

EASTERN UNIVERSITY
COLLEGE OF ARTS AND SCIENCES

Social Work Department
Bachelor of Social Work Program

STUDENT
HANDBOOK

St. Davids, Pennsylvania

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

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GENERAL INTRODUCTION

A Philosophy of Social Work Practice and Education

Five hundred colleges and universities in the United States offer a baccalaureate social work degree program that is accredited by the Council on Social Work Education to prepare students for beginning professional social work practice. It could be argued that there is no need for just another program of social work education.

Eastern University is committed to integrating Christian faith, reason, and justice, with competent professional social work practice, by providing excellent higher education under the Lordship of Jesus Christ. The social work profession is rooted in part in Biblical Christianity, and Eastern seeks to prepare Christian social workers. Micah 6:6-8 (quoted here from a contemporary translation called *The Message*) provides motivation and direction to Eastern's Social Work Department:

*How can I stand up before the LORD
and show proper respect for the high God?
Should I bring an armload of offerings,
topped off with yearling calves?
Will God be impressed with thousands of rams,
with buckets and barrels of olive oil?
Would he be moved if I sacrificed my first-born child,
my precious baby, to cancel my sin?

But he's already made it plain how to live, what to do,
what God is looking for in men and women.
It's quite simple: do what is fair and just to your neighbor;
be compassionate and loyal in your love,
And don't take yourself too seriously—
Take God seriously.*

Christians are becoming increasingly aware of the need to be concerned and active in response not only to the spiritual needs of human beings but to their physical, emotional, economic, and social needs as well. The Biblical record is clear. The direction given to Moses as he led Israel out of Egypt to the "promised land" outlines the way in which the people were to worship God as well as how they were to organize themselves for their common physical and social well-being (see Leviticus 19 and 25). The Old Testament prophets decried the spiritual apostasy of Israel but also the injustice that characterized the society that they addressed (see Ezekiel 18 and Amos 2). Jesus went about doing good not only to illustrate and empower the spiritual truths he was teaching but as an example and exhortation to his followers (see Matthew 5:16; 25:31-46; and Mark 10:45). The Apostle Paul repeatedly urged followers of Jesus to give attention to good works (see Galatians 6:9, 10; and 1 Timothy 6:17-19). Christians of all ages have echoed these

concerns. The voices of John Wesley, George Whitefield, and William Wilberforce in England, and Mary McLeod Bethune, Charles G. Finney, Dorothea Lynde Dix, and Charles H. Spurgeon in the United States, denounced social injustice and established organizations to meet the needs of the poor. Many of the founders of the modern social work profession in the late 19th century were motivated by love for Jesus Christ and a desire to serve him by serving people.

But despite its firm roots in Christian concern, theology, and praxis, the social work profession has, to a large degree, come to be based on a secular value system and understanding of humanity. The confluence of the secular mainstream of the profession and its Christian tributary is turbulent. It is in this regard that studying social work within the context of a Christian university has merit. Students study with Christian faculty and are helped to struggle with the philosophical and theological issues underlying their practice. All students majoring in social work have experiences in field practice during their junior and senior years, and some students are placed in Christian social agencies. This experiential viewpoint is brought into the classroom in the form of records of practice and policy issues.

Eastern's social work faculty believe that social workers are enablers and empowerers--facilitators of helping processes, not producers of predetermined results. We bring this vision of the social work profession to the educational enterprise. For four decades, the faculty, with considerable continuity and unanimity, has designed and refined an educational process. It welcomes students whose gifts and abilities suggest their potential for professional social work practice. This philosophy shapes the way social work education is done at Eastern University, and is manifested throughout the Bachelor of Social Work (B.S.W.) Program (Social Work Major).

So welcome to the B.S.W. Program at Eastern University! You have enrolled in a dynamic, people-oriented, "hands-on," intellectually challenging, and academically rigorous program of education for beginning professional social work practice. The experiences of graduates attest to the high quality of the program. It's graduates have had outstanding success finding social work positions. Many continue their social work education in graduate school, and because of the quality of the, almost all of those who pursue graduate education gain admission with up to one year of advanced standing in a normally two-year M.S.W. program.

The *Student Handbook* is intended to assist you in becoming a part of the Social Work Department. It contains information about the social work profession, social work education, and the policies and procedures governing social work education here at Eastern. Even the most complete handbook cannot tell the whole story. After studying this handbook, please feel free to ask questions. Social work faculty are available to discuss your educational and vocational direction and needs, and to assist you in making the most of the educational opportunities available to you at Eastern University.

Sandra L. Bauer, PhD, LSW, ACSW
Chair, Social Work Department

THE SOCIAL WORK PROFESSION

What in the World is Social Work?

Many students ask this question. It is a good question, because the exposure that many people have had to social work is limited, and the social work profession is changing. Students who are interested in preparing for one of the other human service professions, such as medicine, law, pastoral ministry, or teaching, have usually had considerable exposure to that profession by having observed and possibly experienced what some of its practitioners do. By the time students get to university, many will have made use of the professional services of a dozen or more teachers, several physicians, one or more pastors, and (vicariously) a vast array of television attorneys, physicians, nurses, teachers, and so forth. Popular images of social work are scarcer and frequently negative (for example, the bureaucrat who takes kids away from families). However, in recent years, the popular television series *Judging Amy* has depicted a social worker (Tyne Daly, the judge's mother) in a positive light. With so little exposure to the social work profession, it is understandable that many students who come to Eastern University interested in social work do not have a clear picture of what social workers do.

In addition, some students have developed incorrect pictures of social work. There may be bits of truth mixed with these false impressions. For example: social workers are commonly thought of as "government employees who give money to poor people." It is true that social work is concerned about people who do not have sufficient financial resources to live decently and in good health. It is also true that public agencies that provide financial assistance employ social workers. However, the responsibilities of the social workers are focused on helping their clients solve the social and emotional problems that may accompany or contribute to their financial need. Paraprofessionals (sometimes called "income maintenance technicians") determine eligibility and administer financial grants.

Social workers are also pictured as "people who take care of kids in 'orphanages'." Social work *is* concerned for children who are unable to live with their parents, and social workers *are* employed in children's homes. However, the staff who live with the children and care for their daily needs are usually called "child care workers." Social workers, on the other hand, evaluate the social and emotional factors which affect the appropriateness of placing a child in a "residential treatment facility," help children and natural parents deal with the social and emotional impact of placement, and provide counseling and group services to supplement the work of other staff members in providing a healthy environment in which children can live and develop.

