous academic year. Graded on P/F basis. Must be taken during one academic year. SWK 471 co-requisites: SWK 420,461, 481. SWK 472 co-requisite: SWK 440. Prerequisite: SWK 370.

SWK 481: Social Work Research (3 sem. hrs.): An introduction to scientific methods of inquiry concerning the phenomena encountered by direct service social work practitioners. Particular attention is given to evaluation and interpretation of research findings, research design and implementation, basic statistical measures, evaluation of service delivery, evaluation of students' own practice, the implications of human diversity for research design and interpretation, and the ethical context of the research process. Co-requisite SWK 471.

THE FIELD EDUCATION PROGRAM

Eastern's B.S.W. Program is centered on concurrent social work practice and field practicum courses. Junior-level students spend two days per week in a field agency throughout the Spring semester (210-240 clock hours). Senior-level students spend two days per week in another agency throughout the Fall and Spring semesters (420-480 clock hours). At the same time, they meet with other students at their level in a social work practice class. It is recognized that the dichotomy between the practical and the theoretical, which may be implied by this arrangement, is neither possible nor desirable, and that both theory and practice are taught in the field agency and in the classroom.

Field Agency Selection Criteria

In order to achieve the objectives listed above, students are placed in agencies that are able to meet the following requirements:

1. **Social work services:** The agency must deliver social work services, some of which are appropriate to be offered directly by an undergraduate student under professional supervision.
2. **Professional supervision:** A qualified Field Instructor who is identified with the social work profession must be available and assigned to instruct the student. Ordinarily the appropriate level of competence and identification with the profession is indicated by (a) the possession of a master's degree from a graduate school that is accredited by the Council on Social Work Education (CSWE), or (b) the possession of a baccalaureate degree in social work from a CSWE-accredited program--plus two years of professional experience. It is expected that the time necessary for effective instruction, including not only conferences (#3 below), conference preparation, record analysis (#4 below), meetings (#7 below), etc., will be built into the instructor's workload. The Field Instructor is expected to be available for the entire academic year (late-August through April).
3. **Regular supervisory conferences:** Conferences of 1 to 1-1/2 hours must be held with the student, and focused, at least in part, on records of the student's own practice. "Regular" is defined here to mean weekly, while taking into consideration the fact that flexibility in scheduling will at times be necessary and is a valuable part of the student's learning. Students need uninterrupted face-to-face conferences in order to create an environment where they can fully process their learning and explore questions.
4. **Process recording:** The student is expected to prepare written records of his/her practice as a part of the agency experience, to be used in supervision, the classroom, and in papers (with identifying data appropriately disguised). Ordinarily these will take the form of process recordings unless the university and agency agree that the nature of the agency's service lends itself better to another form of recording which is also

educationally useful.

5. **Facilities and equipment:** The agency must provide the student with the tools to carry out assignments, such as an office (not necessarily private), desk space, telephone, etc.
6. **Student evaluations:** At the end of each semester, the Field Instructor is expected, at the end of each semester, to engage the student in a process of evaluation of the student's growth and learning. The Field Instructor prepares a written evaluation report, which the student reviews and signs (see appendix D).
7. **Meeting attendance and communication:** The Field Instructor and Field Placement Coordinator (sometimes the same person) must be available for three to five meetings per year at the university and must carry their appropriate part in maintaining communication with the instructor of the student's social work practice class concerning the student's progress.

Field Agency Personnel

Eastern's Social Work Department utilizes the following nomenclature to designate key agency personnel who collaborate with the Field Education Director and the Practice Instructor/Field Liaison in planning and implementing the field practicum.

Field Placement Coordinator

Some agencies (usually depending on their size) appoint a professional staff member (sometimes a Field Instructor carries both roles) to coordinate all field placements within the agency. The Field Placement Coordinator reviews information concerning prospective interns received from the Field Education Director, and contacts agency staff who meet the criteria to serve as Field Instructors in order to discuss their availability. The Field Education Director collaborates with the Field Placement Coordinator in developing and initiating the placement.

Field Instructor

A field instructor must identify with the social work profession by meeting the educational criteria as specified above (under, "Professional Supervision"). A field instructor is responsible for supervising the student's educational experience in the agency. S/he collaborates with the Field Placement Coordinator to orient the student to the agency; provides regular supervision (at least one hour weekly); teaches social work values, knowledge, and skills; models professional roles and ethics; and evaluates the student's competency and practice behaviors.

Task Supervisor

A "Field Instructor" may assign a "Task Supervisor" to supplement a student's learning in the agency. A Task Supervisor is not required to have a social work degree but must at least have education and expertise in a related discipline that enhances the learning experience for a student. The Task Supervisor is responsible for a specific assignment or day-to-day guidance at an agency site. S/he collaborates with the Field Instructor in providing assignments and constructive feedback to the student but does not serve as a replacement for the Field Instructor. As indicated above, the Field Instructor is responsible for regular

supervisory conferences and semesterly evaluation reports.

Mid-Placement Changes in Field Personnel

At the time of placement, all field instructors will have a social work degree (as specified above). When a placement is in progress and there is a change in agency personnel or programs in that the agency no longer employs a person who qualifies as a Field Instructor, an on-site Task Supervisor is utilized with an off-site qualified Field Instructor (e.g., an agency or university advisory board member, a community social worker with knowledge of the agency, or a social work faculty member). The Field Education Director ensures that all of the Field Agency Selection Criteria (as specified above) are met by:

1. Meeting with the task supervisor, Field Placement Coordinator, and new Field instructor to review the mission, goals, and core competencies of the program.
2. Instructing the Field Liaison (i.e. the instructor of the concurrent social work practice course) to contact the new Field Instructor to review the learning contract; conduct an additional site visit with the student, Field Instructor and Task Supervisor as soon as possible; and initiate contact later in the semester to discuss the evaluation process with the Field Instructor.

Field Agency Placement Process

Students majoring in social work are placed in social agencies for field practicum in both their junior (one semester) and senior (two semesters) years. The student, field agency personnel, and the social work faculty participate in deciding on a particular field placement. The placement process is coordinated by the Field Education Director. The following are significant points in the placement process:

1. **Interview with Field Placement Director:** Upon notification of admission to the Social Work Major, the student arranges an interview with the Field Education Director. The focus of this interview is on the needs and interests of the student in relation to field practice (based in part on the material submitted as part of the application for admission) and the availability of appropriate placements. Particular attention is given to possible transportation problems. This interview usually ends with the mutual identification of several possible placements in accordance with the student's understanding of his/her needs and interests and deemed appropriate by the Field Education Director.
2. **Interview with agency Field Placement Coordinator:** After consulting with the junior-level social work practice faculty and considering such factors as the numbers and kinds of placements available in various agencies, the kinds of placements in which students express interest, the balance of kinds of field placements which will provide optimum learning in the practice classes, etc., the student will be asked to arrange an interview with a staff member at a particular agency (usually the person assigned by the agency and designated by the university as Field Placement Coordinator for that agency). The focus of the interview is on the specifics concerning that particular field placement, including the nature of the agency, possible assignments, timing, etc., in relation to the particular capacities and interests of the student. Basic information about

the student is made available to the agency in advance for introductory purposes, i.e., the application face sheet, as well as material concerning extra-curricular activities, and volunteer and paid work experiences. This interview usually ends with a mutual understanding by the student and the agency's Field Placement Coordinator as to the appropriateness of the placement.

3. **Notification of Field Education Director:** Both the student and the Field Placement Coordinator inform the Field Education Director of the results of this interview. If the tentative placement is not viable, the student confers again with the Field Education Director concerning an appropriate placement, and they proceed again, beginning at step two.
4. **Notification of Placement:** When a final placement decision has been made, the Field Education Director confirms the placement (in writing) with both the student and the Field Placement Coordinator.

Placement at an Agency where a Student is Employed

It is normally unacceptable for the student to be placed in an agency in which s/he is employed, because it may compromise the educational focus of the field practicum. Such a placement is acceptable if it is a different department or program, serving different clients, and under a different supervisor, and if the tasks and hours are not compromised. Summer employment preceding or following the field practicum is at the discretion of the student and the agency. However, there must be a specific ending with clients prior to or following the end of the practicum, when appropriate roles and assignments may change upon employment. If a student is offered employment between semesters of the senior year, the practice course instructor must be consulted.

The same policy applies when a senior is offered a position and asked to begin employment prior to graduation. In some situations, there can be a transition time in the last two weeks of field practicum in which the student fulfills at least eight hours per week in practicum. This and any other work arrangement at a field agency must be made in consultation with the Practice Instructor and the Field Education Director.

Student Process Recording

Social workers utilize a variety of methods to record their practice, for the purposes of recall, study, supervision, and accountability. In addition to any methods that may be required by the field agency, the student is expected to use the method of process recording.

1. Process Records

A process record is a written, narrative account of a contact (individual interview, family conference, group session, organization or community meeting, etc.) in which the services of a social agency are offered by a social worker. It includes the significant facts and feelings of the contact, and describes the bio-psycho-social-spiritual dynamics of the service as it is offered and either used or not used by the client or social system. Although most social agencies find that writing process records for all service contacts is too time-consuming. Nevertheless, process recording is a valuable tool for enabling students to improve the quality and effectiveness of their practice by means of review of their own practice, field instruction, and class discussion. Students are expected to process record at least *one* service contact each week, beginning with the first client. These weekly process records may be hand-written (neatly) and should include the following:

2. **Abstract line:** Client's name (disguised), and the contact number, date, inclusive time and location.
3. **Agency Description:** Agency name, location, mission, and function.
4. **Client/system description:** Demographic and socioeconomic information concerning the client(s) or beneficiary/ies of the agency's services and significant systems, and analysis of practice implications of human diversity issues.
 - a. **Narrative:** Including the following, *integrated in chronological order* (adapted from Margaret Dwyer and Martha Urbanowsky, "Student Process Recording: A Plea for Structure," *Social Casework*, vol. 46, no. 5 [May 1965], pp. 283-286):
 - General impressions of the physical/emotional climate at the outset, and its impact on the client.
 - How the service contact began.
 - Factual and emotional content and responses to it by both the client and the student.
 - How the contact ended, including how the student helped the client prepare for the next contact.

