



COLLEGE OF HEALTH AND SOCIAL SCIENCES

Social Work Department
Bachelor of Social Work Program

Practicum Education Handbook

St. Davids, Pennsylvania

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GENERAL INFORMATION

GENERAL INTRODUCTION

The *Practicum Education Handbook* is intended to assist Practicum agency personnel in understanding Eastern University, the Bachelor of Social Work (BSW) Program, and, in particular, how Practicum agencies and the Social Work Department collaborate. The Practicum is an integral part of Eastern's social work program. Practicum agency personnel play vital roles by offering expertise to the student and thus expanding the resources of Eastern's Social Work Department.

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

- Eastern University,
- the Social Work Department and the BSW Program,
- the social work curriculum,
- the Practicum Education Program, and
- assisting students to begin Practicum in the agency.

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

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

Leslie S. Gregory, MSW, LSW
Senior Lecturer in Social Work
Practicum Education Director

EASTERN UNIVERSITY

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Introduction to Eastern

Eastern University is a co-educational comprehensive Christian university of the arts, sciences, and professions. The motto—“Faith, Reason and Justice”—sets the tone for the institutional ethos that provides a rich educational environment for a program of education for social work. The University is multifaceted offering associate, bachelor, master, and doctoral degrees at the St. Davids, Pennsylvania campus, multiple sites in nearby Philadelphia, international sites, and online. Eastern University is affiliated with the American Baptist Churches and currently enrolls a student body of 3,400.

The University was founded in 1932 as the undergraduate department of the Eastern Baptist Theological Seminary, which was founded in Philadelphia, Pennsylvania, in 1925. The undergraduate department was organized for the purpose of supplementing the professional preparation of ministers. In 1952 the undergraduate department was established as a separate, four-year institution, and named Eastern Baptist College that in 1972 became Eastern University to increase the appeal to students of different backgrounds. Currently, Eastern University consists of Palmer Theological Seminary, the College of Arts and Sciences, the College of Business and Leadership, the College of Education, the College of Health and Social Sciences (where the Social Work Department is housed), the College of Theology and Ministry, and Templeton Honors College. There are 127 full-time faculty members.

Mission and Goals of Eastern University

Eastern University is a Christian university dedicated to the preparation of undergraduate, theological and graduate students for thoughtful and productive lives of Christian faith, leadership, and service. The mission is confirmed and celebrated when graduates believe their way into knowledgeable action that influences their world in substantive ways.

The following Institutional Student Learning goals are based on the University mission:

- 1. Students develop intellectual curiosity, passion, and agility, valuing the life of the mind and life-long learning.*
- 2. Students develop their critical thinking, reflection, analysis and communication skills.*
- 3. Students develop knowledge and competencies in the arts, sciences and professions.*
- 4. Students develop and expand their Christian worldview, grounded in the Scriptures.*
- 5. Students discern the ethical consequences of decisions and actions.*
- 6. Students are motivated to assume responsibility for justice and to show a transformative influence—especially regarding social, political and economic justice.*
- 7. Students are prepared to live in an interdependent world, aware of societal and global problems and committed to engage in solving them.*
- 8. Students increase in self-awareness and in their sensitivity towards others and others’ needs and situations.*
- 9. Students contribute to fostering an environment where diversity is appreciated and reconciliation is practiced.*

THE BACHELOR OF SOCIAL WORK PROGRAM

THE BACHELOR OF SOCIAL WORK PROGRAM

History

During the early 1970's the BSW social work major began as a part of the anthropology and sociology department and was first accredited by CSWE in 1974. In 2001 in response to growth in the number of graduate degrees being offered and expansion of international programs, Eastern was granted university status. At this time a partnership was established between the Hispanic Clergy Association and the president of Eastern University in order to develop educational opportunities for Latino residents in north Philadelphia.

By 2005 Esperanza College was accredited as a branch campus of Eastern University, received Title V funding, and was designated a Hispanic Serving Institution (HSI), the only one in Pennsylvania. In spring 2009, the Eastern University Social Work Department began offering two introductory social work courses as a part of an AA program in Community and Human Services at Esperanza College with the hopes of providing a pathway to the BSW for interested students. In July 2013 the BSW program was expanded to Esperanza College as an evening program and was limited to a cohort of 15 students entering every summer. In July 2020 this cohort's location was moved from Esperanza College several miles to the City Line Avenue campus of Eastern University and the BSW was offered in the same evening format in this location. This program is currently on hold as the MSW program has been the focus. Yet, students continue to be able to take introductory social work courses at Esperanza and can transfer to a BSW program including St. Davids campus.

For many years' students and University faculty and administration have been interested in offering an MSW program. Launching an MSW program became a strategic initiative for completion in 2021. In 2019, an MSW Program Director was hired and started in the position in the fall of 2020. The timing of this strategic initiative coincided with the BSW program at St. Davids being well-established. It also aligns with the proliferation of online MSW programs, which fits with Eastern's model of online master's programs.

Philosophy of Social Work Practice and Education

Eastern's social work faculty believe that social workers empower and facilitate the helping process by establishing mutual helping relationships. For over forty years, the social work faculty has designed and refined an educational process comprised of advising-admission and curricular components that provides a developmental process for students to learn to become a social worker. Valuing the dignity and worth of each individual, identifying strengths, and approaching students with cultural humility are some of the ways in which faculty model the characteristics of the helping process. As teacher-scholars social work faculty are constantly exploring and integrating new material on trauma and resilience, neurobiology, sustainability, etc. This philosophy shapes the way social work education takes place at Eastern University

Social Work Faculty and Staff

The Social Work Department is a part of the College of Health and Social Sciences and is located at the university's main campus in St. Davids, Pennsylvania. The social work faculty is currently comprised of six full-time members, augmented by a cadre of adjunct instructors. The social work faculty is supported by an administrative assistant and student assistants. Since 2013, the faculty has increased from four to seven full-time faculty members. There are six departmental offices that occupy a short hallway on the second floor of McInnis Learning Center on the main campus. All full-time faculty have offices on the main campus. The department offers two academic programs, a Social Welfare Minor and a Social Work Major, which leads to the Bachelor of Social Work (BSW) degree.

Basic information concerning current social work faculty and staff is displayed in the following table.

Name	Position	Office	Phone & Email
Faculty			
Kimberly Bass	Lecturer in Social Work	McI 230	610.341.1711 Kimberly.bass@eastern.edu
Sylvia Bekele	Assistant Professor in Social Work		Sylvia.bekele@eastern.edu
Christyn Dodla	Lecturer in Social Work	McI 223	484.678.7104 Christyn.dodla@eastern.edu
Joy Elvin	Assistant Professor in Social Work		Joy.elvin@eastern.edu
Paul Felker	Associate Professor in Social Work	McI 231	610.341.5907 pfelker@eastern.edu
Leslie Gregory	Senior Lecturer in Social Work/ Social Work Department Chair/ Practicum Education Director	McI 233	610.341.5814 lgregory@eastern.edu
Dianna Montgomery	Lecturer in Social Work	McI 235	610.304.5993 dianna.montgomery@eastern.edu
Administrative Staff			
Colleen Ellis	Administrative Operations Coordinator	McI 232	610.341.5879 socialwk@eastern.edu colleen.ellis@eastern.edu

The education, credentials, and experience of the core faculty are summarized below.

Kimberly Bass, Bachelors in Psychology (Cedar Crest College), MSW (Widener University),
LCSW in PA

Practice: Social work practice in child protective services, outpatient mental health,
drug and alcohol counseling, medical social work and grief and trauma
clinical work.

Eastern: Since 2020

Currently: Lecturer in Social Work

Sylvia Bekele, BSW (Millersville University), MSW (Millersville University), DSW
(Millersville University)

Practice: School Social Work

Eastern: Since 2022

Currently: Assistant Professor in Social Work

Christyn Dodla, BSW (Eastern University), MSW (West Chester University)

Practice: Social work practice in school social work, foster care, and adoption.

Eastern: Full-time faculty since 2023.

Currently: Lecturer in Social Work

Joy Elvin, BSW (Eastern University), MSW (Widener University), Doctorate of Education
(Nova Southern University)

Practice: program director, foster care and adoption

Eastern: Since 2022

Currently: Assistant Professor in Social Work

Paul Felker, BSW (Eastern College), MSW (Widener University)

Practice: Social work practice in child protective services, outpatient mental health,
medical social work and grief and trauma clinical work.

Eastern: Adjunct faculty from 2004-2010, full-time faculty from 2010-2015, and
full-time again starting in 2020.

Currently: Associate Professor of Social Work.

Leslie S. Gregory, BSW (Eastern College), MSW (Clinical Social Work, Widener University),
LSW (PA).

Practice: Social work practice including child welfare case work and supervision, and
individual and family case management and clinical services.

Eastern: Since 1995 (full-time faculty since 2008).

Currently: Senior Lecturer in Social Work and Practicum Education Director (full-
time) and Clinical Social Worker (part-time) Private Practice.

Dianna Montgomery, BS (Towson State University), BA (U.M.B.C), MSW (Widener University), PA-LSW

Practice: Social work practice in community crisis intervention, disaster response, and school mental health programming, clinically serving young adults and women navigating a Range of mental health and psychosocial struggles.

Eastern: Adjunct faculty 2020-2021, Full time beginning August 2021

Currently: Lecturer, Department of Social Work

Mission and Goals of the BSW Program

The mission and goals of the Eastern University's BSW Program are informed by the *Educational Policy and Accreditation Standards* (2015) of the Council on Social Work Education (see appendix A).

Mission

The mission of the undergraduate social work program 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 vulnerable and oppressed populations and communities.

The following are the four goals of the BSW Program with an explanation of how the mission and goals are consistent with generalist practice as defined by the Educational Policy of CSWE:

1. To prepare students for beginning professional social work practice with diverse individuals, families, groups, organizations, and communities.

Grounded by content in cultural anthropology, introduction to sociology, and a social work human diversity course along with diversity content woven into every social work course, students develop practice knowledge of intersectionality across all levels of systems. Students often come with a focus on the individual, yet are challenged to consider the layers of social interaction within a person-in-environment framework as a basis for practice.

2. To educate students about the values and ethics of the profession and to ethically integrate a Christian perspective embodying empathy, justice, and the dignity and worth of each person.

The social work faculty values the development of professional integrity integrated with social justice and empowerment of those who may be marginalized by society. This perspective rests on Micah 6:8 (NIV) which reads in part, "And what does the Lord require of you? To act justly and to love mercy and to walk humbly with your God." Central to this is being able to establish an empathetic helping relationship. Valuing that each person is created in the image of God and has dignity and worth leads to affirming the strengths and resiliency of all.

3. To educate students to use critical analysis and scientific inquiry to develop a social work knowledge base and skills.

The use of critical analysis is emphasized in developing knowledge for practice by using a scientific approach in evaluating research, theories, and best practices for effective prevention and intervention skills. The ability to conceptualize and apply knowledge in a variety of contexts is consistent with the definition of generalist practice EP 2.0.