Another misconception about social work is that it is a service-oriented profession that is *only* concerned with helping people cope with their life circumstances, regardless of whether these are humane and just. It is true that the majority of direct-service social workers help people with individual and interpersonal problems of a crisis nature. However,

during the last third of the twentieth century, the profession has been rediscovering the social reform orientation that, in part, characterized its origins in the late nineteenth century. Thus, the social work profession is also concerned about working with people to maximize distributive and restorative justice by changing those laws and institutions which prevent the maximization of human well-being and which contribute to physical, financial, social, and emotional problems.

For example, take the problem of unemployment. Some people are unemployed because they are sick, or unmotivated, or experiencing family pressures. Change needs to take place in *individuals* or in those in their immediate surroundings. Others are unemployed because they have not had an opportunity for an adequate education or have experienced discrimination or because economic forces are such that there are more people who want to work than there are adequate jobs. Change needs to take place in the *social structures* that prevent these individuals from achieving their maximum well-being. Unemployment is frequently the result of a combination of these factors. Thus, social workers help people both by facilitating change in individuals as well as in their social environments.

But what *is* social work? The answer is twofold. First of all, *social work is a profession* that helps individuals, families, groups, organizations, communities, and so forth, to maximize their individual and mutual well-being by identifying problems which arise or may arise out of real or potential disequilibrium between themselves and their environment, *and* to facilitate change to the end of resolving, minimizing, or preventing the problems or potential problems. Social work also seeks to strengthen these various social entities so they can provide for their own well-being.

Secondly, *social work is a method or process of helping*. Social workers are not the only professionals who help people with individual, interpersonal, or social problems. Many professions make valuable contributions. There are overlaps in what various professions do and how they do it. But there are also differences. The differences may best be seen in the nature of the values, purposes, sanction (authoritative permission), and knowledge of a given profession, and the way these are skillfully implemented by means of a methodology. Thus, social work is also a method or process--a conscious, systematic, responsible, disciplined use of one's self to facilitate growth or change in individuals and social systems.

What's the Difference between Social Work and . . . ?

It is easy to confuse social work with some of the other human service professions and academic disciplines that deal with people. It may be helpful to clarify the major confusions.

. . . Sociology?

Sociology makes important contributions to the knowledge and theoretical base of social work practice. However, the knowledge and theory of social work extends into other areas that are outside of the domain of sociology. Persons educated in sociology also have skill, but the skill is in the area of research and analysis, instead of in the facilitation of change or development. Sociologists become engaged in activity to the end of helping people by means of bringing about changes in society. Social workers also do research and analysis, but their primary concern is to apply their knowledge and skill to the solution of human problems.

... Psychology?

The confusion of social work with psychology may seem even greater than with sociology, because psychology not only is a scholarly discipline and a scientific field, but is also a professional activity. Its study of animal and human behavior and of related mental and physiological processes, and the resultant principles and theories of behavior, have contributed to the knowledge and theoretical base of social work practice. In addition, clinical and counseling psychologists deal with some of the same kinds of problems as social workers. Members of these professions frequently collaborate, each contributing their own particular knowledge and skill. Clinical and counseling psychologists emphasize the internal factors that contribute to personal and interpersonal problems. Social workers integrate knowledge of internal and social or environmental factors in their efforts to help people.

... Social Welfare?

"Social welfare" refers most generally to the common well-being of people. Therefore, social welfare agencies are those organizations whose purpose it is to provide services aimed at facilitating this common well-being. But "social welfare" also refers to activity of a society that provides for the common well-being of its citizens. Social work is the central profession that engages in social welfare activity aimed at maximizing the well-being of the society and its members.

Social Work as a Profession

Several references have been made to social work being a profession. The term "profession" is commonly used to refer to any kind of activity that is done well, full-time, and for pay. Thus references are made to "professional" athletes, "professional" musicians, and even "professional" dishwashers. In short, the word "professional" has tended to lose its meaning.

Sociologically, the term "professional" refers to a category of occupations that possess certain identifying characteristics. These are not iron-clad criteria, but instead, indicators which, when viewed together, suggest that a given occupational group has attained professional status. Probably the most widely recognized professions are those of medicine, law, and the ministry. However, a number of other occupational groups are generally recognized as being professions. Social work is one of these.

First of all, it is generally agreed that all professionals have a substantial body of knowledge, skill, and values that is communicable only through an extensive and formal educational process. Thus, social workers possess a B.S.W. and/or M.S.W. degree. Secondly, and based on the above, professions are recognized as having authority in their own domain, and the practice of the profession is usually restricted to those having appropriate knowledge, skill, and values. They are self-regulating and usually have established a code of ethical standards to govern their practice. The primary professional social work organization is the National Association of Social Workers, (NASW). The Council on Social Work Education (CSWE) regulates educational preparation for social work (more about professional organizations later). Thirdly, professions are service-oriented, rather than production-oriented--that is, they are motivated by service, not profit.

Social workers, by virtue of being professionals, are accountable not only to their employers in the exercise of their skill but also to the larger society, and more importantly, to their clients. They are responsible to acquire and use appropriately the best knowledge and skill available to carry out their practice. Their practice is regulated by a code of ethics, and, in an increasing number of states, by licensure, certification, or registration laws. To be a social worker is, indeed, a high calling.

SOCIAL WORK EDUCATION AT EASTERN UNIVERSITY

History and Location

The Social Work Major was established at Eastern University in 1969 as a Bachelor of Arts (B.A.) degree program in the Department of Anthropology-Sociology and under the title “Social Welfare Major.” It was begun because a substantial number of students who had selected the Sociology Major were interested in 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 is the national organization that accredits baccalaureate and master's degree programs in social work; accreditation was not available for baccalaureate programs prior to 1974; a copy of CSWE’s *Educational Policy and Accreditation Standards* [2008] is included in appendix A). 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 University was authorized by the Department of Education of the Commonwealth of Pennsylvania to confer the Bachelor of Social Work (B.S.W.) degree on students completing the Social Work Major. From 1971 to 2009, the university has graduated well over 500 students with a baccalaureate degree in social work. The Social Work Program was reaccredited in 2010 by CSWE and is accredited through 2018.

Eastern’s social work program is strengthened by the university's strategic location in the Delaware Valley near Philadelphia, a city of more than 1.4 million people in the center of a metropolitan area of about 6 million. The university’s main campus is located in St. Davids, Pennsylvania, on Philadelphia's Main Line. SEPTA trains (the Bryn Mawr-Paoli Local) run regularly the St. Davids Station to Center City Philadelphia. The traveling time is about thirty minutes.

Philadelphia, long known as a city of ethnic neighborhoods, has become in recent decades a settling place for newly-arrived refugees and immigrants. Thus, Philadelphia experiences traditional urban social problems as well as those associated with displaced people of a wide variety of nationalities. It is against this backdrop of size and diversity that students are provided a rich and varied environment for learning to practice social work.