What I Did and Said	What the Client Did, Said, and Seemed to Feel	What I Thought and Felt
1.		Because this was my first home visit to the Jones's, I had difficulty finding their home. By the time I rang the bell, I was about ten minutes late for our appointment, and was feeling nervous.

What I Did and Said	What the Client Did, Said, and Seemed to Feel	What I Thought and Felt
2. I rang the bell several times.	Mrs. Jones opened the door, and it appeared that she may just have gotten out of bed. Mrs. Jones smiled, greeted me by name, invited me in, and directed me to a couch in the front room. A television was on, with her two young children watching it.	I was concerned about how we were going to be able to talk with the television on.
3. I suggested that we might be able to talk better if we moved to the kitchen.	Mrs. Jones agreed and led the way to the kitchen.	
I began by contracting, but before I could reach for feedback, Mrs. Jones talked about a problem involving her neighbor.		
4. Ellipsis (in this example) that would contain the factual and emotional exchange between the student social worker and the client, including skills used [in brackets].		After about 45 minutes, we had covered everything on my agenda.
5. I told Mrs. Jones that we had covered each of the points on my agenda, and I wondered whether she had anything else she wanted to discuss.	She thought a moment, and said, <i>"No, we talked about everything that was on my mind, especially about Joey being bullied at school."</i>	
6. I told Mrs. Jones that I would be back next week, and asked whether this was still a good time for her to meet.	Again, she seemed to think for a moment, and then commented that usually her kids take a nap at this time, and that it was good.	

5. **Analysis of Practice:** Impressions (based on facts) of what happened in the service contact, accomplishments, client and systemic issues, tentative next steps.
6. **Practice Issues:** Identify and elaborate several practice issues, questions, and concerns.

Utilization of Process Records: In addition to the learning that students will experience as they process record their practice, the portfolio of process records will be utilized in the following ways:

1. **Self-evaluation and planning:** The student will review the portfolio regularly to gain a sense of direction and next steps in serving the agency's clients. In addition, this periodic review will assist the student in selecting skills to serve as the foci for the two integrative papers and (at the senior level) the social work practice learning project.
2. **Feedback from class instructor:** Weekly, at the junior level, and twice during the Fall semester, at the senior level, the student will be asked to submit the record portfolio to

- the class instructor for review and feedback.
3. **Field instruction conferences:** Prior to the weekly supervisory conference, the student should submit to the Field Instructor one recent process record to serve as a focus for a portion of the conference. Issues for discussion should be specified in the student's agenda.
 4. **Analysis in written assignments:** The student will include selected excerpts of the process records in the two integrative papers (fall semester) and, at the senior level, the social work practice learning project report (spring semester) to trace development and learning.
 5. **Class discussion:** Several times during the field practicum, the student will incorporate process records or excerpts thereof in one of the three following formats and submit them to the class instructor for class discussion. Records for class discussion should be word processed on 8½" x 11" paper, single-spaced with a double-space between paragraphs, and with a 1" margin all around.

Process records are the property of the agency and must be treated with the highest degree of confidentiality to preserve the rights of the agency and its clients to privacy. Most agencies require that all such records remain in the agency at all times. Students are expected to consult the Field Instructor concerning agency policy and procedures in this regard. In preparing records for submission, students are expected to disguise all data which might identify a client (names, addresses, telephone numbers, etc.), in order to preserve the right of the client to confidentiality. In addition, they are expected to assure that the agency (its policies, procedures, programs, etc.) is represented accurately. Prior to bringing a record to school for *class discussion*, the student should submit the record to the Field Instructor for review, in order to permit any misinformation to be corrected.

Inclement Weather Policy

On class days (Monday, Wednesday and Friday) when there is inclement weather, students should follow university policy concerning the cancellation of classes. When beginning a field placement, students should determine what the closing policy is of the agency in which they are placed. On field placement days (normally Tuesday and Thursday), students should call their Field Instructors or other designated personnel to determine whether the agency is open or closed. A student's main responsibility is to the people s/he serves. Regardless of whether Eastern University is closed, students should make an effort to go to their agency if it is open. This also depends on how hazardous the roads are for driving and if public transportation is still operating. Students are expected to make up the agency day if they do not attend and the agency is open.

Field Practicum Evaluation

Substance and Timing

The process of evaluating a student's development and learning in the field practicum begins with the development of the Learning Contract, based on the student's educational needs in relation to the B.S.W. Program's 10 core competencies and the 52 practice behaviors that operationalize them. The process continues during the weekly supervisory

conferences continue throughout the semester and (for seniors) the year. It culminates toward the end of each semester when Field Instructors complete the Field Practicum Evaluation instrument (see appendix D). Approximately three weeks before the end of the semester, Field Instructors receive (online) the Field Practicum Evaluation, which students have been made aware of through practice classes and the learning contract. One of the regularly scheduled conferences is designated the Evaluation Conference (see Field Practicum Calendar), and the preceding conference is utilized to discuss how the focus of the conference will be primarily summative instead of formative.

Student Review of the Field Practicum Evaluation

Whereas the student is an active participant in her/his evaluation, the Field Instructor is ultimately responsible for the content of the evaluation report. The final evaluation is to be printed and signed by both Field Instructor and student and sent to Eastern University by the due-date (see Field Practicum Calendar). A student has the right to submit a written addendum to her/his Field Practicum Evaluation, s/he believes the report does not accurately reflect her/his professional development and/or performance during the semester or year. The addendum must refer to specific competencies and practice behaviors cited in the evaluation. It must be submitted to the Practice Instructor within one month of the date the Field Practicum Evaluation, with a copy to the Social Work Department Chair. A copy of the addendum to the evaluation report will be sent to the Field Instructor.

STUDENTS RIGHTS AND RESPONSIBILITIES

Student Rights

All students at Eastern University are governed by the “Student Rights, Freedoms and Responsibilities” statement found in the Eastern University Student Handbook. In keeping with the mission of Eastern University, the social work faculty believe that students have a right to a quality education that involves mutual respect between faculty and students. Social work students have a right to:

1. Instruction by qualified social work professionals.
2. Academic resources and supports.
3. Course syllabi, schedules, assignments, and other course requirements at the beginning of each semester.
4. Academic and professional advising by a member of the core social work faculty.
5. One’s academic records (except recommendations to which this right has been waived).
6. Field agency assignment with social work supervision.
7. Field assignments that do not violate the ethics and values of the profession.
8. Due process with access to a grievance procedure if a problem arises in the student’s performance or behavior in the field or class.
9. Participate in and review her/his field evaluation and if differences exist between the student and field instructor, the student may submit a written statement of explanation and request that it be attached to the evaluation.
10. Organize on behalf of their own interests.

Student Responsibilities

Student responsibilities are set in a context of mutuality with field instructors and faculty. Thus a listing of agency and university responsibilities are listed on page 35. Students are expected to take responsibility for their own learning, setting educational and career goals, and speaking on their own behalf regarding issues that affect their education with the active guidance of their academic advisors and field instructors. The following is a list of specific student responsibilities:

1. Agency Assignments:

- a. Students should be aware of their responsibilities in serving agency clientele in accordance with agency guidelines, goals, objectives, and so forth.
- b. Students have the responsibility of expressing their learning needs to their field instructor to meet the obligations of both school and agency.
- c. Agenda items for supervisory meetings should be determined by both field instructors and students.
- d. Students are to take the initiative to interact with co-workers and draw from their experiences.

2. **Transportation:**

- a. Students should consider transportation problems when selecting an agency.
 - b. All students must provide their own transportation to and from the agency.
 - c. It must be understood that some agencies furnish transportation on the job while others require students to have their own car and may or may not pay mileage.
3. **Calendar:** The Field Placement Calendar is given to students at the beginning of the placements so they are cognizant of the schedule.
 4. **Field Placement Hours:** Students will work out a suitable working schedule with the agency that meets the requirements of the agency and the university.
 5. **Dress:** Students are expected to dress according to the agency's dress code policy. If the student feels unable to comply with that code, the issue should be discussed with the field instructor until resolved.
 6. **Confidentiality:** The concept of confidentiality is an integral part of social work practice and students are expected never to discuss their clients and their problems outside the agency. If the students use client-related material in class, they must first secure the agency's permission and then carefully disguise it so no one can identify the client or others whose privacy might be invaded.
 7. **Self-awareness:** Students are expected to continue to seek awareness of their own value systems so that they can ascertain what effect their values have on relationships with other people and to explore their emotional and intellectual readiness for a career in the field of social work. This can be accomplished both in the classroom and in the agency, but deliberate attempts will be made in classroom exercises to facilitate this process.
 8. **Ethical Conduct:** Students are expected to know and comply with the National Association of Social Work (NASW) Code of Ethics and the North American Association of Social Workers (NACSW) Statement of Faith and Practice.
 9. **Problems:** If students perceive problems in their placement, it is their responsibility to discuss the matter with the field instructor. If, after discussing the problem with the field instructor and agency, the conflict cannot be resolved, the student and/or supervisor should contact the practice class instructor at the university. The ultimate resolution should be mutually agreed upon by the student, the agency, and the school through the use of a three-way conference when necessary.
 10. **Termination:** The student, agency, or department may initiate severance of the contact with the agency. Termination must be planned as part of the educational and professional process by asking the student to terminate contacts with clients, complete reports, and so forth, as the agency specifies.

Student Participation in Program Governance

The social work department actively encourages students to participate in student and faculty activities and seeks the input of students in developing the policies and

curriculum of the Social Work Major. The following are ways in which students can participate.