4. To prepare students to pursue lifelong learning, graduate education, and a life of service.

Students are encouraged to develop intellectual curiosity as new information emerges and a passion for continuing to develop skills to help people in need. For some this may lead to MSW

programs, yet for all it means to use one's whole self to ameliorate suffering over the course of their career.

Competencies of the BSW Program

Competency 1 - Demonstrate Ethical and Professional Behavior: Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, person experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use right's based, anti-racist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in inter-professional practice. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

Competency 2 – Advance Human Rights and Social, Racial, Economic, and Environmental Justice: Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.

Competency 3 – Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice: Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this

intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

Competency 4 - Engage in Practice-informed Research and Research-informed Practice: Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from inter-professional and diverse research methods, approaches, and sources.

Competency 5 - Engage in Policy Practice: Social workers identify social policy at the local, state, federal, and global level that affects well-being, human rights, and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights-based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.

Competency 6 - Engage with Individuals, Families, Groups, Organizations, and Communities: Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals

Competency 7 - Assess Individuals, Families, Groups, Organizations, and Communities: Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and

constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

Competency 8 - Intervene with Individuals, Families, Groups, Organizations, and Communities: Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.

Competency 9 - Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities: Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Admission to the BSW Program

Application for admission is required of those students wishing to enter the Bachelor of Social Work (BSW) Program. The Social Work Department recognizes the importance of being gatekeepers for the profession. Thus we utilize the following admissions criteria when faculty and students evaluate capacity and readiness for Practicum and the rigors of our generalist Social Work Program:

Admission Criteria

1. **Physical health:** A student should be capable of the activity frequently required of social workers. In addition to a rigorous academic schedule, students are expected to balance Practicum and class for three semesters.
2. **Emotional health:** A student should have the capacity to deal effectively with emotional stress both in themselves and in others and have resolved past conflicts to the degree that they do not interfere with helping others.
3. **Capacity for development of relationships:** A student should be able and willing to develop meaningful, ongoing relationships with people, and have the capacity for applying this to the development of professional relationships.
4. **Capacity for communication:** A student should be able to analyze and share their ideas and feelings orally and in writing.
5. **Capacity to identify and deal with conflicting value assumptions:** A student should be able to identify their own personal values, within a Christian context, and be open to struggling with issues as they arise. In addition, a student should possess the ability to work with people in settings where beliefs and practices may conflict with the student's personal value system.
6. **Academic ability and achievement:** A student should possess good intellectual ability, including the capacity to think conceptually. The student should be in good academic standing with a minimum of a "C" or higher in all required social work and professionally related courses.
7. **Maturity of vocational choice:** A student should have a growing understanding of what social work is and of what is expected of a social worker. They should also demonstrate a maturing interest in and commitment to the social work profession.
8. **Capacity for professional education:** A student should be demonstrating increasing capacity for self-directed initiative and ownership of their educational experiences.

Admission Process

Assessing a student's capacity and readiness for social work education and Practicum is an ongoing process. 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. **Formal and Informal Contacts with Faculty:** This begins when students first visit either campus. Students and faculty interact both in and outside of class and this facilitates a

relationship.

2. **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.
3. **Advisement:** A student who has declared the Social Work Major or is considering this possibility, is invited to arrange an interview with a member of the social work faculty (the student's advisor, if the Social Work Major has been declared) to discuss their educational and vocational interests.
4. **Admission Orientation Meeting:** In the sophomore year, students who have declared or indicated interest in the Social Work Major are invited to attend a meeting at which the admission process is explained and questions and other concerns are discussed. Application materials are distributed at this meeting.
5. **Assembly of application file:** The application, resume, essays, and recommendations should be submitted to the Social Work Department office by February 1 (St. David's site). The deadline is sometimes extended for transition/transfer students.
6. **Social work faculty interview:** When the applicant's file is complete, the student is asked to schedule an interview with a member of the social work faculty. The focus of this interview is on the applicant's growing interest in the social work profession and their capacity and readiness for education for beginning social work practice. The interview is based, in part, on the materials submitted by the applicant.
7. **Decision and notification:** Following the interview, the applicant's file is reviewed by the social work faculty which makes an admission decision. The Department Chairperson notifies the applicant of the decision in writing and, if accepted, refers him/her to the Practicum Education Director to begin the placement process. Although it is anticipated that, in most instances, a decision will represent mutual agreement of faculty and student, the final decision concerning admission rests with the social work faculty. A student who is not accepted for admission will be notified of their right to appeal the decision and offered help in exploring alternative educational and vocational directions.

Denial of Admission

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

When a student does not agree with a decision to deny their admission to the BSW Program, the student's rights are protected by the following processes.

1. **Policy:** A student may be denied admission to the BSW Program (Social Work Major) if they fail to fulfill one or more of the admission criteria, above.
2. **Procedures**
 - a. The Social Work Department Chair notifies the student in writing of denial of admission. A student who is refused admission to the program at the time of the formal admission

process is invited to make an appointment with their academic advisor (or a member of the social work faculty in the case of a student who has not officially declared their intention to major in social work) to discuss educational/vocational alternatives. These may include changing to another major, transferring to another college or university, withdrawing from the university either temporarily or permanently, and so forth. The student is helped to declare another major and/or to seek educational testing, guidance, and/or personal counseling services from the Center for Counseling and Academic Support and/or other professional services available within or outside of the university. This may include a phone call or letter of referral, if the student believes this would be helpful.

- b. When the social work faculty have exhausted their efforts to help a student to accept denial of admission to the BSW Program and to make appropriate plans concerning an alternative educational/vocational direction or to seek more intensive help, the Social Work Department Chairperson notifies the Registrar's Office in writing (with a copy to the student) that the student's name should be deleted from the program and assigned elsewhere. The Registrar notifies the student of this action in writing (with a copy to the Social Work Department).

Termination of Enrollment

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

1. Policy

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

Academic Standards

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

Professional Development and Ethics

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

2. Procedures

- a. Before a student is terminated from enrollment in the Social Work Major, the Social Work

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

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

Grievances and Appeals

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 practicum agency, termination of enrollment in the Social Work Major, and so forth) may be appealed in the following manner:

1. 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 *Eastern University Catalog*. 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, and a faculty representative of the College of Health and Social Sciences also designated by the chairperson, 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 within 10 business days of notification of the appeal decision.

THE SOCIAL WORK CURRICULUM

THE SOCIAL WORK CURRICULUM

The Eastern University social work curriculum is informed by the *Educational Policy and Accreditation Standards* (2022) of the Council on Social Work Education (see appendix A).

Course Requirements

The course requirements of the BSW Program (Social Work Major) are as follows:

Professional Courses		Credits
SOWK 105	Introduction to Social Work	3
SOWK 110	Human Diversity and Social Interaction	3
SOWK 205W	Human Need and Social Response	3
SOWK 320	Human Behavior in Social Environments (HBSE)	3
SOWK 340	The Social Work Agency	3
SOWK 360	Social Work Practice I	3
SOWK 370	Social Work Practicum I	4
SOWK 440	Social Welfare Policy Issues	3
SOWK 461-462	Social Work Practice II	3-3
SOWK 471-472	Social Work Practicum II	4-4
SOWK 481	Social Work Research	3
Subtotal		42
Professionally-related Courses		
ANTH 101	Introduction to Cultural Anthropology	3
BIOL 104	General Biology	4
POSI 204	State and Local Government	3
PSYC 100	General Psychology	3
SOCI 100	Introduction to Sociology	3
Subtotal		19
Total credit		61

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

Courses Required for the Social Work Major
(3 semester-hours per course, except where "4" is indicated)

Human Behavior in Social Environment			Social Welfare Policy and Services	Social Work Practice and Practicum		Social Work Research	Years/ Semesters	
			SOWK 440: Social Welfare Policy I Pre-req: SOWK 205 & 340 and POLI 104 Co-req: SOWK 462, 472 (taken in the spring of senior year)	SOWK 462: Social Work Practice II Pre-req: SOWK 360 Co-req: SOWK 440, 472	SOWK 472: Social Work Practicum II (4 credits) Pre-req: SOWK 370 Co-req: SOWK 440, 462		Spring	Senior Year
SOWK 320: Human Behavior in the Social Environment Pre-req: SOWK 110, PSYC 100, SOCI 100 Pre-req or Co-req: ANTH 101 and BIOL 104 (taken in fall of junior or senior year)				SOWK 461: Social Work Practice II Pre-req or Co-req: SOWK 320 Co-req: SOWK 471, 481	SOWK 471: Social Work Practicum II (4 credits) Pre-req or Co-req: SOWK 320 Co-req: SOWK 461, 481	SOWK 481: Social Work Research Co-req: SOWK 461, 471 (taken fall of senior year)	Fall	
			SOWK 340: The Social in Organizations Pre-req: SOWK 205 Co-req: SOWK 360, 370 (taken in spring of junior year)	SOWK 360: Social Work Practice I Pre-req SOWK 105, 110, & 205 PSY 100, SOC 100 Co-req SOWK 370	SOWK 370: Social Work Practicum I (4 credits) Co-req: SOWK 340, 360		Spring	Junior Year
SOWK 110: Human Diversity & Social Interaction SOCI 100: Introduction to Sociology PSYC 100: General Psychology ANTH 101: Introduction to Cultural Anthropology BIOL 104: Human Biology			SOWK 205: Social Welfare Policy I	POLI 104: State and Local Government	SOWK 105: Introduction to Social Work	Quantitative Course in Reasoning	Fall	
							Spring	First Year/ Sophomore Year
							Fall	

Course Descriptions

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

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

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

SOWK 320: Human Behavior in Social Environment (HBSE) (3 sem. hrs.): Provides and understanding of biological, psychological, sociological, spiritual, and cultural factors in human development and social interaction as part of the knowledge base for social work practice with individuals, families, groups, organizations, and communities. These factors will be used to examine the development of the individual over the life span and the individual's membership in a range of social systems. The knowledge gained from the integration of biological, psychological, sociological, spiritual, and cultural factors will be used to focus on intervention within the social environment. Attention will be given to Christian faith development as an integral component of the course. Co-requisite: SOWK 471. Prerequisites: Grade of C in SOWK 110, ANTH 101, BIO 104, PSY 100, SOC 100.

SOWK 340: The Social Work Agency (3 sem. hrs.): An exploration of the social work agency from the perspective of a direct service social work practitioner. Students will use materials contributed from their Practicum experiences as the basis for exploring the impact of the social work agency on its clients, the larger society, and the social worker. Co-requisite: SOWK 370. Prerequisite: Grade of C in SOWK 105.