Students have virtually limitless educational opportunities in all fields of social welfare, in agencies under public and private, secular and Christian, auspices. Ample opportunities are available in the fields of aging, child welfare and family service, domestic violence, crisis pregnancy, physical and behavioral health and rehabilitation, developmental disability, justice, alternative schools, and substance abuse, as well as many other fields.

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	Telephone & E-mail
Core Faculty			
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
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 E).

THE SOCIAL WORK CURRICULUM

The social work curriculum is comprised of required professional and professionally-related courses and a changing array of professional electives. It is designed to achieve the unique mission, goals, and objectives of Eastern's Social Work Major and is guided by the Curriculum Policy Statement of the Council on Social Work Education (see appendix A).

Course Requirements

The course requirements of the Social Work Major are as follows:

Professional courses	Semester-Hours
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: <u>42</u>
Professionally-related courses	
ANTH 101: Introduction to Cultural Anthropology	3
BIO 104: General Biology: An Appreciation of Life	4
ECON 205: Essentials of Economics <i>or</i>	
ECON 220: Faith and Economic Justice	3
POS 104: State and Local Government	3
PSY 100: General Psychology	3
SOC 100: Introduction to Sociology	3
	Subtotal: <u>19</u>
	Total credit: 61

The courses required for completion of the Social Work Major are displayed on the next page, organized by course sequence and in the time sequence in which they are ordinarily 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. Available electives should be considered in consultation with a social work faculty advisor, who is committed to helping students select courses that facilitate individual professional development. An "Academic Program Planning Sheet" is available in appendix F.

Course Sequences and Descriptions

Social Welfare Policy and Services Course Sequence

SWK 100: Human Need and Social Response (3 semester-hours): An analytical and critical survey of individual and social needs and the informal and formal means whereby society attempts to meet human needs. Particular attention will be given to organized services within the American social welfare enterprise. Material for thought and discussion will be provided by readings, videos, field observation, and students' life experience. No prerequisites.

SWK 340: The Social Work Agency (3 semester-hours): 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. Prerequisite: minimum grade of C in SWK 100. Co-requisite: SWK 370.

SWK 440: Social Welfare Policy Issues (3 semester-hours): 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. Prerequisite: minimum grades of C in SWK 340, ECON 203, POS 104. Co-requisite: SWK 472.

Professionally-related course requirements:

ECON 205: Essentials of Economics ***or***

ECON 220: Faith and Economic Justice

POS 104: State and Local Government.

Human Behavior and Social Environment Course Sequence

SWK 110: Human Diversity and Social Interaction (3 semester-hours): A survey of the similarities and differences of human individuals and groups, and the effect of human diversity on social interaction, within the context of social welfare and social work. Particular attention will be given to differences based on age; gender and sexual orientation; race, ethnicity, and nationality, culture and lifestyle; religion; ability and disability; and socioeconomic status. Material for thought and discussion will be provided by readings, videos, field observation, and students' life experiences. No prerequisites.

SWK 420: Individual Growth and Activity in Social Environment (3 semester-hours): 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 that emphasize internal and external causal factors. Open to senior social work majors only. Prerequisites: minimum grades of C in SWK 110, ANTH 101, BIO 104, PSY 100, and SOC 100. Co-requisite: SWK 471.

Professionally-related course requirements:

ANTH 101: Introduction to Cultural Anthropology.

BIO 104: General Biology: An Appreciation of Life.

PSY 100: General Psychology.

SOC 100: Introduction to Sociology.

Social Work Research Course

SWK 481: Social Work Research (3 semester-hours): 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.

Social Work Practice Course Sequence

SWK 105: Introduction to Social Work (3 semester-hours.): An introduction to the knowledge base of social work practice. Basic practice principles will be formulated through the use of assigned readings, volunteer experiences in social agencies, class discussion, and so forth. Particular attention will be given to the students' self-awareness as they prepare to establish helping relationships within agency settings. Attention will also be given to understanding how social workers define human need and mediate the problems of people in the context of the social environment. Open to all students with sophomore standing or above.

SWK 360: Social Work Practice I (3 semester-hours): 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. Prerequisites: minimum grades of C in SWK 100, SWK 110, SWK 200, PSY 100, and SOC 100. Co-requisite: SWK 370.

SWK 461-462: Social Work Practice II (3-3 semester-hours): 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. Prerequisite: minimum grade of C in SKW 360. Co-requisites with SWK 461: SWK 420, 471, 481. Co-requisites with SWK 462: SWK 440, 472.

Field Practicum Sequence

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

SWK 471-472: Social Work Field Practicum II (4-4 semester-hours): Supervised social

work practice in a social work agency or host setting 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 a P/F basis. Must be taken during one academic year. Prerequisite: SWK 370. Co-requisites with SWK 471: SWK 420, 461, 481. Co-requisite with SWK 472: SWK 440.

Electives

The Social Work Department offers an array of elective courses that are focused on specialized fields of social welfare as defined by vulnerable populations, social welfare problems, or social institutions. Normally, the department offers two elective courses per semester, and each course is offered on an *approximately* two- or three-year cycle. Students should check with the Social Work Department for updated plans.

SWK 251: Services for Families and Children (3 semester-hours): A study of problems experienced by families and children and the services designed to meet them. Attention will be given to traditional services dealing with problems such as child abuse, marital conflict, as well as less traditional services dealing with problems such as adolescent flight, domestic violence, and addictions. No prerequisites.

SWK 253: Social Work with Families (3 semester-hours): An exploration of social work practice with families. The beliefs, rituals, roles, and structures that are a part of family life will be examined in order to understand the dynamics and developmental processes of families. A systems approach will be used to understand the social context of families and policy implications. Home-based and community-based social services that help families deal with a wide range of issues will be identified.

SWK 254: Services to the Aging (3 semester-hours.): The aging—the fastest growing segment of the U.S. population. This course explores the physical, social, psychological, and spiritual needs of the aging, and the social services available to meet these needs. Attention is given to the role of the church in meeting the needs of the elderly. No prerequisites.

SWK 256 Health and Social Welfare (3 semester-hours): Current concepts of “health” and “illness” will be critically examined in light of their manifest and latent definitions. A framework incorporating social, psychological, political, economic, biological and spiritual factors will be used to explore the developmental life cycle process. Major sub-groups which evidence vulnerability to repeated episodes of physical and/or mental illness will be identified and discussed. The role of the social worker in the health care setting, both direct and indirect, will be explored. No prerequisites.

SWK 258: Women's Issues and Services (3 semester-hours): An exploration of current issues facing women and the social services that have been developed in areas such as child welfare, mental health, and domestic violence. Consideration is given to social, political, and economic factors that influence the way in which issues emerge and services are developed. Contemporary and historical responses of the secular and Christian communities to women's issues will be examined. Particular attention will be given to ways in which social workers listen and respond to women's needs. No prerequisites.