- 1. Student Social Work Association (SSWA):** One of the constitutionally-specified purposes of SSWA is that of "...providing an opportunity for participation in the development of the Social Work Program" (Appendix D). SSWA officers and members are encouraged to make recommendations to the social work faculty and will be called on to address specific issues by the faculty. At the beginning of every semester the President of SSWA and the faculty advisor will meet to share proposed agenda items for upcoming student meetings and faculty meetings. The President will be asked to attend a minimum of one social work faculty meeting per semester. The President and other officers and members may also request to attend a social work faculty meeting. The current faculty advisor to SSWA is Dr. Sandra L. Bauer, Chair of the Social Work Department.
- 2. Student/Faculty Meetings:** Several meetings are held each academic year. This is planned by the faculty with input from SSWA, to make announcements, discuss questions and concerns, and facilitate student networking. Topics such as curriculum, electives, faculty, field practicum, the admission process, employment, graduate school, activities of SSWA, and accreditation are discussed.
- 3. Student Representatives at Advisory Council Meetings:** The Social Work Advisory Council meets once each semester to discuss current issues in the field and policy and curriculum changes in the program. One junior social work student and two senior social work students are members of the Council.
- 4. Student Members of Faculty Search Committees:** A minimum of one student is included in every search committee for new full-time faculty appointments, and faculty candidates are required to serve as a guest lecturer. In addition a meeting time with students without the current faculty is also scheduled. Students provide evaluative feedback to the search committee which is considered in the process of making the final decision.
- 5. Evaluation of Courses and Instructors:** Students have the opportunity to evaluate courses and instructors on a regular basis. Senior students are also asked to evaluate social work faculty as advisors. The findings are reported to the department chair and the undergraduate dean and used as a part of the promotion and tenure process.
- 6. CSWE Site Visit:** Students who have been selected by their fellow students are available to meet with the site visitors to share their perceptions of the BSW program.
- 7. Informal Procedures:** The social work faculty have an open-door policy in which students can stop in to discuss current concerns, offer feedback, share ideas, etc. In

addition, the faculty often bring up departmental issues and ask for student feedback in classes.

HELPING A STUDENT BEGIN THE FIELD PRACTICUM

Mutual Responsibilities of Students, Field Agencies, and Eastern University

Student Responsibilities (Also listed on page 31 along with Student Rights and Governance)

1. *Agency Assignments*

- a. Students should be aware of their responsibilities in serving agency clientele in accordance with agency guidelines, goals, objectives, etc.
- b. Students have the responsibility of expressing their learning needs to their Field Instructor to meet the obligations of both school and agency.
- c. Agenda items for supervisory meetings should be determined by both Field Instructors and students.
- d. Students are to take the initiative to interact with co-workers and draw from their experiences.

2. *Transportation*

- a. Students should consider transportation problems when selecting an agency.
- b. All students must provide their own transportation to and from the agency.
- c. It must be understood that some agencies furnish transportation on the job while others require students to have their own car and may or may not pay mileage.

3. **Calendar:** The Field Placement Calendar is given to students at the beginning of each year and is cognizant of the placement schedule for the school year.

4. **Field Placement Hours:** Students will work out a suitable working schedule with the agency that meets the requirements of the agency and the university.

5. **Dress:** Students are expected to dress according to the agency's dress code policy. If the student feels unable to comply with that code, the issue should be discussed with the Field Instructor until resolved.

6. **Confidentiality:** The concept of confidentiality is an integral part of social work practice and students are expected never to discuss their clients and their problems outside the agency. If the students use client-related material in class, they must first secure the agency's permission and then carefully disguise it so no one can identify the client or others whose privacy might be invaded.

7. **Self awareness:** Students are expected to continue to seek awareness of their own value systems so that they can ascertain what effect their values have on relationships with other people and to explore their emotional and intellectual readiness for a career in the

field of social work. This can be accomplished both in the classroom and in the agency, but deliberate attempts will be made in classroom exercises to facilitate this process.

8. **Problems:** If students perceive problems in their placement, it is their responsibility to discuss the matter with the Field Instructor. If, after discussing the problem with the Field Instructor and agency, the conflict cannot be resolved, the student and/or supervisor should contact the practice class instructor at the university. The ultimate resolution should be mutually agreed upon by the student, the agency, and the school through the use of a three-way conference when necessary.
9. **Termination:** Severance of contact with the agency may be initiated by student, agency, or department. Termination must be planned as part of the educational and professional process by asking the student to terminate contacts with clients, complete reports, etc., as the agency specifies.

Agency Responsibilities

1. Assist in the selection of field practicum students through interviews and evaluations of students referred by the university.
2. Establish goals and objectives commensurate with the beginning level of social work practice that take into consideration the goals of both the agency and the university.
3. Properly orient the new student to the agency, including the agency's historical development, purposes, goals, objectives, range of services, operating procedures, eligibility, requirements, service area, financial structure, administrative structure, link to other services, etc.
4. Introduce field practicum students to other agency staff members, consultants, etc., and related community services.
5. Provide a variety of meaningful direct and/or indirect service assignments that provide opportunity for the student to apply and integrate theoretical knowledge and to familiarize the student with a variety of interventive models.
6. Provide regular weekly supervisory times to the student that give continuous feedback as to the student's performance, strengths, weaknesses, attitudes, values, etc., as demonstrated in their field experience.
7. Conduct periodic formal written evaluations with the student at the end of each semester that provide specific information on the student's performance which will be useful in determining final grades, employment references, and graduate school admission.

University Responsibilities

1. Admit students who have the academic ability and potential for emotional development and maturation to complete the B.S.W. program.
2. Provide students with the academic base and theoretical knowledge necessary for field placement experience.
3. Provide a Field Education Director who is responsible for coordinating university/agency relationships to maintain a strong, beneficial relationship that results

in maximizing the learning experience of the student.

4. Provide sufficient faculty time for planning and consultation with agency personnel and students. A faculty liaison will meet with the Field Instructor and the student at the agency.
5. Grade the student's performance and grant or deny university credit for the semester.

Orienting a Student to the Agency

It is important to provide an orientation for the student who is beginning field placement that provides necessary information about the purpose of the agency, the types of services provided, and the organizational structure and policies of the agency. Many agencies already have an orientation program that can possibly be adapted to fit the needs of the student. The following is a checklist that may prove helpful in orienting a student to the agency.

1. Staff

- a. Introduce student to social workers, receptionists, administrators, etc.
- b. Circulate memo introducing the student to the agency personnel.
- c. Provide student with a list of staff names and positions.

2. Facilities and Equipment

- a. Provide student with a desk, telephone, writing materials, etc.
- b. Inform the student about the location of the restroom, lunchroom, parking, etc.
- c. Tour the agency.
- d. Instruct the student concerning use of dictating machines, computers, agency vehicles, etc.

3. Accountability

- a. Provide an organizational chart.
- b. Provide agency manuals, and highlight important policies and procedures.
- c. Instruct student on utilization of agency forms, records, files, etc.
- d. Inform student of agency hours, holidays, and compensatory time policy.
- e. Inform student concerning expense account policy and instruct in use of expense vouchers.
- f. Inform student of agency dress code.

4. Supervision

- a. Discuss your mutual views and expectations of the supervisory relationship.
- b. Instruct student concerning preparation and submission of conference agenda.
- c. Schedule weekly supervisory conference.

- d. Develop learning contract with student.
5. **Community**
- a. Provide maps of the neighborhood, community, city, and county, as applicable.
 - b. Discuss use public transportation, personal automobile, and agency vehicles.
 - c. Arrange for student to visit relevant agencies.

Learning Contract

An important part of developing an effective and beneficial relationship between the student and the Field Instructor is clarifying mutual expectations. One way to facilitate this process is for the student and Field Instructor to collaborate in developing a learning contract during the first several weeks of field placement. Contracting skills that are learned in doing this can also be applied in practice. The contract should be printed on agency letterhead, dated, and signed by the student and the Field Instructor, and submitted by the student to the instructor of the social work practice course early in the first semester of the field practicum. For seniors, the contract should be updated in conjunction with the evaluation conference at the end of the fall semester and resubmitted with the evaluation report.

As you develop the contract, please keep in mind the ten core competencies of Eastern's B.S.W. Program, which are adapted from the *Educational Policy and Accreditation Standards* (2008) of the Council on Social Work Education (CSWE) and listed below. For further explanation of the competencies and their operationalization in the form of practice behaviors, you may consult the Junior or Senior Field Practicum Evaluation in the appendix D of the *Field Education Handbook*.

Social workers . . .

1. *identify as professional social workers and conduct themselves accordingly;*
2. *apply social work ethical principles to guide professional practice;*
3. *apply critical thinking and communication skills to formulate and communicate professional judgment;*
4. *engage human diversity and difference in social work practice;*
5. *advance human rights and social and economic justice;*
6. *engage in research-informed practice and practice-informed research;*
7. *apply knowledge of human development and action in the social environment;*
8. *engage in policy practice to advance social and economic well-being and to deliver effective social work services;*
9. *respond to contexts that shape practice; and*
10. *practice social work with individuals, families, groups, organizations, and communities.*

1. **Assignments:** This section specifies your planned assignments in the agency that also meet the competencies above. For *example*:

- Your *direct service load*, including the number and type of individuals, families, groups, organizations, and/or communities you will serve, as well as the frequency and type of contact; e.g., complete two intake assessments per week in the homeless shelter (core competencies (CC): 3 and 10); develop a professional helping relationship with a client from a diverse population (CC 1, 2, 4, 9, and 10).
- Your *indirect service load*, including activities that you will carry out on behalf of the clients/systems you serve; e.g., develop a resource guide for housing services. (CC 6 and 8); e.g., advocate for low income housing (CC 2, 5, and 8).
- *Process record* (see “Student Process Recording,” *Field Education Handbook*) at least one client contact (for seniors, two) per week, during your agency hours (CC 7 and 10)
- *Other agency activities* that are not directly related to your service load but are nevertheless an important part of your development as a professional social worker; e.g., attend weekly staff meetings (CC 1, 9, and 10).

2. **Resources:** This section specifies the resources to be provided to you by the agency. For *example*:

- Office space and furniture.
- Telephone and other equipment.
- Materials and supplies.
- Transportation to service contacts (including financial reimbursements, as appropriate).
- Access to agency files.
- Access to other agency professionals.
- Clerical support and/or computer access.