SOWK 360: Social Work Practice I (3 sem. hrs.): An introduction to social work practice with individuals, families, groups, organizations and communities. Assigned readings and social work process records provided by the instructor or contributed from the students' own practicum experiences will be used to begin to acquire knowledge and skills required by social work practitioners. Open to junior Social Work majors only. Co-requisite: SOWK 370. Prerequisites: Grade of C in SOWK 105, 110, 200, PSYC 100, SOCI 100.

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

SOWK 440: Social Welfare Policy Issues (3 sem. hrs.): An exploration of the ideological and philosophical issues underlying current social welfare policy in the United States. Students utilize analysis of major social welfare policy areas to inform their understanding of current issues, developing social forces, and macro-level social change activities. Open to senior Social Work majors only. Co-requisite: SOWK472. Prerequisites: Grade of C in SOWK 340, ECON 203 or 220, POS 104.

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

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

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

THE PRACTICUM EDUCATION PROGRAM

THE PRACTICUM EDUCATION PROGRAM

Eastern's BSW Program is centered on a concurrent model of practicum.

- For junior practicum placements St David's students are in practicum for two agency-days per week (14-16 clock hours) throughout the spring semester of the junior year (14 weeks), for a total of 196-224 clock-hours.
- For senior practicum placements students are in practicum education for two agency-days per week (14-16 hours) throughout both semesters of the senior year (28 weeks), for a total of 392-448 clock-hours

This totals 588-672 clock-hours of practicum education.

Students, in practicum placement, are concurrently in junior and senior practice courses (SOWK 360 and 461-462) and are placed in a diverse range of agency settings with diverse client populations. This promotes student learning regarding generalist practice across the life span and with a range of social problems and different-sized entities (individuals, families, groups, organizations, and communities). This concurrent model provides continuous interaction and integration between practicum and classroom learning.

Practicum Agency Selection Criteria

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

1. **Social Work Services:** The agency must deliver social work services, some of which are appropriate to be offered directly by an undergraduate student, with a focus on generalist social work practice with individuals, families, groups, organizations, and communities.
2. **Supervisory Qualifications:** A qualified Practicum Instructor, who is identified with the social work profession, must be available and assigned to instruct the student. The appropriate level of competence and identification with the profession is indicated by:
 - a) the possession of a master's degree in social work from a graduate program that is accredited by the Council on Social Work Education (CSWE), plus two years of professional experience (post-social work degree); or
 - b) the possession of a baccalaureate degree in social work from a CSWE-accredited program, plus two years of professional experience (post-social work degree).

It is expected that the time necessary for effective instruction, including not only supervision but also planning assignments, providing orientation to field, process record analysis, university meetings, etc., will be built into the instructor's workload. The Practicum Instructor is expected to be available for the entire academic year (Late-August through April for senior placements and January through April for junior placements).

3. **Supervision:** Supervision of approximately an hour is to be held with the student, and focused, at least in part, on process records of the student's own practice (see #4, below). "Regular" is defined here to mean weekly, while taking into consideration the fact that flexibility in scheduling will at times be necessary. Students benefit from uninterrupted face-to-face supervision in order to create an environment where they can fully process their learning and explore questions.
4. **Process Recording:** The student is expected to have opportunities for client interaction to

assist in preparing written records of practice per semester as a part of the agency experience, to be used in supervision, the classroom, and in papers (with identifying data appropriately disguised). The frequency of these is outlined in course materials. Process records are reviewed by Practicum Instructors and Practicum Liaisons/Practice Class Instructors to monitor student progress and enhance growth and learning as well as acquisition of the nine competencies. One of these records is submitted for class discussion each semester. This process enhances the quality of student learning a generalist practitioner.

5. **Facilities and Resources:** The agency is responsible to provide a setting that supports the safety of the student and their personal belongings and provides the tools to carry out assignments, such as an office (not necessarily private), desk space, telephone/cell phone, computer, etc. (as relevant to the services being provided). The agency is expected to provide a safe work environment that meets all federal and state safety guidelines and, to the extent possible, first aid for any illnesses or injuries that occur while the student is at the agency.
6. **Student Evaluations:** While evaluation is believed to be an on-going formative process, at the end of each semester, the Practicum Instructor is expected to engage the student in a summative process of evaluation of the student's development and learning focused on acquisition of the nine competencies. The Practicum Instructor, with input from the Task Supervisor, if applicable, prepares an evaluation report, which is reviewed with and signed by the student and Practicum personnel. The student may add a response at their discretion. The evaluations (Appendix K) are also reviewed by the PED.
7. **Meetings and Communication:** The Practicum Instructor must be available for three to five meetings during the student's internship with the university and must carry their appropriate part in maintaining communication with the instructor of the student's social work practice class (Practicum Liaison) concerning the student's progress. The Affiliation Agreement, (Appendix E) signed prior to the start of the placement, outlines this and other aspects of Practicum.

Practicum Agency Personnel

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

Practicum Personnel

Practicum Personnel is a term to denote any agency personnel involved in the practicum placement process. For example, some agencies appoint a professional staff member to coordinate all practicum placements within the agency. They review information concerning prospective interns received from the Practicum Education Director, and contact agency staff who meet the criteria to serve as Practicum Instructors in order to discuss their availability. This term is also used as a collective for Practicum Instructors and Task Supervisors as well as professional staff that a student shadows.

Practicum Instructor

A Practicum instructor must identify with the social work profession by meeting the educational criteria as specified above (under, "Supervisory Qualifications"). A Practicum instructor is responsible for supervising the student's educational experience in the agency and collaborates, if applicable, with other Practicum Personnel to orient the student to the agency; provides regular supervision (approximately one hour weekly); teaches social work values, knowledge, and skills; models professional roles and ethics; and evaluates the student's competency.

Task Supervisor

A "Task Supervisor" may be assigned 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 (bachelor's degree or higher) and expertise (related discipline or experience) to enhance the learning for a student. The Task Supervisor is generally responsible for a specific assignment or day-to-day guidance at an agency site and collaborates with the Practicum Instructor in providing assignments and constructive feedback to the student. Yet, they do not serve as a replacement for the Practicum Instructor. As indicated above, the Practicum Instructor is responsible for regular supervisory conferences and semester evaluation reports.

Off-Site Practicum Instructor and On-Site Task Supervisor

When an agency is identified that can provide a valuable learning experience and there is an appropriate on-site Task Supervisor, but no on-site Practicum Instructor is available (a person who possesses a BSW or an MSW and a minimum of 2 years' experience), a student may still be placed in this agency. An on-site Task Supervisor must be available to meet weekly with the student, ensure the student receives an orientation, and guide the student's learning activities (as described above). The off-Site Practicum Instructor is available to provide regular social work supervision (as described, above). Student progress toward the social work competencies is evaluated with the input of the on-site Task Supervisor, particularly when the Learning Contract is created, the Practicum Liaison visits the agency, and the semester evaluation is completed by the Practicum Instructor. The off-site Practicum Instructor is an adjunct or full-time member of the Eastern University Social Work Faculty and thereby is qualified to provide Practicum instruction.

Mid-Placement Changes in Practicum Personnel

When a placement is in progress and there is a change in agency personnel or programs the

Practicum Education Director must be contacted to ensure the student is receiving the appropriate level of supervision. If the agency no longer employs a person who qualifies as a Practicum Instructor, an on-site Task Supervisor is utilized with an off-site Practicum Instructor (as described above). The Practicum Education Director will:

1. Contact the new Practicum personnel to orient them to the Practicum program including the core competencies.
2. Instruct the Practicum Liaison/Practice Class Instructor to contact the new Practicum personnel to review the student's learning goals as outlined in the learning contract; conduct an additional site visit if needed; and initiate contact later in the semester to discuss the evaluation process.

Practicum Agency Placement Process

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

1. **Orientation with Practicum Education Director:** At the start of the fall semester of the junior year, students are invited to a mandatory meeting with the Practicum Education Director to provide an orientation to the Practicum placement process.
2. **Interview with Practicum Education Director:** Following the orientation, students who have been admitted to the Social Work Major, complete the Practicum Placement Application (Appendix D), Criminal History clearance, and update their resume and submit these to the Practicum Education Director. Then the student arranges an interview with the Practicum Education Director. The focus of this interview is on the needs and interests of the student in relation to Practicum 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 unique student needs including possible transportation problems, etc. This interview usually ends with the mutual identification of several possible placements in accordance with the student's understanding of their needs and interests and deemed appropriate by the Practicum Education Director.
3. **Interview with agency Practicum Personnel:** After considering student interests, and exploring placements that are available, which can provide optimum learning in the practice classes, etc., the student will be asked to arrange an interview with Practicum Personnel at a particular agency. The focus of the interview is on the specifics concerning that particular Practicum placement, including the nature of the agency, possible assignments, timing, etc., in relation to the particular capacities and interests of the student. A tour of the agency setting is encouraged. Basic information about the student is made available to the agency in advance for introductory purposes. The student's resume is available upon request. This interview usually ends with a mutual understanding by the student and agency Practicum Personnel) as to the appropriateness of the placement. In some instances, the agency seeks references or has other processes in place that delay the process of reaching a mutual understanding of the appropriateness of the internship opportunity.
4. **Notification of Practicum Education Director:** Both the student and the agency Practicum

Personnel inform the Practicum Education Director of the results of this interview. If the tentative placement is not viable, the student confers again with the Practicum Education Director concerning an appropriate placement, and they proceed again, with the process, above.

5. **Notification of Placement:** When a final placement decision has been made, the Practicum Education Director confirms the placement (in writing) with both the student and the agency Practicum Personnel. This process includes signing of the Affiliation Agreement including by the student, agency, and university.

Employment at Placement

Careful consideration is taken for a student to be placed in an agency in which they are employed, because it may compromise the educational focus of the practicum. Such a placement is acceptable if it is a different department or program, serving different clients, and under a different supervisor, and if the tasks and hours are not compromised. The policy is as follows:

1. Placement in an employing agency is an opportunity for one of the two practicum placements and it should be carefully considered which one would be most valuable. It will be evaluated and approved by the Practicum Education Director (PED) in consultation with the Department Chair. The Practicum Instructor needs to be different than the day to day supervisor and the placement in an entirely different unit than the normal day to day employment.
3. The designated Practicum instructor needs to be approved by the PED and have an MSW or BSW with at least two (2) years post-graduation experience. The Practicum instructor cannot be the direct paid work supervisor. The PED reserves the right to additionally request the student meets with an off-site Practicum Instructor, even if the supervisor meets these requirements.
4. The request to complete a Practicum placement in an employing agency is to be submitted in writing (within the body of an e-mail or as an e-mail attachment) to the PED at the outset of the placement process (in the semester prior to the placement). The Practicum Director will consult with the Department Chair regarding the request, and if applicable the Practicum Liaison/Practice Class Instructor.
5. The request should include, in detail, the proposed learning opportunity (program/unit, placement responsibilities, supervision-potential Practicum instructor name and contact information, and placement days/hours) and how this differentiates from the current employment position (name and contact information of current supervisor). Practicum placement learning experiences need to be in an entirely different program or unit/division, meet the requirements of EU's Practicum Education Program, and differ substantially from the employment so the student can take on the role of a learner.
6. To be approved, the Practicum Placement needs to achieve all of the placement objectives for a BSW student as outlined in the Practicum Handbook and Affiliation Agreement. (Appendix E)
7. The employment agency needs to support the placement as an educational experience and commit to providing the time and supervision to be involved in learning activities and placement objectives. The employing agency is expected to help the student and the university to create and maintain an environment for learning to take place.
8. Employment-Based Practicum Placements are not considered approved until reviewed by

the PED in consultation with the Department Chair and a letter is sent (as an e-mail) confirming approval.