SWK 230: Special Topics (3 semester hours). Current special topics courses are:

Basic Human Needs: Hunger and Homelessness: This course helps students explore the existence, causes, and treatment of the basic human needs of hunger and homelessness as they exist in the midst of the wealthiest nation on earth at the beginning of the new millennium.

Church Social Work: This course introduces students to the church as an organizational context for social work practice. Students explore the roles of religion and the church in the development of the social work profession. They are helped to clarify the professional identities of social workers and clergy, including the constraints and possibilities of a dual professional identity.

Community Organization: This course examines the basis of community organization from a social work perspective, with a special emphasis on becoming change agents. Students learn how the practice of community organization engenders change in neighborhoods and non-profit organizations. Students research a community from both micro and macro perspectives in order to understand how community organization agencies are formed, how they are maintained, and who is involved and why.

Mental Health and Social Welfare: various forms of mental limitation increasingly confront Americans. This course addresses the challenges of mental illness, emotional disorders, mental retardation, and developmental disabilities.

Social Work and Addiction: Learn about the different types of substance and process addiction, the development of an addictive personality, helping strategies, and contemporary perspectives on addictions as they relate to social work practice.

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 assignments 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 p. 31. 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.

ADMISSION TO THE B.S.W. PROGRAM (SOCIAL WORK MAJOR)

Becoming a social worker requires mastery of a body of knowledge, acquisition of beginning competence in the skills of helping, and commitment to the values and ethics of the profession. Therefore, the personal characteristics required for admission to the Social Work Major extend beyond those normally required to earn a bachelor's degree in many other disciplines. In addition to intellectual and academic abilities, students must possess qualities suggesting that they are capable of completing the requirements of the Social Work Major (including acceptable performance in field practicum) and, upon graduation, of contributing to the social work profession and, ultimately, to the consumers and beneficiaries of its services. Because the Social Work Major at Eastern University is accredited by the Council on Social Work Education, graduates are qualified for beginning professional social work practice. Therefore, the university is responsible to assure that graduates are prepared for professional status and responsibility. Whereas many social work courses are open to any student who wishes to enroll, students wishing to enroll in the Social Work Major must apply for admission. Admission to Eastern University does not guarantee admission to the Social work Major. The admission criteria and process are outlined below.

Criteria

The following criteria serve as guidelines for students to assess their capacity and readiness for baccalaureate social work education, as well as for others who participate in the assessment process.

1. **Physical health and vigor:** A student must 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 work agency or host setting two days per week for three semesters.
2. **Emotional stability and maturity:** A student must have the capacity to deal effectively with emotional stress in him/herself and in others, having resolved any past conflicts to the degree that they do not interfere with helping others.
3. **Capacity for development of relationships:** A student must have demonstrated ability and willing to develop meaningful, ongoing relationships with other people, and have the capacity to apply his/her learning to developing professional relationships.
4. **Capacity for communication:** A student must be able to analyze and willing to share his/her ideas and feelings in clear oral and written English.

5. **Capacity to deal with conflicting beliefs and values:** A student must be able to identify his/her own beliefs and values and be open to struggling with issues as they arise. In addition, a student must possess the capacity to work with people in settings where beliefs, values, and resulting practices may differ from those of the student.
6. **Intellectual ability:** A student must possess good intellectual ability, including the capacity to think conceptually and analytically.
7. **Academic achievement:** A student must be making acceptable progress toward graduation (as defined in the “Eastern University Undergraduate Catalog”), and must have achieved grades of “C” or higher in the introductory social work courses (SWK 100: Human Need and Social Response, SWK 110: Human Diversity and Social Interaction, and SWK 200: Introduction to Social Work) as well as in PSY 100: General Psychology, and SOC 100: Introduction to Sociology.
8. **Capacity for active learning:** A student must be assuming increasing responsibility for his/her learning and be willing and ready to make use of educational experiences oriented toward participatory learning.
9. **Maturity of vocational choice:** A student must have a growing understanding of the social work profession 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 extracurricular activities, volunteer service, and employment.

Process

The process of assessing a student's capacity and readiness for baccalaureate social work education 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 university admissions staff arranges (whenever possible) for students considering Eastern and expressing interest in social work 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 students who are considering transferring to Eastern from another college or university.
2. **Academic advising conferences:** Early in the first year of enrollment, students who have declared or are considering the Social Work Major should arrange an interview with social work faculty member (the student's advisor, if the Social Work Major has been declared) to discuss their educational and vocational interests. This discussion provides one of the continuing themes for advising 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, questions are answered, any concerns are discussed, and application packets are distributed.
5. **Submission of application materials:** All application materials (see “Instructions for Applying for Admission to the Social Work Major”) are due in the Social Work Department Office by February 1 of the academic year prior to the year in which the applicant expects to register for the junior-level field practicum (SWK 370). The deadline may be extended for transfer students.
6. **Social work faculty interview:** When an applicant's file is complete, the student is notified to schedule an interview with a designated social work faculty member. The focus of the 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. **Admission decision:** Following the interview, the social work faculty reviews the applicant's file, including the findings of the interview. The faculty makes a decision to accept, deny, or postpone action on the application. In most instances, the decision represents mutual agreement of the faculty and the student. However, the final decision concerning admission rests with the social work faculty.
8. **Notification of the applicant:** The Social Work Department Chair notifies the applicant in writing of the faculty's decision. If the application is accepted, the student is referred to the Field Placement Director to begin the placement process. A student whose application is not accepted is notified of his/her right to appeal the decision and is offered help to explore alternative educational and vocational directions. (See "Denial of Admission and Termination" and "Appeals," below.) A notification of a decision to postpone faculty action on an application includes steps that the applicant may wish to take prior to faculty action.

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 should be facilitated with this in mind.

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

1. **Policy**

A student may be denied admission to the 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 Chairperson notifies the student in writing of denial of admission. A student who is refused admission to the Major 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 university 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 Social Work Major 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 student's enrollment in the Social Work Major may be terminated after being admitted if any of the following have occurred:

- a. Academic Standards
 - (1) Failure to achieve a grade of "C" or higher in each course required for the Social Work Major.
 - (2) Required withdrawal from the University as mandated by the Undergraduate Admissions and Scholastic Standing Committee of the faculty.
 - (3) Academic dishonesty in the form of (for example) cheating or plagiarism, as determined by the Eastern University Judiciary Board.
- b. Professional Development and Ethics
 - (1) Unresolved personal issues that impair a student's ability to offer effective services to clients.
 - (2) Inability to develop appropriate interpersonal skills necessary for effective social work practice.
 - (3) Inappropriate behavior towards clients, staff, or other agency personnel, as

documented by the field instructor, faculty liaison, and/or the Field Placement Director.