3. **Methods of communication and accountability:** This section specifies the student's and the Field Instructor's modes of communication with, and accountability to each other. For *example*:

- The specific days and hours you will be expected to be at the agency.
- Field instruction conference (including frequency, length, and time; a minimum of 1 hour per week).
- Field instruction conference agenda.
- Task instruction conference (if applicable, including frequency, length, and time).
- Task instruction conference agenda (if applicable).

- Service log, case notes, case reports, etc.
- Review of student's process recording (at least one per week; see "Student Process Recording," below, and written assignments, as appropriate).
- Field Practicum Evaluation (at the end of each semester; see "Field Practicum Evaluations" in the appendix D of the *Field Education Handbook*).

APPENDICES

(Pagination of the original documents is retained)

- A. CSWE *Educational Policy and Accreditation Standards* (2008)**
- B. NASW “Code of Ethics”**
- C. NACSW “Statement of Faith and Practice”**
- D. Field Practicum Evaluations**
- E. Directions to Eastern University**

APPENDIX A

(pagination of the original document retained)

Council on Social Work Education

Educational Policy and Accreditation Standards (2008)

COUNCIL ON SOCIAL WORK EDUCATION

EDUCATIONAL POLICY AND ACCREDITATION STANDARDS (2008)

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 and environment construct, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, social work's purpose 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.

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, and the exercise of leadership within the professional community.

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 of curriculum design by balancing requirements that promote comparability 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 Accreditation Standards are conceptually linked. Educational Policy describes each curriculum feature. Accreditation Standards (*in italics*) 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 (EP 1.1), and are informed by context (EP 1.2).

Educational Policy 1.1—Values

Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, [NASW *Code of Ethics*, 1996, rev. 1999], 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. Programs are further influenced by their historical, political, economic, social, cultural, demographic, 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 and practice.

Accreditation Standard 1.0—Mission and Goals

The social work program's mission and goals reflect the profession's purpose and values and the program's context.

1.0.1 The program submits its mission statement and describes how it is consistent with the profession's purpose and values and the program's context.

1.0.2 The program identifies its goals and demonstrates how they are derived from the program's mission.

2. Explicit Curriculum

Educational Policy 2.0—The Social Work Curriculum and Professional Practice

The explicit curriculum constitutes the program's formal educational structure and includes the courses and the curriculum. Social work education is grounded in the liberal arts, which provide the intellectual basis for the professional curriculum and inform its design. The explicit curriculum achieves the program's competencies through an intentional design that includes the foundation offered at the baccalaureate and master's levels and the advanced curriculum offered at the master's level. The BSW curriculum prepares its graduates for generalist practice through mastery of the core competencies. The MSW curriculum prepares its graduates for advanced practice through mastery of the core competencies augmented by knowledge and practice behaviors specific to a concentration.

Educational Policy 2.1—Core Competencies

Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities. The ten core competencies are listed below [EP 2.1.1–EP 2.1.10(d)], followed by a description of characteristic knowledge, values, skills, and the resulting practice behaviors that may be used to operationalize the curriculum and assessment methods. Programs may add competencies consistent with their missions and goals.

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

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

- advocate for client access to the services of social work;
- practice personal reflection and self-correction to assure continual professional development;
- attend to professional roles and boundaries;
- demonstrate professional demeanor in behavior, appearance, and communication;
- engage in career-long learning; and
- use supervision and consultation.

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

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

- recognize and manage personal values in a way that allows professional values to guide practice;
- make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics [1996, rev. 1999] and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles [IFSW];
- tolerate ambiguity in resolving ethical conflicts; and
- apply strategies of ethical reasoning to arrive at principled decisions.

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

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers

- distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- analyze models of assessment, prevention, intervention, and evaluation; and
- demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

Educational Policy 2.1.4—Engage diversity and difference in practice.

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate 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

- recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
- gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
- recognize and communicate their understanding of the importance of difference in shaping life experiences; and
- view themselves as learners and engage those with whom they work as informants.

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

Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers

- understand the forms and mechanisms of oppression and discrimination;
- advocate for human rights and social and economic justice; and
- engage in practices that advance social and economic justice.

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

Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers

- use practice experience to inform scientific inquiry and
- use research evidence to inform practice.

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

Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter

people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers

- utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
- critique and apply knowledge to understand person and environment.

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

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know 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

- analyze, formulate, and advocate for policies that advance social well-being; and
- collaborate with colleagues and clients for effective policy action.

Educational Policy 2.1.9—Respond to contexts that shape practice.

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers

- continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and
- provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

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

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

Educational Policy 2.1.10(a)—Engagement

Social workers

- substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;

- use empathy and other interpersonal skills; and
- develop a mutually agreed-on focus of work and desired outcomes.

Educational Policy 2.1.10(b)—Assessment

Social workers

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

Educational Policy 2.1.10(c)—Intervention

Social workers

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

Educational Policy 2.1.10(d)—Evaluation

Social workers critically analyze, monitor, and evaluate interventions.

Educational Policy B2.2—Generalist Practice

Generalist practice is grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate 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. BSW practice incorporates all of the core competencies.

Educational Policy M2.2—Advanced Practice

Advanced practitioners refine and advance the quality of social work practice and that of the larger social work profession. They synthesize and apply a broad range of interdisciplinary and multidisciplinary knowledge and skills. In areas of specialization, advanced practitioners assess, intervene, and evaluate to promote human and social well-being. To do so they suit each action to the circumstances at hand, using the discrimination learned through experience and self-improvement. Advanced practice

incorporates all of the core competencies augmented by knowledge and practice behaviors specific to a concentration.

Educational Policy 2.3—Signature Pedagogy: Field Education

Signature pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner. Professionals have pedagogical norms with which they connect and integrate theory and practice [Shulman, L. S. (2005, Summer). Signature pedagogies in the professions. *Daedalus*, 52-59]. 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.

Accreditation Standard B2.0—Curriculum

The 10 core competencies are used to design the professional curriculum. The program

B2.0.1 *Discusses how its mission and goals are consistent with generalist practice as defined in EP B2.2.*

B2.0.2 *Identifies its competencies consistent with EP 2.1 through 2.1.10(d).*

B2.0.3 *Provides an operational definition for each of its competencies used in its curriculum design and its assessment [EP 2.1 through 2.1.10(d)].*

B2.0.4 *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 (EP 2.0).*

B2.0.5 *Describes and explains how its curriculum content (knowledge, values, and skills) implements the operational definition of each of its competencies.*

Accreditation Standard M2.0—Curriculum

The 10 core competencies are used to design the foundation and advanced curriculum. The advanced curriculum builds on and applies the core competencies in an area(s) of concentration. The program

M2.0.1 *Identifies its concentration(s) (EP M2.2).*

M2.0.2 *Discusses how its mission and goals are consistent with advanced practice (EP M2.2).*

M2.0.3 *Identifies its program competencies consistent with EP 2.1 through 2.1.10(d) and EP M2.2.*

M2.0.4 *Provides an operational definition for each of the competencies used in its curriculum design and its assessment [EP 2.1 through 2.1.10(d); EP M2.2].*

M2.0.5 Provides a rationale for its formal curriculum design (foundation and advanced), demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field (EP 2.0).

M2.0.6 Describes and explains how its curriculum content (relevant theories and conceptual frameworks, values, and skills) implements the operational definition of each of its competencies.

Accreditation Standard 2.1—Field Education

The program discusses how its field education program

2.1.1 Connects the theoretical and conceptual contribution of the classroom with the practice setting, fostering the implementation of evidence-informed practice.

B2.1.2 Provides generalist practice opportunities for students to demonstrate the core competencies.

M2.1.2 Provides advanced practice opportunities for students to demonstrate the program's competencies.

2.1.3 Provides a minimum of 400 hours of field education for baccalaureate programs and 900 hours for master's programs.

2.1.4 Admits only those students who have met the program's specified criteria for field education.

2.1.5 Specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; maintaining field liaison contacts with field education settings; and evaluating student learning and field setting effectiveness congruent with the program's competencies.

2.1.6 Specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program competencies. Field instructors for baccalaureate students hold a baccalaureate or master's degree in social work from a CSWE-accredited program. Field instructors for master's students hold a master's degree in social work from a CSWE-accredited program. For cases in which a field instructor does not hold a CSWE-accredited social work degree, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.

2.1.7 Provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.

2.1.8 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—Implicit Curriculum: The Learning Environment

The implicit curriculum refers to the educational environment in which the explicit curriculum is presented. It is composed of the following elements: the program's

commitment to diversity; admissions policies and procedures; advisement, retention, and termination policies; student participation in governance; faculty; administrative structure; and resources. The implicit curriculum is manifested through policies that are fair and transparent in substance and implementation, the qualifications of the faculty, and the adequacy of resources. The culture of human interchange; the spirit of inquiry; the support for difference and diversity; and the values and priorities in the educational environment, including the field setting, inform the student's learning and development. The implicit curriculum is as important as the explicit curriculum in shaping the professional character and competence of the program's graduates. Heightened awareness of the importance of the implicit curriculum promotes an educational culture that is congruent with the values of the profession [Eisner, E. W. (2002). *The educational imagination: On the design and evaluation of school programs* (3rd ed.). New York: Macmillan]. .

Educational Policy 3.1—Diversity

The program's commitment to diversity—including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation—is reflected in its learning environment (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 3.1—Diversity

3.1.1 The program describes the specific and continuous efforts it makes to provide a learning environment in which respect for all persons and understanding of diversity and difference are practiced.

3.1.2 The program describes how its learning environment models affirmation and respect for diversity and difference.

3.1.3 The program discusses specific plans to improve the learning environment to affirm and support persons with diverse identities.

Educational Policy 3.2—Student Development

Educational preparation and commitment to the profession are essential qualities in the admission and development of students for professional practice. To promote the social work education continuum, BSW graduates admitted to MSW programs are presented with an articulated pathway toward a concentration. Student participation in formulating and modifying policies affecting academic and student affairs are important for the student's professional development.