9. Any change to the approved Employment-Based Practicum Placement needs to be submitted to the PED and be approved in advance of the change being implemented.
10. The Affiliation Agreement will be reviewed and signed by the student, the prospective Practicum Instructor, employing supervisor, PED, Department Chair, and Faculty Liaison/Practice Class Instructor during the process of confirmation the placement.

In some cases, an agency or organization may provide a stipend to cover some of the costs associated with the placement. The Practicum Education Director ensures that a student is not treated as an employee and remains a learner.

Student Process Recording

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

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

Agency description (agency name, location, auspices, mission, function, programs, services, etc., as well as the particular program, if applicable, which you have been assigned and in which this service contact took place)

Client/system description (demographic and socioeconomic information concerning the client(s) and their significant systems, including diversity issues pertaining to age, class, color, ethnicity, family structure, gender, marital status, national origin, physical and mental ability, race, religion, sex, and sexual orientation; How is the client similar to/different from mainstream culture and from you as a helper?)

Client/system situation (how the client/system came to the attention of the agency and the circumstances leading to the client being served by the agency. How long has the client been receiving services? What is the purpose of the particular service contact described in the process record? What strengths does the client/system possess and bring to the helping relationship?)

Tuning-In (For Seniors Only: emotional insights gleaned during the preliminary phase of the helping process, in which you “tuned in” to the client/system as well as to *yourself*, the authority theme, and the particular phase of the helping process)

Abstract Line: (pseudonym of client, number of times you have met with this client including this meeting, and date, length of time, and location of meeting)

For example:

Abstract Line: Name, #, X/X/2017, 50 min., agency

Narrative

What I Did and Said [For Seniors Only: Skill(s) used]	What the Client Did, Said, and Seemed to Feel	What I Thought and Felt
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		Expand/delete rows as needed.

Analysis of practice

What was *most effective* about this interaction?

What was *most challenging*? Mark all that apply.

- Diversity/Cultural Competency
 Ethics
 Justice
 Policy
 Use of Skills
 Engagement/ Beginning/Clarification of Role and Purpose
 Assessment
 Intervention/Work
 Transition/Termination
 Inadequate Preparation/Research
 Inadequate Knowledge of Presenting Problem
 Other

Briefly describe.

What would you *change* in this interaction and why?

What client *strengths* were exhibited in the interaction?

What are the *environmental systems* problems that impact the client and the necessary resources the client needs?

- Economic/Basic Needs
 Education/Training
 Judicial/Legal
 Health/Safety
 Social Services
 Familial/Relational Support

Resources needed: _____

What next step(s) will you take in relation to working with this client or how does this inform your thinking about work with future clients?

Practice questions (identify and elaborate 3-4 questions you encountered in the process of the contact that you are still pondering. These are intended to focus on *your* concerns regarding significant aspects of the interaction that highlight your need for further development. At least one of the questions should relate to *knowledge, skills, and values* being explored in readings and discussed in class)

1. The narrative portion of the process record should include the following, *integrated in chronological order* (adapted from Margaret Dwyer and Martha Urbanowsky, "Student Process Recording: A Plea for Structure," *Social Casework*, vol. 46, no. 5 [May 1965], pp. 283-286):

- General impressions of the physical/emotional climate at the outset, and its impact on the client.
- How the service contact began.
- Factual and emotional content and responses to it by both the client and the student.
- How the contact ended, including how the student helped the client prepare for the next contact.

For Example:

What I Did and Said [and Skill(s) used]	What the Client Did, Said, and Seemed to Feel	What I Thought and Felt
1.		Because this was my first home visit with the Jones Family, I had difficulty finding their home. By the time I rang the bell, I was about ten minutes late for our appointment, and was feeling nervous.
2. I rang the bell several times.	Mrs. Jones opened the door, and it appeared that she may just have gotten out of bed. Mrs. Jones smiled, greeted me by name, invited me in, and directed me to a couch in the front room. A television was on, with her two young children watching it.	I was concerned about how we were going to be able to talk with the television on.
3. <i>"Can we talk in the kitchen where we would have more privacy?"</i> [authority theme]	Mrs. Jones agreed and led the way to the kitchen.	
I began by contracting, but before I could reach for feedback, Mrs. Jones talked about a problem involving her neighbor...		
4. Ellipsis (in this example) that would contain the factual and emotional exchange between the student social worker and the client, including skills used [in brackets].		After about 45 minutes, we had covered everything on my agenda.
5. <i>"We covered each of the points on my agenda, and made a plan for addressing the bullying with Joey. Do you have anything else you want to discuss?"</i> [summarizing]	She thought a moment, and said, <i>"No, we talked about everything that was on my mind, especially about Joey being bullied at school."</i>	
6. I told Mrs. Jones that I would be back next week, and asked whether this was still a good time for her to meet.	Again, she thought for a moment, commented that usually her kids take a nap at this time, and that it was good.	(and continue on through how the interaction concluded.

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

1. **Reflection and self-evaluation:** Students review process records regularly to gain a sense of learning and to evaluate ongoing learning needs. This can assist students in evaluating knowledge, skills, and values where they are strong and where they need to grow.
2. **Preparation and planning:** Periodic review of process records also serves to help students plan their part in the helping process and interventions with clients.
3. **Practicum instruction conferences:** On a weekly basis, prior to supervision, the student should submit a record for review to their Practicum instructor. Review and discussion of process records should comprise a central part of the interaction between the student and Practicum instructor during supervisory conferences.
4. **Class discussion:** One time per semester, students will submit to the classroom instructor a carefully selected full process record prepared for class discussion.
5. **Feedback from classroom instructor:** Each semester, the student will submit records (as specified in course syllabi) to the class instructor for review.
6. **Analysis in written assignments:** Description and critical analysis of work with clients will be integrated into many classroom writing assignments.

Process records (as well as all other records) are the property of the social agency to which they pertain and must be treated with the highest degree of confidentiality to preserve the rights of the agency and its clients to privacy. You should consult your supervisor or Practicum instructor concerning agency policy and procedures in this regard. It is understood by agencies, that students are required to occasionally submit records for class discussion and for review by the Practicum liaison. In preparing records for submission, care must be taken to disguise all data that might identify a client (e.g., name, social security number, address, telephone number, etc.). Pseudonyms and other disguised information should be realistic so as to treat the client with dignity and not detract from the integrity of the record. In addition, care should be taken to assure that the agency (its programs, mission, services, policies, procedures, etc.) is represented accurately.

Technology Guidelines

We are living in a time of tremendous growth in the areas of technology and social media. The use of technology is changing so rapidly that the creation of policies to provide guidelines for ethical use of technology in the social work practicum are lagging behind. While the use of technology assists social workers in networking and maintaining communication there are boundary issues to be attuned to, to ensure ethical practice particularly around confidentiality, privacy, and dual-relationships.

If the practicum agency/host setting has a policy on the use of technology and social media the student is responsible to follow that policy as long as doing so would not conflict with the NASW Code of Ethics.

In the absence of an agency policy, the following guidelines should be followed:

1. A student should be given a phone number and e-mail address through the agency if these modes of communication must be used. It should be noted that if the student uses their personal cell phone to make calls, the number should be blocked (enter *67 then the number dialed) or preferably, the student should attain a number through Google Voice.
2. While we have all become used to routinely texting and checking e-mail on our devices, it is unprofessional to text, make/answer a phone call, or check e-mail while with a client, during supervision, or in a professional meeting or setting, unless for tasks related to placement.
3. To ensure developing professionalism, particularly in regard to confidentiality, the student should not refer to a client or name/discuss their agency site or Practicum experience on any social media site.
4. When posting on social media, the student should be mindful of what is being posted to ensure their privacy, safety, and professionalism as well as striving to represent themselves, Eastern University, the placement site/personnel, and the social work profession with integrity.

Absences and Inclement Weather Policy

When beginning a practicum placement, students should determine what the closing policy is of the agency in which they are placed. On practicum placement days, students should call their Practicum Instructors or other designated personnel to determine whether the agency is open or closed. A student's main responsibility is to the people served. 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/hours if they do not attend and the agency is open. This policy is true of any days missed for reason other than the weather (student sickness, family emergencies, etc.). Students should communicate any lateness or absence with their Practicum Liaison and their Practicum Instructor//Task Supervisor. Days missed should be made up in ways that are meaningful to the clients being served and maximize the student's learning.

Practicum Evaluation

Substance and Timing

The process of evaluating a student's development and learning in the practicum begins with the development of the Learning Contract, based on the student's educational needs in relation to the BSW Program's nine core competencies. The process continues during weekly supervision and continues throughout the placement. It culminates toward the end of each semester when Practicum Instructors complete the Practicum Evaluation instrument (Appendix K). Approximately two-three weeks before the end of the semester, Practicum Instructors receive (electronically) the Practicum Evaluation to complete. One of the regularly scheduled supervisory sessions is designated the Practicum Evaluation session (Practicum Calendar, Appendix G).

Student Review of the Practicum Evaluation

Whereas the student is an active participant in the evaluation, the Practicum Instructor is ultimately responsible for the content of the evaluation report. The final evaluation is to be printed and signed by both Practicum Instructor and student and sent to Eastern University by the due-date (Practicum Calendar, Appendix G). A student has the right to submit a written addendum to the Practicum Evaluation if they believe the report does not accurately reflect their professional development and/or performance during the semester or year. The addendum must refer to specific competencies cited in the evaluation. It must be submitted to the Practicum Education Director within two weeks of the date the Practicum Evaluation, with a copy to the Social Work Department Chair.

STUDENT RIGHTS AND RESPONSIBILITIES

STUDENT’S RIGHTS AND RESPONSIBILITIES

Student Rights

In keeping with the mission of Eastern University, the Social Work Department believes 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. Practicum agency assignment with social work supervision.
7. Practicum 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 Practicum or class.
9. Participate in and review their Practicum evaluation and if differences exist between the student and Practicum instructor, the student may submit a written statement of explanation and request that it be attached to the evaluation in their file.
10. Organize on behalf of their own interests.