(4) Behavior judged to be in violation of the NASW Code of Ethics.

The Social Work Department Chairperson 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 Social Work Major 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 FIELD PRACTICUM PROGRAM

Eastern's Social Work Major is centered in concurrent social work practice and field practicum courses. Juniors spend two days per week in a social work agency throughout the spring semester (210-240 clock hours). Seniors spend two days per week in different social work 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.

The field practicum provides on-the-job experiences, integrating social work values, knowledge, and skills in delivering the services of a social work agency or a host setting to its clientele. A field instructor employed by the agency supervises each student. Field instructors are selected on the basis of demonstrated competence as manifested by the possession of a Master of Social Work (M.S.W.) degree; a Bachelor of Social Work (B.S.W.) degree, with a minimum of two years of professional experience; or enrollment in the second year of a CSWE-accredited graduate social work program, with supervisory responsibility assigned as part of the educational experience. Field instructors provide a minimum of a one-hour supervisory conference each week.

Social Work Agencies and Host Settings

Students have been placed in over 200 different social work agencies and host settings.

Locations

Eastern's field practicum is predominantly urban. Students are placed in every major section of Philadelphia as well as Chester, Norristown, Camden, and other urban centers in the Delaware Valley. In addition, some students are placed in suburban areas surrounding Philadelphia, in the adjacent states of New Jersey and Delaware, as well as in counties as far west as Lancaster, serving rural populations.

Methods

Students are educated to be general practitioners and need to be able to utilize methods appropriate to serving individuals, families, groups, organizations, and communities. For example, a student in a community center works with neighborhood leaders to halt speculative buying of property, and co-leads a meeting with city officials concerning housing. A student in a state representative's office works with individuals concerned with a variety of problems such as drug in the neighborhood, deteriorating housing, or lack of city services. Another student at a multi-service agency provides counseling to runaway teenagers.

Auspices

Students are placed in agencies under public or private auspices. Public agencies are part of the government and mandated to serve clients with particular problems in a geographical area. For example, a student in a county children and youth agency provides services to five multi-problem families in which children have been abused or neglected. A student who is placed in a municipal court works with delinquent youth to develop life goals and resources and co-leads a group for youthful offenders. A student in a county office on aging provides information and referral services to older adults concerning fuel assistance, social security problems, health, and so forth, to assist them in remaining in their own homes.

Private agencies are established by individuals and groups in the community to meet needs not already met by public agencies. For example, a student in a nondenominational Christian agency works with emotionally disturbed children and co-leads a group in social and vocational rehabilitation. A student in a battered women's shelter answers hotline calls and works with four residents concerning their emotional reactions and need to plan for the future. A student placed in a Catholic Latino agency provides crisis intervention, information and resources in the area, and leads a group for pregnant teenagers.

Fields

Social work agencies and host settings tend to be organized around specific fields of service. Some are focused on vulnerable populations, such as children, women, or older adults. Others are focused on particular social problems, such as child abuse and neglect, domestic violence, crime and delinquency, or the need for substitute or long-term care. Still others are centered in social institutions, such as the economy, the family, the church, or the school.

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 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 Supervisors

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.

Field Placement Process

Students majoring in social work are placed in social agencies for a field practicum in both their junior (one semester) and senior (two semesters) years. Eastern's Social Work Department has placed students in well over 200 different social work agencies or host settings. From this large pool of agency resources, students are helped to make an informed choice of a field agency placement. Students select an agency at the junior level and a different one for the senior-level field practicum.

Choosing a field agency is a very important step. A carefully planned process has been constructed in which individual educational and career interests and needs are considered along with the availability of appropriate field agencies. Students choose a junior-level field agency during the fall semester of their junior year, after successful completion of the admission process to the Social Work Major. If continuing to the senior level, students select an appropriate field agency toward the end of the junior year. Junior students are asked to complete a form that explores their transition to the senior year. When completed, the student's social work faculty advisor and the Field Education Director to guide the selection of an appropriate agency for the senior-level field practicum utilize this form.

The student, field agency personnel, and the social work faculty participate in deciding on a particular field placement. The Director of Field Placement coordinates the placement process. The following are significant points in the placement process:

1. **Interview with Field Education Director:** Upon notification of admission to the Social Work Major, the student arranges an interview with the Director of Field Placement. 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, and so forth, 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 coordinator of field placements for that agency). The focus of the interview is on the specifics concerning that particular field placement, including the nature of the agency, kinds of possible assignments, timing, and so forth, in relation to the particular capacities and interests of the student. Basic information about the student will be 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 coordinator of field placements as to the appropriateness of the placement.

3. **Notification of Field Education Director:** Both the student and the Coordinator of Field Placements will inform the Field Education Director of the results of this interview. If the tentative placement is not viable, the student will confer again with the Director of Field Placement concerning an appropriate placement, and proceed again beginning at step two.
4. **Notification of Placement:** The Director of Field Placement will notify in writing, both the student and the agency when the final placement decision has been made.

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, and so forth.
4. Introduce field practicum students to other agency staff members, consultants, and so forth, 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 time each week for students to write two substantive process records of client contacts.
7. Provide regular weekly supervisory times to the student that give continuous feedback as to the student's performance, strengths, weaknesses, attitudes, values, and so forth, as demonstrated in their field experience.
8. 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 into the program who have the academic ability and potential for emotional growth 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 at the agency.
5. Grade the student's performance and grant or deny university credit for the semester.

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 appendices of the *Field Agency Handbook* or the *Student 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 Agency 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," above).
- Field Practicum Evaluation (at the end of each semester; see "Field Practicum Evaluation Reports," appendix E).

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 E). 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.

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.

Employment at the Field Placement Agency

There are times when students are approached by the field placement agency to undertake employment while the student is fulfilling the practicum hours set forth by the Social Work Department. In general it is not acceptable for the student to be employed in the area in which he/she has a field placement because it changes the educational focus of the field placement to an employee focus. Employment by the agency is acceptable if it is offered in another area of the agency with a different supervisor and the field placement tasks and hours are not compromised. Employment hours need to be limited given the course schedule and placement. Summer employment at the agency is at the discretion of the student and the agency. The only concern is that there 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, the practice course instructor needs to be consulted.

A number of seniors are offered positions at their placements upon graduation. This is a compliment to the student and the social work program. At times agencies want to fill the open social work position before graduation. The same policy applies as stated above. 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 arrangement plus any other work arrangements at the field practicum agency need to be made in consultation with the practice course instructor and the Director of Field Placement.