Accreditation Standard 3.2—Student Development: Admissions; Advisement, Retention, and Termination; and Student Participation

Admissions

B3.2.1 The program identifies the criteria it uses for admission.

M3.2.1 The program identifies the criteria it uses for admission. The criteria for admission to the master's program must include an earned bachelor's degree from a college or university accredited by a recognized regional accrediting association.

3.2.2 The program describes the process and procedures for evaluating applications and notifying applicants of the decision and any contingent conditions associated with admission.

M3.2.3 BSW graduates entering MSW programs are not to repeat what has been mastered in their BSW programs. MSW programs describe the policies and procedures used for awarding advanced standing. These policies and procedures should be explicit and unambiguous. Advanced standing is awarded only to graduates holding degrees from baccalaureate social work programs accredited by CSWE, those recognized through its International Social Work Degree Recognition and Evaluation Service, or covered under a memorandum of understanding with international social work accreditors.

3.2.4 The program describes its policies and procedures concerning the transfer of credits.

3.2.5 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

3.2.6 The program describes its academic and professional advising policies and procedures. Professional advising is provided by social work program faculty, staff, or both.

3.2.7 The program spells out how it informs students of its criteria for evaluating their academic and professional performance, including policies and procedures for grievance.

3.2.8 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.

Student participation

3.2.9 The program describes its policies and procedures specifying students' rights and responsibilities to participate in formulating and modifying policies affecting academic and student affairs.

3.2.10 The program demonstrates how it provides opportunities and encourages students to organize in their interests.

Educational Policy 3.3—Faculty

Faculty qualifications, including experience related to the program's competencies, and an appropriate student-faculty ratio 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, 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.

Accreditation Standard 3.3—Faculty

3.3.1 *The program identifies each full and part-time social work faculty member and discusses her/his qualifications, competence, expertise in social work education and practice, and years of service to the program. Faculty who teach social work practice courses have a master's degree in social work from a CSWE-accredited program and at least two years of social work practice experience.*

3.3.2 *The program discusses how faculty size is commensurate with the number and type of curricular offerings in class and field; class size; number of students; and the faculty's teaching, scholarly, and service responsibilities. To carry out the ongoing functions of the program, the full-time equivalent faculty-to-student ratio is usually 1:25 for baccalaureate programs and 1:12 for master’s programs.*

B3.3.3 *The baccalaureate social work program identifies no fewer than two full-time faculty assigned to the program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. The majority and no fewer than two of the full-time faculty has either a master’s degree in social work from a CSWE-accredited program, with a doctoral degree preferred, or a baccalaureate degree in social work from a CSWE-accredited program and a doctoral degree preferably in social work.*

M3.3.3 *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.*

3.3.4 *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.*

3.3.5 *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.*

3.3.6 *The program describes how its faculty models the behavior and values of the profession in the program’s educational environment.*

Educational Policy 3.4—Administrative 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. They exercise autonomy in designing an administrative and leadership structure, developing curriculum, and formulating and implementing policies that support the education of competent social workers.

Accreditation Standard 3.4—Administrative Structure

3.4.1 The program describes its administrative structure and shows how it provides the necessary autonomy to achieve the program's mission and goals.

3.4.2 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.

3.4.3 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.

3.4.4 The program identifies the social work program director. Institutions with accredited BSW and MSW programs appoint a separate director for each.

***B3.4.4(a)** The program describes the BSW 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 preferred or a baccalaureate degree in social work from a CSWE-accredited program and a doctoral degree, preferably in social work.*

***B3.4.4(b)** The program provides documentation that the director has a full-time appointment to the social work program.*

***B3.4.4(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 of the program, a minimum of 25% assigned time is required at the baccalaureate level. The program demonstrates this time is sufficient.*

***M3.4.4(a)** The program describes the MSW 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 MSW program director have a doctoral degree, preferably in social work.*

***M3.4.4(b)** The program provides documentation that the director has a full-time appointment to the social work program.*

***M3.4.4(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 of the program, a minimum of 50% assigned time is required at the master's level. The program demonstrates this time is sufficient.*

3.4.5 The program identifies the field education director.

3.4.5(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.

3.4.5(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 postbaccalaureate or postmaster's social work degree practice experience.

B3.4.5(c) The program describes the procedures for determining the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field at least 25% assigned time is required for baccalaureate programs. The program demonstrates this time is sufficient.

M3.4.5(c) The program describes the procedures for determining the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field at least 50% assigned time is required for master's programs. The program demonstrates this time is sufficient.

3.4.5(d) The program provides documentation that the field director has a fulltime appointment to the social work program.

Educational Policy 3.5—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 support learning and professionalization of students and program improvement.

Accreditation Standard 3.5—Resources

3.5.1 The program describes the procedures for budget development and administration it uses to achieve its mission and goals. The program submits the budget form to demonstrate sufficient and stable financial supports that permit program planning and faculty development.

3.5.2 The program describes how it uses resources to continuously improve the program and address challenges in the program's context.

3.5.3 The program demonstrates sufficient support staff, other personnel, and technological resources to support itself.

3.5.4 The program submits the library form to demonstrate comprehensive library holdings and/or electronic access and other informational and educational resources necessary for achieving its mission and goals.

3.5.5 The program describes and demonstrates sufficient office and classroom space and/or computer-mediated access to achieve its mission and goals.

3.5.6 The program describes its access to assistive technology, including materials in alternative formats (e.g., Braille, large print, books on tape, assistive learning systems).

4. Assessment

Educational Policy 4.0—Assessment

Assessment is an integral component of competency-based education. To evaluate the extent to which the competencies have been met, a system of assessment is central to this

model of education. Data from assessment continuously inform and promote change in the explicit and implicit curriculum to enhance attainment of program competencies.

Accreditation Standard 4.0—Assessment

4.0.1 *The program presents its plan to assess the attainment of its competencies. The plan specifies procedures, multiple measures, and benchmarks to assess the attainment of each of the program’s competencies (AS B2.0.3; AS M2.0.4).*

4.0.2 *The program provides evidence of ongoing data collection and analysis and discusses how it uses assessment data to affirm and/or make changes in the explicit and implicit curriculum to enhance student performance.*

4.0.3 *The program identifies any changes in the explicit and implicit curriculum based on the analysis of the assessment data.*

4.0.4 *The program describes how it makes its constituencies aware of its assessment outcomes.*

4.0.5 *The program appends the summary data for each measure used to assess the attainment of each competency for at least one academic year prior to the submission of the self-study.*

APPENDIX B

(pagination of the original document retained)

National Association of Social Workers

“Code of Ethics”

NATIONAL ASSOCIATION OF SOCIAL WORKERS
“CODE OF ETHICS”
(1996, rev. 2008)

Preamble

The primary mission of the social work profession is to enhance human wellbeing 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 wellbeing in a social context and the wellbeing of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

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

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

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

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

Purpose of the NASW Code of Ethics

Professional ethics are at the core of social work. The profession has an obligation to articulate its basic values, ethical principles, and ethical standards. The *NASW Code of Ethics* sets forth these values, principles, and standards to guide social workers’ conduct.

The *Code* is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve.

The *NASW Code of Ethics* serves six purposes:

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

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

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

Ethical decision making is a process. There are many instances in social work where simple answers are not available to resolve complex ethical issues. Social workers should take into consideration all the values, principles, and standards in this *Code* that are relevant to any situation in which ethical judgment is warranted. Social workers' decisions and actions should be consistent with the spirit as well as the letter of this *Code*.

In addition to this *Code*, there are many other sources of information about ethical thinking that may be useful. Social workers should consider ethical theory and principles generally, social work theory and research, laws, regulations, agency policies, and other

relevant codes of ethics, recognizing that among codes of ethics social workers should consider the *NASW Code of Ethics* as their primary source. Social workers also should be aware of the impact on ethical decision making of their clients' and their own personal values and cultural and religious beliefs and practices. They should be aware of any conflicts between personal and professional values and deal with them responsibly. For additional guidance social workers should consult the relevant literature on professional ethics and ethical decision making and seek appropriate consultation when faced with ethical dilemmas. This may involve consultation with an agency-based or social work organization's ethics committee, a regulatory body, knowledgeable colleagues, supervisors, or legal counsel.

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

The *NASW Code of Ethics* is to be used by NASW and by individuals, agencies, organizations, and bodies (such as licensing and regulatory boards, professional liability insurance providers, courts of law, agency boards of directors, government agencies, and other professional groups) that choose to adopt it or use it as a frame of reference. Violation of standards in this *Code* does not automatically imply legal liability or violation of the law. Such determination can only be made in the context of legal and judicial proceedings. Alleged violations of the *Code* would be subject to a peer review process. Such processes are generally separate from legal or administrative procedures and insulated from legal review or proceedings to allow the profession to counsel and discipline its own members.

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

Ethical Principles

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

Value: *Service*

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

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

Value: *Social Justice*

Ethical Principle: *Social workers challenge social injustice.*

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

Value: *Dignity and Worth of the Person*

Ethical Principle: *Social workers respect the inherent dignity and worth of the person.*

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

Value: *Importance of Human Relationships*

Ethical Principle: *Social workers recognize the central importance of human relationships.*

Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the wellbeing 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 wellbeing 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, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical disability.

1.06 Conflicts of Interest

- (a) Social workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment. Social workers should inform clients when a real or potential conflict of interest arises and take reasonable steps to resolve the issue in a manner that makes the clients' interests primary and protects clients' interests to the greatest extent possible. In some cases, protecting clients' interests may require termination of the professional relationship with proper referral of the client.
- (b) Social workers should not take unfair advantage of any professional relationship or exploit others to further their personal, religious, political, or business interests.
- (c) Social workers should not engage in dual or multiple relationships with clients or former clients in which there is a risk of exploitation or potential harm to the client. In instances when dual or multiple relationships are unavoidable, social workers should take steps to protect clients and are responsible for setting clear, appropriate, and culturally sensitive boundaries. (Dual or multiple relationships occur when social workers relate to clients in more than one relationship, whether professional, social, or business. Dual or multiple relationships can occur simultaneously or consecutively.)
- (d) When social workers provide services to two or more people who have a relationship with each other (for example, couples, family members), social workers should clarify with all parties which individuals will be considered clients and the nature of social workers' professional obligations to the various individuals who are receiving services. Social workers who anticipate a conflict of interest among the individuals receiving services or who anticipate having to perform in potentially conflicting roles (for example, when a social worker is asked to testify in a child custody dispute or divorce proceedings involving clients) should clarify their role with the parties involved and take appropriate action to minimize any conflict of interest.