Student Responsibilities

Student responsibilities are set in a context of mutuality with Practicum Instructors and faculty. 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 Practicum 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 Practicum Instructor to meet the obligations of both school and agency.
- c. Agenda items for supervisory meetings should be determined by both Practicum Instructors and students (students utilize the agenda form to facilitate this process).
- 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.
 - d. The student should consult with the Practicum Education Director if the placement requires use of a personal vehicle to transport clients. It is preferable for the student to transport clients in an agency vehicle. When this is not possible the student will provide proof of a driver's license and automobile insurance for the vehicle being used.
3. **Calendar:** The Practicum Placement Calendar is given to students at the beginning of the placements so they are cognizant of the schedule and responsible for scheduled days and events.
 4. **Practicum 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 Practicum 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 circumstances outside the agency. When the students use client-related material in class, they must carefully disguise it so no one can identify the client or others whose privacy might be violated.
 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 Practicum 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 Practicum Instructor. If, after discussing the problem with the Practicum Instructor and agency, the conflict cannot be resolved, the student and/or supervisor should contact the Practicum Liaison (practice class instructor) at the university, who may also consult with the Practicum Education Director. 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 (Affiliation Agreement, Appendix E) 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 rights and responsibilities along with those of Eastern University and the Practicum agency are further described in the Affiliation Agreement (Appendix E).

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." 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 faculty advisor to SSWA is a member 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, 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 Practicum and policy and curriculum changes in the program. Junior and senior social work students representing both campuses are invited to be 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. The findings are reported to the department chair 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 seek student feedback on departmental issues in classes.

HELPING A STUDENT BEGIN THE PRACTICUM PRACTICUM

HELPING A STUDENT BEGIN THE PRACTICUM

Orienting a Student to the Agency

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

1. Staff

- a. Introduce student to social workers, staff, receptionists, administrators, etc.
- b. Circulate an e-mail introducing the student to the agency personnel (particularly relevant in larger organizations).
- c. Provide student with a list of staff names and positions (or an organizational chart).

2. Facilities and Equipment

- a. Provide student with office space (desk), phone, computer, writing materials, etc. as relevant to the Practicum setting.
- b. Inform the student about the location of the restroom, lunchroom, parking, etc.
- c. Tour the agency.
- d. Instruct the student concerning use of phones, computers, agency vehicles, etc.
- e. Assign an e-mail address and extension (or agency cell phone) to the student.

3. Accountability

- a. Provide orientation and training, including safety practices.
- b. Provide agency manuals, and highlight important policies and procedures.
- c. Instruct student on utilization of agency forms, records, files, etc.
- d. Inform student of agency hours, holidays, flex time, etc. and how to communicate regarding any lateness or absence as well as the consequences of not communicating this.
- e. Inform student concerning expense account policy and instruct in use of expense voucher/forms.
- f. Inform student of agency dress code.

4. Supervision

- a. Discuss your mutual views and expectations of the supervisory relationship.
- b. Instruct student concerning submission of the Practicum Agenda (Appendix H) and process records.
- c. Schedule weekly supervisory session and discuss process for answering questions that arise outside of supervision.
- d. Develop learning contract with student.

- e. Provide beginning formative evaluation and discuss the nine competencies.

5. Community

- a. Explore the neighborhood, community, city, and county, as applicable.
- b. Discuss use public transportation, personal automobile, and agency vehicles.
- c. Arrange for student to visit relevant agencies.

Learning Contract

An important part of developing an effective and beneficial relationship between the student and the Practicum Instructor is clarifying mutual expectations. One way to facilitate this process is for the student and Practicum Instructor to collaborate in developing a learning contract during the first several weeks of Practicum 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 Practicum Instructor, and submitted by the student to the instructor of the social work practice course early in the first semester of the Practicum. For seniors, the contract should be reviewed in conjunction with the evaluation conference at the end of the fall semester and can be updated and resubmitted, if needed, at the start of the spring semester.

As you develop the contract, please keep in mind the nine core competencies of Eastern's B.S.W. Program, which are adapted from the *Educational Policy and Accreditation Standards* (2022) 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 Practicum Evaluation (Appendix K).

Social workers . . .

1. *demonstrate ethical and professional behavior;*
2. *advance human rights and social, racial, economic, and environmental justice;*
3. *engage anti-racism, diversity, equity, and inclusion (ADEI) in practice;*
4. *engage in practice-informed research and research-informed practice;*
5. *engage in policy practice;*
6. *engage with individuals, families, groups, organizations, and communities;*
7. *assess individuals, families, groups, organizations, and communities;*
8. *intervene with individuals, families, groups, organizations, and communities;*
9. *evaluate practice with individuals, families, groups, organizations, and communities.*

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 (C-7); develop a professional helping relationship with a client from a diverse population (C-3, 6, 8).
- 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. (C-1, 4); e.g., advocate for low income housing (C-3, 8).
- *Process record* (see "Student Process Recording," *Practicum Education Handbook*) at least one client contacts per week, during your agency hours (C-1, 9)

- *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 (C-1, 4, 5, 9).
2. **Resources:** This section specifies the resources to be provided to you by the agency. For *example*:
- Office space, desk, etc.
 - Phone, computer, or other equipment.
 - Materials and supplies.
 - Transportation to service contacts (including financial reimbursements, as appropriate).
 - Access to agency files, database, electronic records, or other equipment.
 - Access to other agency professionals.
 - Clerical support or computer access/email address/passwords, etc.
3. **Methods of communication and accountability:** This section specifies the student's and the Practicum 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.
 - Practicum Instructor (and if applicable, Task Supervisor) supervision meetings including frequency, length, and time (approximately 1 hour, one time per week).
 - Practicum agenda.
 - Service log, case notes, case reports, etc.
 - Review of student's process recording (at least 10 per semester) and written assignments, (as appropriate).
 - Practicum Evaluation at the end of each semester.

APPENDIX A

Council on Social Work Education Educational Policy and Accreditation Standards (2022)

COUNCIL ON SOCIAL WORK EDUCATION

EDUCATIONAL POLICY AND ACCREDITATION STANDARDS (2022)

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

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

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

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

EPAS describe four features of an integrated curriculum design: (1) program mission and goals; (2) explicit curriculum; (3) implicit curriculum; and (4) assessment. The Educational Policy and Accreditation Standards are conceptually linked to each other. 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 and are informed by context.

Educational Policy 1.1—Values

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

Educational Policy 1.2—Program Context

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

Accreditation Standard 1.0—Mission and Goals

1.0.1 *The program submits its mission statement and explains how it is consistent with the profession’s purpose and values.*

1.0.2 The program explains how its mission is consistent with the institutional mission and the program’s context across all program options.

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

Explicit Curriculum

Educational Policy 2.0—Generalist Practice

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

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

Accreditation Standard B2.0—Generalist Practice

B2.0.1 *The program explains how its mission and goals are consistent with generalist practice as defined in EP 2.0*

B2.0.2 *The program provides a rationale for its formal curriculum design demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field.*

B2.0.3 *The program provides a matrix that illustrates how its curriculum content implements the nine required social work competencies and any additional competencies added by the program.*

Accreditation Standard M2.0—Generalist Practice

M2.0.1 *The program explains how its mission and goals are consistent with generalist practice as defined in EP 2.0*

M2.0.2 *The program provides a rationale for its formal curriculum designed for generalist practice demonstrating how it is used to develop a coherent and integrated curriculum for both classrooms and field.*

M2.0.3 *The program provides a matrix that illustrates how its generalist practice content implements the nine required social work competencies and any additional competencies added by the program.*

Educational Policy M2.1—Specialized Practice

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.

Accreditation Standard M2.1—Specialized Practice

M2.1.1 *The program identifies its area(s) of specialized practice (EP M2.1), and demonstrates how it builds on generalist practice*

M2.1.2 *The program provides a rationale for its formal curriculum design for specialized practice demonstrating how the design is used to develop a coherent and integrated curriculum for both classroom and field.*

M2.1.3 *The program describes how its area(s) of specialized practice extend and enhance the nine Social Work Competencies (and any additional competencies developed by the program) to prepare students for practice in the area(s) of specialization.*

M2.1.4 *For each area of specialized practice, the program provides a matrix that illustrates how its curriculum content implements the nine required social work competencies and any additional competencies added by the program.*

Educational Policy 2.2—Signature Pedagogy: Practicum Education

Signature pedagogies are elements of instruction and of socialization that teach future practitioners the fundamental dimensions of professional work in their discipline—to think, to perform, and to act ethically and with integrity. Practicum education is the signature pedagogy for social work. The intent of Practicum education is to integrate the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal

importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Practicum education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the Social Work Competencies. Practicum education may integrate forms of technology as a component of the program.

Accreditation Standard 2.2—Practicum Education

2.2.1 *The program explains how its Practicum education connects the theoretical and conceptual contributions of the classroom and Practicum settings.*

B2.2.2 *The program explains how its Practicum education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities and illustrates how this is accomplished in Practicum settings.*

M2.2.2 *The program explains how its Practicum education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities and illustrates how this is accomplished in Practicum settings.*

M2.2.3 *The program explains how its Practicum education program provides specialized practice opportunities for students to demonstrate social work competencies within an area of specialized practice and illustrates how this is accomplished in Practicum settings.*

2.2.4 *The program explains how students across all program options in its Practicum education program demonstrate social work competencies through in-person contact with clients and constituencies.*

2.2.5 *The program describes how its Practicum education program provides a minimum of 400 hours of Practicum education for baccalaureate programs and a minimum of 900 hours for master's programs.*

2.2.6 *The program provides its criteria for admission into Practicum education and explains how its Practicum education program admits only those students who have met the program's specified criteria.*

2.2.7 *The program describes how its Practicum education program specifies policies, criteria, and procedures for selecting Practicum settings; placing and monitoring students; supporting student safety; and evaluating student learning and Practicum setting effectiveness congruent with the social work competencies.*

2.2.8 *The program describes how its Practicum education program maintains contact with Practicum settings across all program options. The program explains how on-site contact or other methods are used to monitor student learning and Practicum setting effectiveness.*

B2.2.9 *The program describes how its Practicum education program specifies the credentials and practice experience of its Practicum instructors necessary to design Practicum learning opportunities for students to demonstrate program social work competencies. Practicum instructors for baccalaureate students hold a baccalaureate or master's degree in social work*

from a CSWE-accredited program and have 2 years' post-social work degree practice experience in social work. For cases in which a Practicum instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.

M2.2.9 *The program describes how its Practicum education program specifies the credentials and practice experience of its Practicum instructors necessary to design Practicum learning opportunities for students to demonstrate program social work competencies. Practicum instructors for master's students hold a master's degree in social work from a CSWE-accredited program and have 2 years' post-master's social work practice experience. For cases in which a Practicum instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.*

2.2.10 *The program describes how its Practicum education program provides orientation, Practicum instruction training, and continuing dialog with Practicum education settings and Practicum instructors.*

2.2.11 *The program describes how its Practicum education program develops policies regarding practicum placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and Practicum education supervision are not the same as those of the student's employment.*

3. Implicit Curriculum

Educational Policy 3.0—Diversity

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

Accreditation Standard 3.0—Diversity

3.0.1 *The program describes the specific and continuous efforts it makes to provide a learning environment that models affirmation and respect for diversity and difference*

3.0.2 *The program explains how these efforts provide a supportive and inclusive learning environment.*

3.0.3 The program describes specific plans to continually improve the learning environment to affirm and support persons with diverse identities

Educational Policy 3.1—Student Development

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

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

Admissions

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

M3.1.1 The program identifies the criteria it uses for admission to the social work programs. 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. Baccalaureate social work graduates entering masters social work programs are not to repeat what has been achieved in their baccalaureate social work programs.