OTHER ACADEMIC POLICIES AND PROCEDURES

Academic and Professional Advising

Student advising is a planned and purposeful process of providing students with the guidance and counsel they need to succeed in their academic pursuits at Eastern University. In the Social Work Department, advising has two foci. The academic focus of advising is intended to guide students through the B.S.W. Program (Social Work Major). The professional focus of advising is intended to assist students in their socialization to the social work profession.

The *purposes* of the Social Work Major advising program are as follows:

1. To assist students in their ongoing consideration of social work as a profession.
2. To interpret the policies and procedures of the Social Work Major to students.
3. To assist students in identifying and evaluating their needs and interests in order to select appropriate courses to fulfill the core curriculum requirements and in support of the Social Work Major.
4. To assist students in their ongoing professional educational process.
5. To assist students in making the transition from their professional educational experience to professional employment and/or graduate school.

Students who have indicated interest in the B.S.W. Program and/or declared the Social Work Major are offered a number of advising opportunities. Although each of the following individual or group meetings has a particular focus, each also provides an opportunity for students to accomplish one or more of the above purposes.

1. **Pre-matriculation correspondence:** The university admissions staff sends the Social Work Department computer-generated lists of inquirers, applicants, accepted students, and depositors who have expressed interest in social work, for the purpose of departmental correspondence and telephone contact. Although the intention is primarily recruitment, the department utilizes letters, notes, enclosures, and telephone calls to help students gain a better understanding of the social work profession and Eastern's B.S.W. Program.
2. **Pre-university-admission interview:** The university admissions staff arranges (whenever possible) for students considering Eastern and expressing interest in social work, to have an interview with the chair of the Social Work Department prior to making a final decision to attend. This interview is particularly important for a student who is considering transferring to Eastern from another institution.
3. **Pre-matriculation registration conferences:** First-year and transfer students meet with their social work academic advisor individually and/or as a group during spring or

summer prior to matriculation to plan their course schedule and discuss the academic requirements. Individual conferences are used for students entering in the spring semester.

4. **Majors meetings:** During the early weeks of the academic year, students majoring, or interested in social work meet with the social work faculty to discuss curricular and extracurricular educational and professional opportunities in the department.
5. **Semester advising conferences:** Twice during each academic year, normally in October and March, students meet with their social work faculty advisor to plan their course schedule for the following semester.
6. **Drop-in conferences:** Students are welcome, and frequently take advantage of the standing offer of conferences with faculty concerning their ongoing professional direction and needs.
7. **Admission orientation meeting:** At the end of the fall semester of the sophomore year, students meet with the chair and other faculty of the Social Work Department to discuss the admission requirements and process and to receive admission packets.
8. **Admission interview:** During the Spring semester of the sophomore year, the Fall Semester of the junior year, or the intervening summer, students applying for admission to the major meet with a member of the social work faculty to discuss their ongoing interest in, and capacity for social work.
9. **Field agency placement conferences:** During the Fall semester of the junior year, students who have been admitted to Social Work Major meet with the Field Education Director to discuss field practicum needs and opportunities.
10. **Process record conferences:** Several times during the spring semester of the junior year and throughout the senior year, students enrolled in upper division social work practice and field practicum courses meet individually with their class instructor/advisor following class discussion of their process records.
11. **Transition-to-senior-year conference:** During the Spring semester of the junior year, students meet with the instructor of their social work practice course to discuss their transition from the junior to the senior year.

Based on their academic interests, students who matriculate at Eastern University are assigned a faculty advisor by the university Registrar's Office. A few faculty members (normally including one from the Social Work Department) are selected and trained to serve as advisors to first-year students. Students ordinarily keep their assigned advisor until they declare a major, as early as the spring semester of the first year and normally no later than the spring semester of the sophomore year. At this time, students indicating interest in the B.S.W. Program or officially declaring the Social Work Major are assigned to a member of the social work faculty for academic advising.

Transfer students indicating interest in social work upon matriculation are assigned a social work faculty member for academic advising. Students indicating interest in the Social Work Major subsequent to enrollment in the university may request a particular social work faculty member as their advisor. Upon entering the first field practicum in the spring semester of the junior year, students are reassigned for advising (as needed) to the instructor

of the concurrent social work practice course, and reassigned thereafter to the instructor of their senior-level social work practice course.

Whereas social work faculty often meet with students on an informal, drop-in basis, students are also expected to utilize advising in a professionally responsible manner. Therefore, students are expected to initiate pre-planned appointments, which will assure an ample amount of time and preparation by both faculty and student. Appointments for advising are normally made directly with the faculty advisor.

Evaluation of Previous Learning

The university's Registrar's Office evaluates previous educational achievement of students in consultation with the Social Work Department Chairperson. Academic credit in fulfillment of requirements of the Social Work Major is granted for "social work" courses judged by the chairperson to have "equivalent" content (regardless of course title), and for which a grade of "C" or higher has been earned. Social work elective credit (not applicable to Social Work Major course requirements) is granted for courses whose content may be "equivalent" to part of one or more social work courses but is not "equivalent" to that of any complete course. "Equivalency" is judged on the basis of course level, catalog and syllabus description, and in some instances, required textbooks and credentials of the instructor. Academic credit for social work practice and field practicum courses is accepted for fulfillment of Eastern's Social Work Major requirements only when they have been earned at an institution accredited by the Council on Social Work Education at the time of completion. In keeping with the university's graduation requirement that the last 32 hours of credit be completed at Eastern, credit is not granted for the senior-level social work practice and field practicum courses (SWK 461-462 and 471-472). Credit toward fulfillment of Social Work Major course requirements is not granted for life experience or previous work experience.

Attendance

The university catalog indicates that all students are expected to attend their scheduled classes and laboratory periods. In addition to this stated policy, it is the position of the Social Work Department that class attendance is tantamount to a professional responsibility. Also, the nature of most social work classes encourages students to participate verbally as a key part of the learning process. Therefore, it is each student's responsibility to be present whenever classes are held. Absences are expected only in emergency situations. If absence is unavoidable, the student is responsible to contact the professor in advance of the missed class session. If the nature of the emergency prevents an advance call, the student is expected to contact the professor shortly after the class session has ended.

Absences on field placement days are to be handled in the same manner as class absences except that the field instructor should be notified of an absence in advance of the time to be in placement. It is expected that all absences from placement will be made up.

Grading

Consistent with university policy, social work faculty assign letter-grades as the final

evaluation for course work in the department. Each instructor indicates in course syllabi how grades are determined. It will be helpful to review this section of each course syllabus. The general university guideline for the letter-grade system is as follows:

- A = Excellent
- B = Above average
- C = Average
- D = Low passing
- F = Failing

Field practicum courses are graded on a Pass/Fail basis. Students should keep in mind that the majority of students are average, so are normally graded in the C-range. Grades above “C” means that unusual achievement has been demonstrated which has been rated particularly good or exceptional.