1.07 Privacy and Confidentiality

- (a) Social workers should respect clients' right to privacy. Social workers should not solicit private information from clients unless it is essential to providing services or conducting social work evaluation or research. Once private information is shared, standards of confidentiality apply.
- (b) Social workers may disclose confidential information when appropriate with valid consent from a client or a person legally authorized to consent on behalf of a client.
- (c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or other identifiable person. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.

- (d) Social workers should inform clients, to the extent possible, about the disclosure of confidential information and the potential consequences, when feasible before the disclosure is made. This applies whether social workers disclose confidential information on the basis of a legal requirement or client consent.
- (e) Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients' right to confidentiality. Social workers should review with clients circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. This discussion should occur as soon as possible in the social worker-client relationship and as needed throughout the course of the relationship.
- (f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual's right to confidentiality and obligation to preserve the confidentiality of information shared by others. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.
- (g) Social workers should inform clients involved in family, couples, marital, or group counseling of the social worker's, employer's, and agency's policy concerning the social worker's disclosure of confidential information among the parties involved in the counseling.
- (h) Social workers should not disclose confidential information to third-party payers unless clients have authorized such disclosure.
- (i) Social workers should not discuss confidential information in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or semipublic areas such as hallways, waiting rooms, elevators, and restaurants.
- (j) Social workers should protect the confidentiality of clients during legal proceedings to the extent permitted by law. When a court of law or other legally authorized body orders social workers to disclose confidential or privileged information without a client's consent and such disclosure could cause harm to the client, social workers should request that the court withdraw the order or limit the order as narrowly as possible or maintain the records under seal, unavailable for public inspection.
- (k) Social workers should protect the confidentiality of clients when responding to requests from members of the media.
- (l) Social workers should protect the confidentiality of clients' written and electronic records and other sensitive information. Social workers should take reasonable steps to ensure that clients' records are stored in a secure location and that clients' records are not available to others who are not authorized to have access.
- (m) Social workers should take precautions to ensure and maintain the confidentiality of information transmitted to other parties through the use of computers, electronic mail, facsimile machines, telephones and telephone answering machines, and other electronic

or computer technology. Disclosure of identifying information should be avoided whenever possible.

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

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

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

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

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

1.08 Access to Records

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

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

1.09 Sexual Relationships

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

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

(c) Social workers should not engage in sexual activities or sexual contact with former clients because of the potential for harm to the client. If social workers engage in conduct

contrary to this prohibition or claim that an exception to this prohibition is warranted because of extraordinary circumstances, it is social workers—not their clients—who assume the full burden of demonstrating that the former client has not been exploited, coerced, or manipulated, intentionally or unintentionally.

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

1.10 Physical Contact

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

1.11 Sexual Harassment

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

1.12 Derogatory Language

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

1.13 Payment for Services

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

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

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

1.14 Clients Who Lack Decision-Making Capacity

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

1.15 Interruption of Services

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

1.16 Termination of Services

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

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

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

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

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

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

2. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO COLLEAGUES

2.01 Respect

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

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

orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical disability.

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

2.04 Disputes Involving Colleagues

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

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

2.05 Consultation

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

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

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

2.06 Referral for Services

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

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

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

2.07 Sexual Relationships

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

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

2.08 Sexual Harassment

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

2.09 Impairment of Colleagues

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

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

2.10 Incompetence of Colleagues

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

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

2.11 Unethical Conduct of Colleagues

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

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

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

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

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

3. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES IN PRACTICE SETTINGS

3.01 Supervision and Consultation

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

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

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

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

3.02 Education and Training

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

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

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

(d) Social workers who function as educators or field instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of

exploitation or potential harm to the student. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

3.03 Performance Evaluation

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

3.04 Client Records

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

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

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

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

3.05 Billing

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

3.06 Client Transfer

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

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

3.07 Administration

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

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

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

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

3.08 Continuing Education and Staff Development

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

3.09 Commitments to Employers

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

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

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

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

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

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

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

3.10 Labor-Management Disputes

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

(b) The actions of social workers who are involved in labor-management disputes, job actions, or labor strikes should be guided by the profession's values, ethical principles, and ethical standards. Reasonable differences of opinion exist among social workers concerning their primary obligation as professionals during an actual or threatened labor

strike or job action. Social workers should carefully examine relevant issues and their possible impact on clients before deciding on a course of action.

4. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES AS PROFESSIONALS

4.01 Competence

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

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

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

4.02 Discrimination

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

4.03 Private Conduct

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

4.04 Dishonesty, Fraud, and Deception

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

4.05 Impairment

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

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

4.06 Misrepresentation

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

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

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

4.07 Solicitations

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

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

4.08 Acknowledging Credit

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

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

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

5.01 Integrity of the Profession

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

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

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

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

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

5.02 Evaluation and Research

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

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

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

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

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

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

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

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

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

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

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

(l) Social workers engaged in evaluation or research should ensure the anonymity or confidentiality of participants and of the data obtained from them. Social workers should

inform participants of any limits of confidentiality, the measures that will be taken to ensure confidentiality, and when any records containing research data will be destroyed.

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

(n) Social workers should report evaluation and research findings accurately. They should not fabricate or falsify results and should take steps to correct any errors later found in published data using standard publication methods.

(o) Social workers engaged in evaluation or research should be alert to and avoid conflicts of interest and dual relationships with participants, should inform participants when a real or potential conflict of interest arises, and should take steps to resolve the issue in a manner that makes participants' interests primary.

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

6. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO THE BROADER SOCIETY

6.01 Social Welfare

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

6.02 Public Participation

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

6.03 Public Emergencies

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

6.04 Social and Political Action

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

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

(c) Social workers should promote conditions that encourage respect for cultural and social diversity within the United States and globally. Social workers should promote

policies and practices that demonstrate respect for difference, support the expansion of cultural knowledge and resources, advocate for programs and institutions that demonstrate cultural competence, and promote policies that safeguard the rights of and confirm equity and social justice for all people.

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

APPENDIX C

(pagination of the original documents retained)

NACSW “Statement of Faith and Practice”

NORTH AMERICAN ASSOCIATION OF CHRISTIANS IN SOCIAL WORK
“STATEMENT OF FAITH AND PRACTICE”

1. Tenets emphasizing Christian beliefs

- (a) There is one God, who created and sustains everything that exists, and who continues to be active in human history.
- (b) Humanity is the highest creation of God, but rebelled against its Creator, and is in need of forgiveness and reconciliation.
- (c) God became incarnate in Jesus Christ, who died on the cross, who was raised bodily from the dead to reconcile human beings to their Creator, and who has promised to return personally in judgment to complete the establishment of His kingdom.
- (d) God works in and through people in the person of the Holy Spirit.
- (d) The character and purposes of God are revealed in the Bible, the Word of God, which is the basis for what Christians are to believe and how they are to live.
- (f) Jesus Christ calls all Christians to be a caring community and a corporate witness to faith in Him.

2. Tenets emphasizing human relationships and responsibilities

- (a) Every individual is a person of worth, with basic human rights and essential human responsibilities.
- (b) The uniqueness of each human being and the distinctiveness of social groups derive from factors, such as age, sexuality, race, ethnicity, national origin, religion, life philosophy, family, culture, and economic and social structures.
- (c) Human beings are interdependent with each other and with their social and physical environments.
- (d) Jesus Christ is Lord over all areas of life, including social, economic, and political systems.

3. Tenets emphasizing vocation

- (a) A dynamic relationship exists between the Christian life and social work practice.
- (b) Christians in social work ought not to be motivated by temporal wealth, power, or security.
- (c) Christians in social work ought to examine and evaluate all human ideologies and social work theories and methods as to their consistency with the Bible, their consciences, social laws, and professional codes of ethics.

- (d) Christians in social work ought to work for the temporal and eternal well-being of all human beings, and for the redemption of human communities and social institutions.
- (e) Christians in social work ought to support and submit themselves to the highest standards of professional education, practice, and ethics.
- (f) Christians in social work ought to use the insights of their faith in helping people, and to treat everyone as Jesus Christ would have them treated.

APPENDIX D

(pagination of the original documents retained)

Junior Field Practicum Evaluation Report

Senior Field Practicum Evaluation Report

JUNIOR FIELD PRACTICUM EVALUATION REPORT

Student:		Date:
Field Instructor:		Degree(s):
Title:	Agency:	

This evaluation is intended to assist the field instructor and the student to assess and report the student's development and learning in the social work field practicum during each semester and the academic year. It will provide a basis for planning future opportunities for learning as well as preparing recommendations for employment and graduate education. Please keep a copy of the evaluation report for your records and to serve as a basis for planning and recommendations.

Part I

Field Practicum Profile

A. Qualitative Profile of Student's Field Practicum

In the box (below), please describe the student's field practicum for the semester just ending. Include the types of services the *student* delivered; the diversity of the populations served; service settings (inside and outside of the agency); professional groups with whom the student collaborated; and so forth. The boxes will expand as you type.