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

*M3.1.3 The program describes the policies and procedures used for awarding advanced standing. The program indicates that advanced standing is awarded only to graduates holding degrees from baccalaureate social work programs accredited by CSWE, recognized through its International Social Work Degree Recognition and Evaluation Services, * or covered under a memorandum of understanding with international social work accreditors.*

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

3.1.5 The program submits its written policy indicating that it does not grant social work course credit for life experience or previous work experience. The program documents how it informs applicants and other constituents of this policy.

Advisement, retention, and termination

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

3.1.7 The program submits its policies and procedures for evaluating student's academic and professional performance, including grievance policies and procedures. The program describes how it informs students of its criteria for evaluating their academic and professional performance and its policies and procedures for grievance.

3.1.8 The program submits its policies and procedures for terminating a student's enrollment in the social work program for reasons of academic and professional performance. The program describes how it informs students of these policies and procedures.

Student participation

3.1.9 The program submits its policies and procedures specifying students' rights and opportunities to participate in formulating and modifying policies affecting academic and student affairs.

3.1.10 The program describes how it provides opportunities and encourages students to organize in their interests.

Educational Policy 3.2—Faculty

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

Accreditation Standard 3.3—Faculty

3.2.1 The program identifies each full- and part-time social work faculty member and discusses his or her qualifications, competence, expertise in social work education and practice, and years of service to the program.

3.2.2 The program documents that faculty who teach social work practice courses have a master's degree in social work from a CSWE-accredited program and at least 2 years of post-master's social work degree practice experience.

3.2.3 The program documents a full-time equivalent faculty-to-student ratio not greater than 1:25 for baccalaureate programs and not greater than 1:12 for master's programs and explains how this ratio is calculated. In addition, the program explains how faculty size is commensurate with the number and type of curricular offerings in class and field; number of program options; class size; number of students; advising; and the faculty's teaching, scholarly, and service responsibilities.

B3.2.4 The baccalaureate social work program identifies no fewer than two full-time faculty assigned to the baccalaureate program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. The majority of the total full-time baccalaureate social work program faculty has a master's degree in social work from a CSWE-accredited program, with a doctoral degree preferred.

M3.2.4 The master's social work program identifies no fewer than six full-time faculty with master's degrees in social work from a CSWE-accredited program and whose principal assignment is to the master's program. The majority of the full-time master's social work program faculty has a master's degree in social work and a doctoral degree, preferably in social work.

3.2.5 The program describes its faculty workload policy and discusses how the policy supports the achievement of institutional priorities and the program's mission and goals

3.2.6 Faculty demonstrate ongoing professional development as teachers, scholars, and practitioners through dissemination of research and scholarship, exchanges with external constituencies such as practitioners and agencies, and through other professionally relevant creative activities that support the achievement of institutional priorities and the program's mission and goals.

3.2.7 The program demonstrates how its faculty models the behavior and values of the profession in the program's educational environment

Educational Policy 3.3—Administrative and Governance Structure

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

Accreditation Standard 3.3—Administrative Structure

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

3.3.2 The program describes how the social work faculty has responsibility for defining program curriculum consistent with the Educational Policy and Accreditation Standards and the institution's policies.

3.3.3 The program describes how the administration and faculty of the social work program participate in formulating and implementing policies related to the recruitment, hiring, retention, promotion, and tenure of program personnel.

3.3.4 The program identifies the social work program director. Institutions with accredited baccalaureate and master's programs appoint a separate director for each.

B3.34(a) *The program describes the baccalaureate program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master's*

degree in social work from a CSWE-accredited program with a doctoral degree in social work preferred.

B3.3(b) *The program provides documentation that the director has a full-time appointment to the social work program.*

B3.3.4(c) *The program describes the procedures for calculating the program director's assigned time to provide educational and administrative leadership to the programs. To carry out the administrative functions specific to responsibilities of the social work program, a minimum of 25% assigned time is required at the baccalaureate level. The program demonstrates this time is sufficient.*

M3.3.4(a) *The program describes the master's program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master's degree in social work from a CSWE-accredited program. In addition, it is preferred that the MSW program director have a doctoral degree, preferably in social work.*

3.3.5 *The program identifies the practicum education director*

3.3.5(a) *The program describes the Practicum director's ability to provide leadership in the practicum education program through practice experience, Practicum instruction experience, and administrative and other relevant academic and professional activities in social work.*

B3.3.5(b) *The program documents that the practicum education director has a master's degree in social work from a CSWE-accredited program and at least 2 years of post-baccalaureate or post-master's social work degree practice experience.*

M3.3.5(b) *The program documents that the practicum education director has a master's degree in social work from a CSWE-accredited program and at least 2 years of post-master's social work degree practice experience.*

B3.3.5(c) *The program describes the procedures for calculating the Practicum director's assigned time to provide educational and administrative leadership for practicum education. To carry out the administrative functions of the practicum education program, at least 25% assigned time is required for baccalaureate programs. The program demonstrates this time is sufficient.*

M3.3.5(c) *The program describes the procedures for calculating the Practicum director's assigned time to provide educational and administrative leadership for practicum education. To carry out the administrative functions of the practicum education program at least 50% assigned time is required for master's programs. The program demonstrates this time is sufficient.*

3.3.6 *The program describes its administrative structure for practicum education and explains how its resources (personnel, time and technological support) are sufficient to administer its practicum education program to meet its mission and goals.*

Educational Policy 3.4—Resources

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

Accreditation Standard 3.4—Resources

3.4.1 The program describes the procedures for budget development and administration it uses to achieve its mission and goals. The program submits a completed budget form and to explain how its financial resources are sufficient and stable to achieve its mission and goals.

3.4.2 The program describes how it uses resources to address challenges and continuously improve the program

3.4.3 The program demonstrates that it has sufficient support staff, other personnel, and technological resources to support all its educational activities, missions and goals.

3.4.4 The program submits a library report that demonstrates access to social work and other informational and educational resources necessary for achieving its mission and goals

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

3.4.6 The program describes, for each program option, the availability of and access to assistive technology, including materials in alternative formats

Educational Policy 4.0—Assessment of Student Learning Outcomes

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

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

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

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

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

Accreditation Standard 4.0—Assessment

4.0.1 *The program presents its plan for ongoing assessment of student outcomes for all identified competencies in the generalist level of practice (baccalaureate social work programs) and the generalist and specialized levels of practice (master’s social work programs). Assessment of competence is done by program designated faculty or Practicum personnel. The plan includes:*

- *A description of the assessment procedures that detail when, where, and how each competency is assessed for each program option.*
- *At least two measures assess each competency. One of the assessment measures is based on demonstration of the competency in real or simulated practice situations.*
- *An explanation of how the assessment plan measures multiple dimensions of each competency, as described in EP 4.0.*
- *Benchmarks for each competency, a rationale for each benchmark, and a description of how it is determined that students’ performance meets the benchmark.*
- *An explanation of how the program determines the percentage of students achieving the benchmark.*
- *Copies of all assessment measures used to assess all identified competencies.*

4.0.2 *The program provides its most recent year of summary data and outcomes for the assessment of each of the identified competencies, specifying the percentage of students achieving program benchmarks for each program option.*

4.0.3 *The program uses Form AS 4(B) and/or Form AS 4(M) to report its most recent assessment outcomes for each program option to constituents and the public on its website and routinely updates (minimally every 2 years) its findings.*

4.0.4 *The program describes the process used to evaluate outcomes and their implications for program renewal across program options. It discusses specific changes it has made in the program based on these assessment outcomes with clear links to the data.*

4.0.5 *For each program option, the program provides its plan and summary data for the assessment of the implicit curriculum as defined in EP 4.0 from program defined stakeholders. The program discusses implications for program renewal and specific changes it has made based on these assessment outcomes.*

APPENDIX B

National Association of Social Workers Code of Ethics

NATIONAL ASSOCIATION OF SOCIAL WORKERS

“CODE OF ETHICS”

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 Practicum 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 client's circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. This discussion should occur as soon as possible in the social worker-client relationship and as needed throughout the course of the relationship.

(f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual's right to confidentiality and obligation to preserve the confidentiality of information shared by others. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.

(g) Social workers should inform clients involved in family, couples, marital, or group counseling of the social worker's, employer's, and agency's policy concerning the social worker's disclosure of confidential information among the parties involved in the counseling.

(h) Social workers should not disclose confidential information to third-party payers unless clients have authorized such disclosure.

(i) Social workers should not discuss confidential information in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or semipublic areas such as hallways, waiting rooms, elevators, and restaurants.

(j) Social workers should protect the confidentiality of clients during legal proceedings to the extent permitted by law. When a court of law or other legally authorized body orders social workers to disclose confidential or privileged information without a client's consent and such disclosure could cause harm to the client, social workers should request that the court withdraw the order or limit the order as narrowly as possible or maintain the records under seal, unavailable for public inspection.

- (k) Social workers should protect the confidentiality of clients when responding to requests from members of the media.
- (l) Social workers should protect the confidentiality of clients' written and electronic records and other sensitive information. Social workers should take reasonable steps to ensure that clients' records are stored in a secure location and that clients' records are not available to others who are not authorized to have access.
- (m) Social workers should take precautions to ensure and maintain the confidentiality of information transmitted to other parties through the use of computers, electronic mail, facsimile machines, telephones and telephone answering machines, and other electronic or computer technology. Disclosure of identifying information should be avoided whenever possible.
- (n) Social workers should transfer or dispose of clients' records in a manner that protects clients' confidentiality and is consistent with state statutes governing records and social work licensure.
- (o) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.
- (p) Social workers should not disclose identifying information when discussing clients for teaching or training purposes unless the client has consented to disclosure of confidential information.
- (q) Social workers should not disclose identifying information when discussing clients with consultants unless the client has consented to disclosure of confidential information or there is a compelling need for such disclosure.
- (r) Social workers should protect the confidentiality of deceased clients consistent with the preceding standards.

1.08 Access to Records

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

1.09 Sexual Relationships

- (a) Social workers should under no circumstances engage in sexual activities or sexual contact with current clients, whether such contact is consensual or forced.
- (b) Social workers should not engage in sexual activities or sexual contact with clients' relatives or other individuals with whom clients maintain a close personal relationship when there is a risk of exploitation or potential harm to the client. Sexual activity or sexual contact with clients' relatives or other individuals with whom clients maintain a personal relationship has the potential to be harmful to the client and may make it difficult for the social worker and client to maintain appropriate professional boundaries. Social workers—not their clients, their clients' relatives, or

other individuals with whom the client maintains a personal relationship—assume the full burden for setting clear, appropriate, and culturally sensitive boundaries.