Student Participation in Program Governance

Students participate in the ongoing development of the Bachelor of Social Work (B.S.W.) Program (Social Work Major) and their experience in it in the following ways.

- **Student Social Work Association:** See “Resources for Professional Development” (below).
- **Advisory Council:** Three student representatives (two seniors and one junior) are appointed to the Advisory Council, which meets two times a year.
- **Faculty Searches:** Two student representatives are appointed to faculty search committees.
- **Relationship with Academic Advisor:** Students are invited to share their insights concerning the social work program with their academic advisor.
- **Selection of field agencies:** Students participate with the Field Education Director in selecting junior and senior field agency assignments that are appropriate to their professional interests and learning needs.
- **Evaluation of Field Agencies:** Junior and senior students evaluate their field agencies and their experiences in them at the end of each field practicum.

Communication Procedures

Accountability, use of self, and professional responsibility are three concepts which social work students are expected to demonstrate as they participate in the Social Work Major. There will be times when a student may wish to raise concerns regarding some aspect of the program or his/her relationship with social work faculty. Accountability means the right to raise questions. Use of self indicates that students are encouraged and expected to initiate and address issues of concern to them. Professionally responsible behavior assumes that the student will address issues of concern to those faculty persons involved. After personal contact with the designated faculty person, if questions still persist, the student will be encouraged to address concerns to the Social Work Department Chairperson who may direct him/her to the Vice President and Academic Dean, if appropriate. Students who fail to conduct themselves in the professionally responsible

manners described above, raise questions regarding their appropriateness for the social work profession.

Academic settings are information intensive environments. This means there will be a great deal of communication between the student and the Social Work Department. To assure that communication is efficient and accurate, please follow these guidelines:

1. Departmental faculty and staff can be reached in their offices or by telephone and e-mail (see information above). The department secretary can take messages for all faculty. After hours and occasionally during the school day when no one is available to answer the telephones, messages may be left on the voice-mail system.
2. Students should check their campus mailbox, e-mail, and voice-mail daily.
3. Students should report all address, telephone, and e-mail changes to the Social Work Office immediately. Students in field practicum should also keep the office apprised of any changes in location and/or telephone numbers in their agencies.
4. Respond promptly to all communications from the Social Work Department.

Records and Confidentiality

All student records are confidential but are routinely available to social work faculty and the Social Work Department's secretary. According to the Family Privacy Act of 1974, students and graduates are entitled to access the records that pertain to them alone. If a student desires to see his/her student record, a request must be made in writing to the chairperson of the department. The specific record to be reviewed should be requested five days in advance of the time to see the material.

RESOURCES FOR PROFESSIONAL DEVELOPMENT

Education at Eastern University for the social work profession is supported by many extracurricular opportunities and resources. Some of these are outlined below. For further information, please speak with a member of the social work faculty.

Student Social Work Association (SSWA)

The formal structure through which Eastern University social work students are helped to develop the habit of professional participation and activism is SSWA. SSWA is totally student-administered. A member of the social work faculty serves as advisor to SSWA. Through SSWA, students are able to hold the Social Work Department accountable to meet their educational and professional needs, participate in projects of interest to the membership, offer support to each other, and provide links to other professional organizations such as those described below. SSWA's "Constitution" is displayed in appendix D.

Professional Organizations

Participation in professional associations is an important means for facilitating professional growth and development, and students are encouraged to be active in them. Professional associations provide a means for members of a discipline to mutually share concerns related to various areas of their professional work and interests. However, professional associations do much more. They establish standards for good professional practice, identify trends and patterns of concern to its discipline, address social policy issues that impact on their members and clients, provide the means to achieving "state of the art" professional practice, and establish networks which enable members to maintain contact with each other. The means whereby professional associations achieve the activities outlined above are by requiring formal membership, producing conferences and seminars, establishing licensure and accreditation standards, involvement in lobbying efforts, and providing training programs which give certificates and/or continuing education credits.

Students should be familiar with the professional organizations described below. In addition to the ones listed, there are many other special interest social work associations. Student members are welcomed in most of these associations, usually at a significantly reduced dues rate.

National Association of Social Workers (NASW)

NASW is the largest organization of professional social workers in the world, with approximately 150,000 members. NASW works to enhance the professional growth and development of its members, to create and maintain professional standards, and to advance sound social policies. It is the primary professional membership organization for

social workers in the United States. It sponsors state and local conferences; publishes a monthly newsletter (*NASW News*) and a quarterly journal (*Social Work*) as well as other books and reference materials (including *Encyclopedia of Social Work*, *Social Work Almanac*, and *Social Work Dictionary*). In addition, NASW sponsors diverse special interest groups. You can learn more and communicate with NASW as follows: *National Office*: www.socialworkers.org, and *Pennsylvania Chapter*: www.nasw-pa.org. Packets of information concerning NASW applications for student membership are available in the Social Work Department Office (McInnis 234). The NASW “Code of Ethics” is displayed in appendix B.

Council on Social Work Education (CSWE)

CSWE is a nonprofit national association representing over 3,000 individual members as well as approximately 200 graduate and 500 undergraduate programs of professional social work education. Founded in 1952, this partnership of educational and professional institutions, social welfare agencies, and private citizens is recognized by the Council for Higher Education Accreditation as the sole accrediting agency for social work education in the United States. CSWE works to ensure the preparation of competent social work professionals by providing national leadership and a forum for collective action. The main responsibility of CSWE is to promote and maintain the high quality of social work education. In addition, CSWE strives to stimulate knowledge and curriculum development, to advance social justice, and to strengthen community and individual well-being. Eastern's undergraduate Social Work Major has been accredited by CSWE since 1974, the earliest year in which accreditation was available at the undergraduate level. You can learn more about, and communicate with, CSWE as follows: www.cswe.org. CSWE's *Educational Policy and Accreditation Standards* (2008) is displayed in appendix A.

National Association of Black Social Workers (NABSW)

NABSW is designed to promote the welfare, survival, and liberation of communities of African ancestry. Members recognize the necessity of Black community control and accountability of self to the Black community. The association offers links through its members who are those of African ancestry. Through the development of national and international education conferences, the organization provides professional leadership to local, national and global communities. You can learn more about, and communicate with, NABSW as follows: www.nabsw.org.

North American Association of Christians in Social Work (NACSW)

NACSW supports the integration of Christian faith and professional social work practice in the lives of its members, the profession and the church, promoting love and justice in social service and social reform. Its goals include: Supporting and encouraging members in the integration of Christian faith and professional practice through fellowship, education, and service opportunities; articulating an informed Christian voice on social welfare practice and policies to the social work profession; providing professional understanding and help for the social ministry of the church; and promoting social welfare services and policies in society which bring about greater justice and meet basic human needs. NACSW sponsors an annual convention and training conference; publishes

a bimonthly newsletter (*The Catalyst*) and a semiannual journal (*Social Work and Christianity*) as well as other books and monographs. You can learn more about, and communicate with, NACSW as follows: www.nacsw.org. Packets of information concerning NACSW and applications for student membership are available in the Social Work Department Office (McInnis 234). The NACSW “Statement of Faith and Practice” is displayed in appendix C.