--

B. Quantitative Profile of the Student's Field Practicum

Field Practicum	Spring Semester
Scheduled days and hours (e.g., Tu./Th., 8:30-5:00)	
Length of any meal or breaks (e.g., 45 minutes)	
First and last days	
Number of field days required	
Number of days present	
Number of days made up	
Number of supervisory conferences	
Average length of conferences	
Number of process records submitted	
Date of evaluation conference	

C. Quantitative Profile of Service Delivery

Services	Spring Semester	
	Cases Assigned	Total Contacts
Direct Services to Clients		
# of communities/organizations		
# of families/groups		

	Spring Semester	
# of individuals		
Indirect Services on Behalf of Clients		
# with other professionals		
# with family/friends		
# of meetings attended		
Other Agency Activities		
# of staff meetings attended		
# of in-service training sessions attended		
# of presentations made to agency staff		
Other (please specify):		

**Part II
Student Achievement Rating**

The 10 core competencies and 52 practice behaviors listed below are adapted from the 2008 *Educational Policy and Accreditation Standards* of the Council on Social Work Education (the national standard-setting body that accredits Eastern's B.S.W. Program). The student's performance should be assessed in terms of the degree to which s/he is making appropriate progress at the junior level toward acquiring the practice behaviors and, thus, achieving the core competencies. On each competency, please rate the student according to the following criteria.

5	The student has <i>exceeded</i> agency expectations.
4	The student has <i>consistently met and sometimes exceeded</i> agency expectations.
3	The student has <i>met</i> agency expectations.
2	The student has <i>sometimes met</i> agency expectations.
1	The student has <i>not met</i> agency expectations.
NA	Not applicable, or the student has not had opportunity to meet agency expectations.

Please enter *comments* in the appropriate box under each list of practice behaviors. *Provide example(s)* for any practice behavior that you rated as 1 or 2. The boxes will expand as you type.

Competency 1: Identifies as a professional social worker and conducts oneself accordingly. The student . . .		Spring
1.1	represents the social work profession knowledgeably, based on an understanding of the history of the profession and of social welfare as a societal institution	
1.2	advocates for client access to needed services	
1.3	practices personal reflection and self-correction to assure continual professional development	
1.4	attends to professional roles and boundaries	
1.5	demonstrates professional demeanor in behavior, appearance, and communication	
1.6	is developing a commitment to career-long learning	
1.7	utilizes supervision and consultation	
Comments (fall):		

Comments (spring):		
Competency 2: Applies social work ethical principles to guide professional practice. The student . . .		Spring
2.1	recognizes and manages personal values in a way that allows professional values to guide practice	
2.2	makes ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and the principles of the Statement of Faith and Practice of the North American Association of Christians in Social Work	
2.3	tolerates ambiguity in resolving ethical conflicts	
2.4	Applies strategies of ethical reasoning to arrive at principled decisions	
Comments (fall):		
Comments (spring):		
Competency 3: Applies critical thinking and communication skills to formulate and communicate professional decisions. The student . . .		Spring
3.1	distinguishes, appraises, and integrates multiple sources of knowledge, including the products of research, practice wisdom, and collegial collaboration	
3.2	analyzes models of helping	
3.3	communicates effectively, orally and in writing, in working with individuals, families, groups, organizations, communities, and colleagues	
Comments (fall):		
Comments (spring):		
Competency 4: Engages human diversity and difference in practice. The student ...		Spring
4.1	understands the dimensions of diversity as the intersectionality of multiple factors, including age, class, color, culture, ethnicity, gender, gender identity and expression, immigration status, physical and mental ability, political ideology, race, religion, sex, and sexual orientation	
4.2	recognizes the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power	
4.3	gains sufficient self-awareness to eliminate the influence of personal biases in working with diverse groups	
4.4	recognizes and communicates understanding of the importance of difference in shaping life experiences	
4.5	views oneself as a learner and engages clients as informants.	
Comments (fall):		
Comments (spring):		
Competency 5: Advances human rights and social and economic justice. Student . .		Spring
5.1	understands the forms and mechanisms of oppression and discrimination	
5.2	advocates for human rights and social and economic justice	
5.3	engages in practices that advance social and economic justice	
Comments (fall):		
Comments (spring):		

Competency 6: Engages in research-informed practice and practice-informed research. The student . . .		Spring
6.1	utilizes practice experience to inform scientific inquiry	
6.2	analyzes and critiques research evidence with attention to both quality and applicability to practice	
6.3	utilizes ethical standards to guide decision-making at every stage of the knowledge-building process	
6.4	utilizes research evidence to inform practice	
Comments (fall):		
Comments (spring):		
Competency 7: Applies knowledge of human development and action in the social environment. The student . . .		Spring
7.1	utilizes conceptual frameworks of individual, family, group, organizational, and community development and action to guide the helping process	
7.2	applies theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual and faith development	
7.3	critiques and applies knowledge to understand persons in environment	
Comments (fall):		
Comments (spring):		
Competency 8: Engages in policy practice to advance social and economic well-being and to deliver effective social work services. The student . . .		Spring
8.1	understands the impact of ideological themes and norms on the creation and implementation of social welfare policy	
8.2	analyzes, formulates, and advocates for policies that advance social and economic well-being	
8.3	collaborates with colleagues and clients for effective policy action	
Comments (fall):		
Comments (spring):		
Competency 9: Responds to contexts that shape practice. The student . . .		Spring
9.1	continuously discovers, appraises, and attends to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services	
9.2	provides leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services	
Comments (fall):		
Comments (spring):		
Competency 10: Practices social work with individuals, families, groups, organizations, and communities. The student . . .		Spring
10a: Preparation and engagement		
10.1	gathers information and knowledge	
10.2	engages in preparatory empathy	
10b: Assessment and contracting		

10.3	clarifies role and purpose and reaches for feedback from clients	
10.4	utilizes empathy and other interpersonal skills	
10.5	collects, organizes, and interprets client data	
10.6	assesses client strengths and limitations	
10.7	addresses issues of authority	
10.8	develops a mutually agreed-on focus of work and desired outcomes	
10.9	selects appropriate intervention strategies	
10c: Intervention		
10.10	initiates actions to achieve individual, family, group, organization, and community goals	
10.11	partializes clients' concerns and helps them to focus	
10.12	implements prevention strategies that enhance client capacities	
10.13	shares information and insights with clients	
10.14	helps clients overcome obstacles and resolve problems	
10.15	negotiates, mediates, and advocates for clients	
10.16	addresses client ambivalence and resistance through the use of support and confrontation	
10d: Evaluation and ending		
10.17	critically analyzes, monitors, and evaluates interventions	
10.18	facilitates endings and transitions	
Comments (fall):		
Comments (spring):		

Summary and Recommendations

Please select one of the following statements by entering an X in the preceding box.

	The student is <i>exceeding</i> agency expectations for <i>juniors</i> with regard to <i>all or most</i> core competencies and is ready for the senior year of the B.S.W. Program.
	The student is <i>consistently meeting and sometimes exceeding</i> agency expectations for <i>juniors</i> with regard to <i>all</i> core competencies and is ready for the senior year of the B.S.W. Program.
	The student is <i>consistently meeting</i> agency expectations for <i>juniors</i> with regard to <i>all</i> core competencies and is ready for the senior year of the B.S.W. Program.
	The student is performing <i>somewhat below</i> agency expectations for <i>juniors</i> and <i>may not be ready</i> for the senior year of the B.S.W. Program.
	The student is performing <i>well below</i> agency expectations for <i>juniors</i> and <i>is not ready</i> for the senior year of the B.S.W. Program.

Summary and recommendations: What is your overall assessment of the student's development and learning at the end of the junior year? To which competencies and/or practice behaviors should the student give particular attention in the future? Describe the student's readiness for the senior year of the B.S.W. Program. The block (below) will expand as you type.

Spring semester:

Field instructor's signature:	Date:
Student's signature:	Date:

SENIOR FIELD PRACTICUM EVALUATION REPORT

Student:		Date:	
Field Instructor:		Degree(s):	
Title:		Agency:	

This evaluation is intended to assist the field instructor and the student to assess and report the student's development and learning in the social work field practicum during each semester and the academic year. It will provide a basis for planning future opportunities for learning as well as preparing recommendations for employment and graduate education. Please keep a copy of the evaluation report for your records and to serve as a basis for planning and recommendations.

Part I

Field Practicum Profile

A. Qualitative Profile of Student's Field Practicum

In the “fall” and “spring” boxes (below), please describe the student's field practicum for the semester just ending. Include the types of services the *student* delivered; the diversity of the populations served; service settings (inside and outside of the agency); professional groups with whom the student collaborated; and so forth. The boxes will expand as you type.

Fall semester:
Spring semester:

B. Quantitative Profile of the Student’s Field Practicum

Field Practicum	Fall Semester	Spring Semester
Scheduled days and hours (e.g., Tu./Th., 8:30-5:00)		
Length of any meal or breaks (e.g., 45 minutes)		
First and last days		
Number of field days required		
Number of days present		
Number of days made up		
Number of supervisory conferences		
Average length of conferences		
Number of process records submitted		
Date of evaluation conference		

C. Quantitative Profile of Service Delivery

Services	Fall Semester		Spring Semester	
	Cases Assigned	Total Contacts	Cases Assigned	Total Contacts
Direct Services to Clients				
# of communities/organizations				

	Fall Semester	Spring Semester
# of families/groups		
# of individuals		
Indirect Services on Behalf of Clients		
# with other professionals		
# with family/friends		
# of meetings attended		
Other Agency Activities		
# of staff meetings attended		
# of in-service training sessions attended		
# of presentations made to agency staff		
Other (please specify):		

Part II Student Achievement Rating

The 10 core competencies and 52 practice behaviors listed below are adapted from the 2008 *Educational Policy and Accreditation Standards* of the Council on Social Work Education (the national standard-setting body that accredits Eastern's B.S.W. Program). The student's performance should be assessed in terms of the degree to which s/he is making appropriate progress at the senior level toward acquiring the practice behaviors and, thus, achieving the core competencies. On each competency, please rate the student according to the following criteria.

5	The student has <i>exceeded</i> agency expectations.
4	The student has <i>consistently met and sometimes exceeded</i> agency expectations.
3	The student has <i>met</i> agency expectations.
2	The student has <i>sometimes met</i> agency expectations.
1	The student has <i>not met</i> agency expectations.
NA	Not applicable, or the student has not had opportunity to meet agency expectations.