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

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

1.10 Physical Contact

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

1.11 Sexual Harassment

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

1.12 Derogatory Language

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

1.13 Payment for Services

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

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

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

1.14 Clients Who Lack Decision-Making Capacity

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

1.15 Interruption of Services

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

1.16 Termination of Services

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

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

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

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

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

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

2. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO COLLEAGUES

2.01 Respect

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

(b) Social workers should avoid unwarranted negative criticism of colleagues in communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues' level of competence or to individuals' attributes such as race, ethnicity, national origin, color, sex, sexual orientation, 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, Practicum 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 Practicum instructors for students should evaluate students' performance in a manner that is fair and respectful.

(c) Social workers who function as educators or Practicum 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 Practicum 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 Practicum 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 practicum 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

NACSW

Statement of Faith and Practice

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

1. Tenets emphasizing Christian beliefs

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

2. Tenets emphasizing human relationships and responsibilities

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

3. Tenets emphasizing vocation

- (a) A dynamic relationship exists between the Christian life and social work practice.
- (b) Christians in social work ought not to be motivated by temporal wealth, power, or security.
- (c) Christians in social work ought to examine and evaluate all human ideologies and social work theories and methods as to their consistency with the Bible, their consciences, social laws, and professional codes of ethics.
- (d) Christians in social work ought to work for the temporal and eternal well-being of all human beings, and for the redemption of human communities and social institutions.
- (e) Christians in social work ought to support and submit themselves to the highest standards of professional education, practice, and ethics.
- (f) Christians in social work ought to use the insights of their faith in helping people, and to treat everyone as Jesus Christ would have them treated.

APPENDIX D

**Eastern University
Practicum Education Application**



SOCIAL WORK DEPARTMENT Practicum Placement Application

INTRODUCTION

Welcome to practicum! Since you have been successfully admitted to the social work program, it is time to prepare for your first practicum placement. You are about to embark on a key learning opportunity offering practical application of social work knowledge, values, and skills. This learning opportunity and successful completion of practicum is important to your preparation as a beginning generalist social work professional.

Please complete the application, below. The application will be submitted to and reviewed by the Practicum Education Director to assist in arranging your upcoming practicum placement. The application includes important information to help prepare you for practicum placement. It also includes relevant questions related to field. You will note that some of these questions are detailed as well as sensitive in nature. Please take time to complete this application in full and to update your resume highlighting any social work related experience(s). Once your application is completed you will be asked to meet individually with the Practicum Director to explore internship opportunities.

PERSONAL INFORMATION

Date: [Click here to enter text.](#)

Date of Birth: [Click here to enter text.](#)

Name: [Click here to enter text.](#)

EU ID#: [Click here to enter text.](#)

Cell Phone: [Click here to enter text.](#)

E-mail: [Click here to enter text.](#)

Home Address: [Click here to enter text.](#)

Campus: St. Davids On Campus Off campus

Do you speak any language other than English fluently? YES NO

*If yes, what language(s)? [Click here to enter text.](#)

Can you write in the language(s)? YES NO

Will you be working during the internship? YES NO

*If yes, what location, days, and hours? [Click here to enter text.](#)

Will you be playing sports for EU during the internship? YES NO

*If yes, what sport and season? [Click here to enter text.](#)

TRANSPORTATION

Do you have a current and valid Driver's License? YES NO

Will you rely on public transportation to get to the agency? YES NO

Do you have a car to use for transportation? YES NO

*If yes, are you willing to carpool? YES NO

I understand that I am to use an agency vehicle, if part of my duties includes the transport of clients, and will provide a copy of my driver's license to EU and the agency. If I chose to use my personal vehicle to transport clients I will also provide a copy of my car insurance: YES NO

SELF-ASSESSMENT

Discuss your developing level of professionalism focused on key ways you hope to display professionalism in practicum. [Click here to enter text.](#)

List at least three strengths that you possess. [Click here to enter text.](#)

List at least three areas for growth: [Click here to enter text.](#)

List any concerns, limitations, or special circumstances (e.g., academic, financial, legal, medical, personal, physical, etc.) past or present, that may impact your application to practicum or ability to perform the duties associated with practicum? [Click here to enter text.](#)

CLEARANCES AND SCREENINGS

Do you have recent criminal history, child abuse, FBI, and/or national sex offender registry clearance? YES NO

If yes, please submit copy(s) to the Practicum Director.

**NOTE: As part of your application you must complete and print out a criminal history clearance, which costs \$10 and requires a credit card for payment. Often the results will be available immediately and you will need to print and submit them. The clearance can be completed through the following link:
<https://epatch.state.pa.us/Home.jsp;jsessionid=DF0FA4D94831F72B25C90CD008CA0617>**

I understand most agencies require one or more clearances to be *completed and received* prior to the start of internship and may be at my own expense unless the agency reimburses for this. YES NO

I understand if I will be working with children I must complete most of the above named clearances and that the child abuse clearance takes the most time to come back. YES NO

I understand I must complete all clearances requested by the agency and failing to do so may result in not being permitted to begin at the agency and/or interact with clients until these are *completed and the results received*. YES NO

I understand I may be required to complete background clearances (as noted above) or health screenings (including vaccinations/TB test/drug screening) prior to the start of my Practicum experience and I may be responsible for the costs associated with these. YES NO

INTERESTS AND EXPERIENCES

Describe any social work or related experiences you have had including employment and volunteer experiences. [Click here to enter text](#).

Are you interested in your Practicum placement being at your current agency or work-site?
 YES NO *If so, please consult the Practicum Education Guidelines.

Which of the following areas interest you? (Mark all that apply and add others to the empty boxes)

- | | |
|---|--|
| <input type="checkbox"/> Children | <input type="checkbox"/> Individuals |
| <input type="checkbox"/> Adolescents <input type="checkbox"/> Male/ <input type="checkbox"/> Female | <input type="checkbox"/> Families |
| <input type="checkbox"/> Adults | <input type="checkbox"/> Groups |
| <input type="checkbox"/> Older Adults | <input type="checkbox"/> Communities |
| <input type="checkbox"/> Women/ <input type="checkbox"/> Men | <input type="checkbox"/> Child Welfare |
| <input type="checkbox"/> Suburban | <input type="checkbox"/> Adoption |
| <input type="checkbox"/> Urban | <input type="checkbox"/> Foster Care |
| <input type="checkbox"/> Rural | <input type="checkbox"/> In-Home Services (Child Welfare) |
| <input type="checkbox"/> Developmental Disabilities | <input type="checkbox"/> Homelessness |
| <input type="checkbox"/> Mental Health/ <input type="checkbox"/> Health | <input type="checkbox"/> Shelter/ <input type="checkbox"/> Transitional Housing |
| <input type="checkbox"/> Drug and Alcohol | <input type="checkbox"/> Material Assistance |
| <input type="checkbox"/> Teen Pregnancy | <input type="checkbox"/> Immigrants/ <input type="checkbox"/> Refugees |
| <input type="checkbox"/> HIV/AIDS | <input type="checkbox"/> LGBT |
| <input type="checkbox"/> Human Trafficking | <input type="checkbox"/> *School/ <input type="checkbox"/> Alternative Education |
| <input type="checkbox"/> At Risk Youth | <input type="checkbox"/> Afterschool program |
| <input type="checkbox"/> *Domestic Violence | <input type="checkbox"/> Community Center |
| <input type="checkbox"/> Faith-Based (Christian) Agency | <input type="checkbox"/> Church |
| <input type="checkbox"/> Home Visits (To client's home) | <input type="checkbox"/> Day Center (Older Adults) |
| <input type="checkbox"/> Residential Setting (Clients live there) | <input type="checkbox"/> Nursing Home |
| <input type="checkbox"/> Short-term relationships (meet 1-3xs) | <input type="checkbox"/> Legal Aid/Victim Services |
| <input type="checkbox"/> Long-term relationships (meet on-going) | <input type="checkbox"/> Other Click here to enter text . |

***NOTE:** Some settings are for senior year placements only and may require participation in an in-service training before the placement begins. Placements in the area of domestic violence require a 40-hour training prior to the start of the placement.

List the top 2-3 types of settings or populations you would like to serve.

1. [Click here to enter text.](#)
2. [Click here to enter text.](#)
3. [Click here to enter text.](#)

Do you have a particular agency (or type of agency) of interest? If so, list the agency (or type of agency) with any contact information, if applicable. [Click here to enter text.](#)

CONSENTS

I understand that information contained in this application or attained through Practicum meetings with the Practicum Director may be shared with potential placement site personnel.

YES NO

In keeping with the Family Educational Rights and Privacy Act (FERPA 20 U.S.C. § 1232g; 34 CFR Part 99) I give permission for relevant information to be released to Practicum placement site personnel.

Student Signature: [Click here to enter text.](#)

(Student's typed name serves as the signature)

I have updated my resume and have *e-mailed* this version to the Practicum Director. YES NO

I give permission for a copy of my resume to be forwarded to the Practicum placement site, if requested.

Student Signature: [Click here to enter text.](#)

(Student's typed name serves as the signature)

I have completed and printed the criminal history clearance results and am submitting this to the Practicum Director. YES NO If no, please explain the reason: [Click here to enter text.](#)

I have reviewed the Practicum Education Guidelines of the Social Work Department. YES NO

I have read the NASW Code of Ethics and agree to follow the tenets of the code

<http://www.socialworkers.org/pubs/code/code.asp>. YES NO

I have reviewed the Student Handbook posted on the EU Social Work Department web-page and am familiar with the policies and processes related to Practicum placement. YES NO

I certify that the information on this completed application is accurate and complete.

Student Signature: [Click here to enter text.](#)

(Student's typed name serves as the signature)

Please submit materials to:

Prof. Leslie Gregory, Practicum Education Director, at lgregory@easten.edu, McInnis 233.

FOR OFFICE USE ONLY

Faculty Advisor Recommendation: [Click here to enter text.](#)

APPENDIX E

**Eastern University
Affiliation Agreement**



College of Health and Social Sciences

Social Work Department

Affiliation Agreement

This agreement is freely entered into by Eastern University, on behalf of its Social Work Practicum Education Program (The University) and **XXXXX** (The Agency). This memorandum seeks to clarify the roles of all parties in their collaborative endeavor to provide an educational Practicum experience to **YYYYY** (The Student). The University has determined that the placement of the Student in the Agency is consistent with the goals of the program, standards for generalist practice, and the accreditation standards of the Council on Social Work Education (CSWE).