Graduate Education for Social Work

Graduates of CSWE-accredited B.S.W. programs are prepared for employment in beginning professional social work practice and are eligible to apply for advanced standing of up to one year in a normally two-year program. Catalogs for many accredited M.S.W. programs and a copy CSWE’s “Summary Information on Master of Social Work Programs” are available in the Social Work Department Office (McI 234). In addition, CSWE maintains links to accredited M.S.W. programs on its website (www.cswe.org).

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. SSWA “Constitution”**
- E. Field Practicum Evaluations**
- F. “Academic Program Planning Sheet”**

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 is retained)

North American Association of Christians in Social Work

“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 is retained)

Student Social Work Association

“Constitution”

STUDENT SOCIAL WORK ASSOCIATION
“Constitution”

Article I: Name

This organization shall be known as the Student Social Work Association of Eastern University, herein referred to as the SSWA.

Article II: Purpose

The members of the SSWA organize for the purpose of broadening our knowledge of social work, providing an opportunity for participation in development of the Social Work Program, engaging in organized student action on social and professional issues, and promoting better understanding and awareness outreach among all those interested in social work.

Article III: Membership

Section 1: Eligibility: Membership is open to any Social Work Major and any other students interested in the profession of social work.

Section 2: Dues: Members are required to pay dues at the beginning of each semester. The rate will be decided by the core group members at the advent of each year.

Article IV: Faculty Advisor

SSWA shall be advised by a faculty member of the Social Work Department. Regular consultation with the advisor is required. The advisor's role is described as per University policy.

Article V: Core Group/Officers

Section 1: Core Group

1.1 Purpose: The core group shall exist for the purpose of coordinating the affairs of the organization and is to be held accountable to the general membership.

1.2 Composition: The core group shall consist of six members.

1.3 Term/Rotation: All members shall serve a one-year term. No members shall serve a single office for more than two consecutive years.

1.4 Attendance: If a core group member does not attend two consecutive meetings, he/she must communicate with the President, who will then make a recommendation to the core group for suggested action.

1.5 Meetings/Quorum: There will be at least two core group meetings per month, at least one week prior to the open (general) meeting.

Section 2: The Officers

2.1 President

- a. **Eligibility:** The President shall be a member of the junior or senior class and previously have been a member of the SSWA.
- b. **Authority:** The President shall preside at both core group and general meetings, has general supervision over all operations and activities of the Association, and shall serve as an ex-officio member to all of the appointed committees. The President also has the authority to convene all core group meetings.
- c. **Appointment:** The President shall have the authority to appoint chairpersons of committees as the need arises.
- d. **Consultance:** The President is to consult with the Social Work Advisor on a regular basis.

2.2 Vice President

- a. **Eligibility:** The Vice President shall be a member of the junior or senior class and previously have been a member of the SSWA.
- b. **Authority:** The Vice President shall, in the absence or disability of the President, perform duties as prescribed for the President. If the President leaves office, the Vice President shall fulfill the term of Presidency, and a new Vice President shall then be elected.
- c. **Duties:** The Vice President shall act as a co-worker with the President, and shall perform duties as prescribed by the core group and/or the President.

2.3 Secretary

- a. **Eligibility:** The Secretary shall be a member of the sophomore, junior, or senior class, and is not required to have been a previous member of SSWA.
- b. **Duties:** The Secretary shall keep all records, record and process minutes, and handle all correspondence. The Secretary shall also be responsible to act as the chairperson for one of the standing committees as designated by the President.

2.4 Treasurer

- a. **Eligibility:** The Treasurer shall be a member of the sophomore, junior, or senior class, and is not required to have been a previous member of SSWA.
- b. **Duties:** The Treasurer shall keep a record of all transactions (which are to be recorded in the SSWA logbook), and shall have responsibility for handling funds, receipts, and disbursements of the Association. The Treasurer shall also be responsible to act as the chairperson for one of the standing committees as designated by the President.

2.5 Sophomore Representative

- a. Eligibility:** The sophomore representative shall be a member of the sophomore class who is interested in the Social Work Major.
- b. Duties:** The sophomore representative shall act as liaison between the core group and sophomore class, and represent the interests of the sophomore class.

2.6 Freshman Representative

- a. Eligibility:** The freshman representative shall be a member of the freshman class who is interested in the Social Work Major.
- b. Duties:** The freshman representative shall act as liaison between the core group and freshman class, and represent the interests of the freshman class.

Article VI: Elections

Section 1: Nominations

- 1.1 The President and Vice President:** Candidates may be nominated by any member of the SSWA.
- 1.2 The remaining four candidates:** Candidates may be nominated by any participating member of the SSWA.

Section 2: Time of Election

- 2.1 The President and Vice President:** The President and Vice President shall be elected in April of every year.
- 2.2 The remaining four candidates:** The remaining four candidates shall be elected in September of every year.

Section 3: Voting Procedure: Following the nominating procedure, ballots will be distributed via campus mail.

Section 4: Vacancies: In the event of vacancy of any office except that of President, a special meeting will be called between the SSWA members to determine how the position will be filled by means of the regular election procedure.

Article VII: General Meetings

General meetings are to be held at least once a month.

Article VIII: Committees

Section 1: Standing Committees

- 1.1 Fund Raising:** SSWA shall develop a fund raising project at least once per semester.
- 1.2 Publicity:** The Publicity Committee shall be responsible for promoting SSWA functions and campus awareness.
- 1.3 Activity:** The Activity Committee shall be responsible for organizing and initiating SSWA outreach programs, field trips, and any other related activities.

1.4 Chairpersons: These three committees shall be chaired by a core group officer.

Section 2: Committee Term: All standing committees shall serve a full school year term.

Section 3: Special Committees: All special committees shall be appointed by the President as the need arises.

Section 4: Committee Report: Each committee shall submit a written or verbal report of current committee activities to the President.

Article IX: Amendments

The Constitution may be amended by two-thirds majority of the total membership.

APPENDIX E

(pagination of the original documents is retained)

Junior Field Practicum Evaluation

Senior Field Practicum Evaluation

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		
# of individuals		

Spring Semester	
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				
# of families/groups				

	Fall Semester	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 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. The 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. The 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. The 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. The 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. The 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. The 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. The 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. The 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. The 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. The 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> .

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

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 F

“Academic Program Planning Sheet”