Please enter *comments* in the appropriate box under each list of practice behaviors. *Provide example(s)* for any practice behavior that you rated as 1 or 2. The boxes will expand as you type.

Competency 1: Identifies as a professional social worker and conducts oneself accordingly. Student . . .		Fall	Spring
1.1	represents the social work profession knowledgeably, based on an understanding of the history of the profession and of social welfare as a societal institution		
1.2	advocates for client access to needed services		
1.3	practices personal reflection and self-correction to assure continual professional development		
1.4	attends to professional roles and boundaries		
1.5	demonstrates professional demeanor in behavior, appearance, and communication		
1.6	is developing a commitment to career-long learning		
1.7	utilizes supervision and consultation		

Comments (fall):			
Comments (spring):			
Competency 2: Applies social work ethical principles to guide professional practice. Student . . .		Fall	Spring
2.1	recognizes and manages personal values in a way that allows professional values to guide practice		
2.2	makes ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and the principles of the Statement of Faith and Practice of the North American Association of Christians in Social Work		
2.3	tolerates ambiguity in resolving ethical conflicts		
2.4	applies strategies of ethical reasoning to arrive at principled decisions		
Comments (fall):			
Comments (spring):			
Competency 3: Applies critical thinking and communication skills to formulate and communicate professional decisions. Student . . .		Fall	Spring
3.1	distinguishes, appraises, and integrates multiple sources of knowledge, including the products of research, practice wisdom, and collegial collaboration		
3.2	analyzes models of helping		
3.3	communicates effectively, orally and in writing, in working with individuals, families, groups, organizations, communities, and colleagues		
Comments (fall):			
Comments (spring):			
Competency 4: Engages human diversity and difference in practice. Student . . .		Fall	Spring
4.1	understands the dimensions of diversity as the intersectionality of multiple factors, including age, class, color, culture, ethnicity, gender, gender identity and expression, immigration status, physical and mental ability, political ideology, race, religion, sex, and sexual orientation		
4.2	recognizes the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power		
4.3	gains sufficient self-awareness to eliminate the influence of personal biases in working with diverse groups		
4.4	recognizes and communicates understanding of the importance of difference in shaping life experiences		
4.5	views oneself as a learner and engages clients as informants.		
Comments (fall):			
Comments (spring):			
Competency 5: Advances human rights and social and economic justice. Student . . .		Fall	Spring

5.1	understands the forms and mechanisms of oppression and discrimination		
5.2	advocates for human rights and social and economic justice		
5.3	engages in practices that advance social and economic justice		
Comments (fall):			
Comments (spring):			
Competency 6: Engages in research-informed practice and practice-informed research. Student . . .		Fall	Spring
6.1	utilizes practice experience to inform scientific inquiry		
6.2	analyzes and critiques research evidence with attention to both quality and applicability to practice		
6.3	utilizes ethical standards to guide decision-making at every stage of the knowledge-building process		
6.4	utilizes research evidence to inform practice		
Comments (fall):			
Comments (spring):			
Competency 7: Applies knowledge of human development and action in the social environment. Student . . .		Fall	Spring
7.1	utilizes conceptual frameworks of individual, family, group, organizational, and community development and action to guide the helping process		
7.2	applies theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual and faith development		
7.3	critiques and applies knowledge to understand persons in environment		
Comments (fall):			
Comments (spring):			
Competency 8: Engages in policy practice to advance social and economic well-being and to deliver effective social work services. Student . . .		Fall	Spring
8.1	understands the impact of ideological themes and norms on the creation and implementation of social welfare policy		
8.2	analyzes, formulates, and advocates for policies that advance social and economic well-being		
8.3	collaborates with colleagues and clients for effective policy action		
Comments (fall):			
Comments (spring):			
Competency 9: Responds to contexts that shape practice. Student . . .		Fall	Spring
9.1	continuously discovers, appraises, and attends to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services		
9.2	provides leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services		

Comments (fall):				
Comments (spring):				
Competency 10: Practices social work with individuals, families, groups, organizations, and communities. Student . . .			Fall	Spring
10a: Preparation and engagement				
10.1	gathers information and knowledge			
10.2	engages in preparatory empathy			
10b: Assessment and contracting				
10.3	clarifies role and purpose and reaches for feedback from clients			
10.4	utilizes empathy and other interpersonal skills			
10.5	collects, organizes, and interprets client data			
10.6	assesses client strengths and limitations			
10.7	addresses issues of authority			
10.8	develops a mutually agreed-on focus of work and desired outcomes			
10.9	selects appropriate intervention strategies			
10c: Intervention				
10.10	initiates actions to achieve individual, family, group, organization, and community goals			
10.11	partializes clients' concerns and helps them to focus			
10.12	implements prevention strategies that enhance client capacities			
10.13	shares information and insights with clients			
10.14	helps clients overcome obstacles and resolve problems			
10.15	negotiates, mediates, and advocates for clients			
10.16	addresses client ambivalence and resistance through the use of support and confrontation			
10d: Evaluation and ending				
10.17	critically analyzes, monitors, and evaluates interventions			
10.18	facilitates endings and transitions			
Comments (fall):				
Comments (spring):				

Summary and Recommendations for Fall Semester
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Please select one of the following statements by entering an X in the preceding box.

	The student is <i>exceeding</i> agency expectations for seniors with regard to <i>all or most</i> core competencies.
	The student is <i>consistently meeting and sometimes exceeding</i> agency expectations for seniors with regard to core competencies.
	The student is <i>consistently meeting</i> agency expectations for seniors with regard to <i>all</i> core competencies.
	The student is performing <i>somewhat below</i> agency expectations for seniors and <i>may not be ready</i> for beginning professional social work practice <i>by the end of the academic year</i> .
	The student is performing <i>well below</i> agency expectations for seniors, and it is <i>unlikely</i> that

	s/he will be ready for beginning professional social work practice <i>by the end of the academic year.</i>
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Summary and recommendations: Based on the “Learning Contract” you developed with the student and the assessment of the student’s level of achievement of the core competencies and practice behaviors (above), what is your evaluation of the student’s development and learning during the fall semester? To which competencies and behaviors will you and the student give particular attention during the spring semester? The block (below) will expand as you type.

Fall semester:

Field instructor’s signature:	Date:
Student’s signature:	Date:

Summary and Recommendations for Spring Semester
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Please select one of the following statements by entering an X in the preceding box.

	The student is <i>exceeding</i> agency expectations for seniors with regard to <i>all or most</i> core competencies areas and is <i>ready</i> for beginning professional social work practice.
	The student is <i>consistently meeting and sometimes exceeding</i> agency expectations for seniors with regard to <i>all</i> core competencies and is <i>ready</i> for beginning professional social work practice.
	The student is <i>consistently meeting</i> agency expectations for seniors with regard to <i>all</i> core competencies and is <i>ready</i> for beginning professional social work practice.
	The student is performing <i>somewhat below</i> agency expectations for seniors and <i>may not be ready</i> for beginning professional social work practice.
	The student is performing <i>well below</i> agency expectations for seniors and is <i>not ready</i> for beginning professional social work practice.

Summary and recommendations: What is your overall assessment of the student’s development and learning at the end of the academic year? Describe the student’s readiness for beginning professional social work practice and for graduate education for social work. To which competencies and/or practice behaviors should the student give particular attention as s/he enters the social work profession? The block (below) will expand as you type.

Spring semester:

Field instructor’s signature:	Date:
Student’s signature:	Date:

APPENDIX E

(pagination of the original document retained)

Directions to Eastern University—Main Campus

DIRECTIONS TO EASTERN UNIVERSITY—MAIN CAMPUS

1300 Eagle Road

St. Davids, PA 19087-3696

Social Work Department: 610-341-5878

From I-476 (the Blue Route): Take Exit 13 (St. Davids/Villanova). Turn left off the ramp onto Route 30 (Lancaster Avenue) At light for Radnor-Chester Road (Radnor Hotel on corner), turn right. At the end of the road, turn left onto King of Prussia Road. At the second light, turn left onto Eagle Road. Then left into main entrance of Eastern University. Continue on Thomas Drive to main parking area.

From Philadelphia Schuylkill Expressway (I-76): West to exit for I-476 South. Take Exit 13 (St. Davids/Villanova). Follow directions from I-476 (The Blue Route).

From Philadelphia (Lancaster Avenue/Route 30): Take Lancaster Avenue (Route 30) west. Proceed across City Avenue and continue for approximately 20 minutes on Lancaster Avenue Turn right onto King of Prussia Road to third traffic light (Eagle Road.). Follow directions from I-476 (the Blue Route).

From Paoli (Lancaster Avenue/Route 30): Take Lancaster Avenue (Route 30) east. Proceed on Lancaster Avenue to King of Prussia Road. Turn left and continue to third traffic light (Eagle Road.). Follow directions from I-476 South (the Blue Route).

From Route 202: From Route 202 (DeKalb Pike) travel south on South Gulph Road at the four-way intersection (Chilis Restaurant and Best Western Hotel on corners). Take South Gulph Road to second light. Take a right onto Brooks Road to end-right onto Croton Road. Make second left onto King of Prussia Road. At first light, turn right onto Eagle Road. Then left into main entrance of Eastern University. Continue on road (Thomas Drive) to main parking area.

St. Davids Campus via Public Transportation

The St. Davids campus is a 10 minute walk from the SEPTA R5, a major commuter train line that connects to points throughout the greater Philadelphia area, and, via Amtrak or NJTransit, to points throughout the Northeast U.S. Please see the following links for more information:

[SEPTA website](#)

[Current R5 Schedule](#)

[SEPTA rail and subway map](#)

[NJTransit website](#)

[Amtrak website](#)

Train from Philadelphia: From 30th Street Station take the R-5 Regional Rail Train Line west towards Paoli (Paoli local). Get off at the St. Davids station and walk down to the right. Continue straight on Chamounix Road to small entrance to the walking path for Eastern University. Follow path to the center of campus.