As a component of the Bachelor of Social Work degree program, students must successfully complete a minimum of 200 clock hours of Practicum placement during the spring semester of the junior year and a minimum of 400 clock hours of Practicum placement during the fall and spring semesters of the senior year in a social service agency or organization that meets the accreditation standards of CSWE.

The executed agreement serves as confirmation of the Student's placement at the Agency, and shall remain in effect for the duration of the Practicum placement.

The University will:

1. Provide orientation to the Student regarding the Practicum placement process and distribute the Practicum Education Application.
2. Screen the Student for Practicum placement, ensuring that the Student was successfully admitted to the Social Work Program, has met the criterion for social work practicum education at the baccalaureate level, and has completed the Practicum Education Application, which includes the completion of a criminal background clearance which is obtained at that Student's expense.
3. Match the Student with the Agency that complements the Student's interests and abilities and the Agency's needs and requirements.
4. Facilitate the interview process between the Student and the Agency.
5. Provide the Agency with the Student's resume, when requested and, with permission from the Student (in compliance with the Family Educational Rights and Privacy Act-FERPA), additional information related to the Student.
6. Maintain liability insurance coverage in the amount of \$1,000,000 per claim for its personnel and the Student participating in this placement.
7. Inform the Student that as part of their responsibilities they may need to transport clients. In these instances, the Student should transport the client in an Agency vehicle. If the Student will be using their personal vehicle for Agency purposes e.g., home visits, transporting clients, etc. they should have adequate automobile insurance.
8. Inform the Student they can be required by the Agency to complete and present background clearances (e.g., PA State Criminal Background Check, PA Child Abuse Clearance, FBI Clearance, National Sex Offender Registry Clearance, etc.), health assessments/ immunizations, or attend an orientation/training prior to the start of

- placement, and that these may be completed at the Student's expense as these are costs not covered by the University and may not be covered by the Agency.
9. Request that the Agency Practicum Instructor and Task Supervisor, if applicable, complete a Practicum Instructor Information form to verify contact information and credentials.
 10. Assign a Faculty member to act as an Off-Site Practicum Instructor in collaboration with an On-Site Agency Task Supervisor, in the event the Agency cannot provide a Practicum Instructor who has an MSW or a BSW and two years' experience.
 11. Inform the Agency of any changes in the Off-Site Practicum Instructor, if applicable, as well as other relevant University personnel including, but not limited to, the Practicum Liaison and Practicum Director.
 12. Provide an informational and educational opportunity (with CEU's for licensed social workers), for Agency Practicum personnel, prior to the start of each semester at the University.
 13. Distribute the Practicum Education Handbook (or update) to the Agency and Social Work Student Handbook to The Student.
 14. Distribute the Practicum Evaluation Report, Practicum Calendar, Learning Contract, course syllabi, and other relevant Practicum documents to both the Student and the Agency.
 15. Appoint a faculty member (Practicum Liaison) to represent The University as the primary contact for the Agency and the Student once the placement begins. The Practicum Liaison will:
 - a. Provide consultation to the Agency by phone, e-mail, and in person.
 - b. Visit the Agency during the Practicum placement for the purpose of evaluating the Student and the Agency placement and complete a written report documenting the visit.
 - c. Monitor the Student's compliance with the Practicum requirements, National Association of Social Work (NASW) Code of Ethics, Council on Social Work Education (CSWE) Competencies, and Agency requirements outlined in the Learning Contract.
 - d. Teach the Student in the accompanying practice course (SWK360 for juniors and SWK461/462 for seniors) and provide advisement to the Student.
 - e. Review the evaluation at the end of the semester.
 - f. Assign a grade of pass/fail of the Practicum placement for the Student.
 16. Consult with the Agency and the Student to develop a plan of correction when the Student's educational needs are not being met or the Student is no longer being supervised by a qualified Agency professional; and remove the Student from the Agency when a plan of correction does not ameliorate the area of concern.
 17. Award educational credit to the Student once the Practicum placement requirements have been met.

The Agency will:

1. Provide an educational opportunity for the Student consistent with the recitals at the beginning of this agreement.
2. Interview the Student, requesting information needed, and communicate with the University regarding acceptance of the Student.

3. Inform the University and the Student when part of the Student's responsibility will require them to transport clients. In these instances, the Student should transport the client in an Agency vehicle. When an Agency vehicle is not available the Agency will consult with the University.
4. Request that the Student comply with any requirements including, but not limited to, completing background clearances, health assessments/immunizations, or attending an orientation/training prior to the start of placement.
5. Ensure confidentiality of the Student's information and records in keeping with FERPA.
6. Provide an internship covering the required hours during the placement period.
7. Designate a Practicum Instructor, acceptable to the University and possessing a BSW with two years' experience or an MSW with two years' experience, to supervise the Student's learning experience; and ensure completion of the Practicum Personnel Information form to verify these credentials. In the event a person cannot be identified within the Agency with a BSW or MSW and the requisite experience who is available to supervise, a Task Supervisor, with at least a 4-year degree and two years' experience in a social services setting, will be assigned.
8. Inform the University of any changes in the Practicum Instructor or other Practicum personnel (e.g., dismissal of the Practicum instructor, assignment of a Task Supervisor, etc.).
9. Allow the Practicum Instructor or Task Supervisor, if applicable, sufficient time to provide an orientation and ensure ongoing weekly supervision (approximately one hour per week) for the Student.
10. Provide a safe work environment for the Student that meets all federal and state safety guidelines and, to the extent possible, first aid for any illnesses or injuries that occur while the Student is at the Agency.
11. Assure compliance with all safety guidelines established or recommended by the Commonwealth of Pennsylvania, and the Centers for Disease Control and Prevention, regarding transmission avoidance of COVID-19 and other viruses.
12. Treat the Student as a learner as they are not an employee of the Agency.
13. Create the Learning Contract with the Student (reflecting CSWE Competencies) at the start of the Practicum placement, printed on Agency letterhead and updated as needed (e.g., when there is a change in the Student's role or assignments).
14. Provide the Student with learning experiences consistent with entry level generalist social work practice.
15. Discuss, with the Student, Agency policies and procedures that the Student will be required to meet; and model ethical practice standards in keeping with the NASW Code of Ethics.
16. Provide the Student an opportunity to engage in direct social work practice on a weekly basis.
17. Provide the Student time to write process records of their direct practice contacts weekly and review process records submitted by the Student.
18. Participate with the Practicum Liaison and the Student in evaluation meetings.
19. Complete the midterm evaluation, as requested and final semester evaluation reviewing the evaluation with the Student and submitting it by the stated deadline. When an Off-Site Practicum Instructor is assigned, the Off-Site Practicum Instructor is responsible for the completion of evaluations with the input of the Agency Task Supervisor.

20. Notify the Practicum Liaison of any concerns, unsatisfactory performance or misconduct by the Student, and provide the appropriate documentation, if requested. In instances where there are significant concerns the Agency will consult with the University to develop a plan of correction with the Student; and may request removal of the Student from the Agency when a plan of correction does not ameliorate the area of concern.
21. Not use information provided by the University with respect to Student for any purpose other than to comply with the terms of this agreement. The Agency agrees that it will not further disclose personally identifiable information about the Student that it receives from the University pursuant to this Agreement, unless the Student consents in writing to such disclosure or unless the Agency can otherwise legally disclose the information under FERPA.

The Student will:

1. Be successfully admitted to the Social Work Program at the University.
2. Participate in an orientation to the Practicum placement process offered by the University.
3. Complete a Practicum Education Application, including the submission of a resume to the University.
4. Interview with the Agency prior to acceptance of a placement.
5. Transport clients, utilizing an Agency vehicle, if stipulated by the University and the Agency as a requirement of the Practicum placement. The Student will provide the University and the Agency with proof of a valid drivers' license. If an Agency vehicle is not available, and the Student consents to the use of Student's personal vehicle for Agency purposes (e.g., home visits, transporting clients, etc.), the Student will provide the University and Agency proof of automobile insurance for the vehicle being used.
6. Provide personal transportation to and from the Practicum placement and any required training or other learning activities at the Student's expense.
7. Complete and submit proof of requirements as requested by the Agency including, but not limited to, background clearances (e.g., PA State Criminal Background Check, PA Child Abuse Clearance, FBI Clearance, National Sex Offender Registry Clearance, etc.), health assessments/immunizations, or attendance at an orientation/training prior to the start of placement. These may be completed at the Student's expense as costs associated are not covered by the University.
8. Follow the procedures and policies of the University as stated in the Social Work Student Handbook.
9. Attend orientation sessions at the Agency as assigned by the Practicum Instructor or Task Supervisor.
10. Negotiate a Learning Contract with the Agency Practicum Instructor including the input of the Task Supervisor, if applicable (reflecting CSWE Competencies) and submit a copy on Agency letterhead to the Practicum Liaison (practice class instructor) on the assigned due date.
11. Arrive on time and stay for the full required hours at the Agency on Practicum days (as described in the Learning Contract and noted on the Practicum Calendar).
12. Immediately notify Agency Practicum Instructor, Task Supervisor, if applicable, and Practicum Liaison of any absences or late arrivals/early departures and of the plan to make-up missed hours/days and be familiar with the Agency's Inclement Weather Policy.

13. Practice in a manner that is consistent with the NASW Code of Ethics (including professional standards of confidentiality), CSWE Competencies, and the policies and procedures of the Agency. If a violation occurs, the Agency Practicum Instructor or Task Supervisor, if applicable, should immediately notify the Practicum Liaison.
14. Participate in all weekly supervisory sessions associated with the Practicum placement, preparing a weekly agenda and completing process records and submitting them to the Practicum Instructor.
15. Participate in meetings with the Practicum Liaison at the Agency and provide input into completion of the evaluation, meeting with the Practicum Instructor to review and sign the evaluation.

Each party agrees to perform their respective duties under this Agreement without discrimination on the basis of race, sex, sexual orientation, religion, national origin, age, and handicap. The Agency agrees to accept qualified Students with disabilities in accordance with the Section 504 of the Rehabilitation Act of 1973 and The Americans with Disabilities Act of 1990. If the Student has self-reported their disability to the University Disability Services, faculty will consult with the Agency on a case-by-case basis to determine whether the University or the Agency will provide reasonable accommodation(s).

Interns are not considered employees of either the University or the Agency. The Agency is not responsible for any taxes and/or benefits to the Student.

Each party shall indemnify and hold the other parties harmless from and against any losses, costs, liabilities and expenses, including attorneys' fees, arising out of the breach of the representations, warranties and covenants made by such parties herein, or out of such parties' negligence or willful misconduct.

Any stipulations to this agreement are noted below:

Internship
Days:
Hours:

This agreement may not be modified without the written consent of both the University and the Agency.

E.U. Director of Practicum Education: Date:

E.U. Social Work Department Chairperson: Date:

Off-Site Practicum Instructor, if applicable: Date:

Agency Representative (Your typed name serves as your electronic signature): Date:

Student (Your typed name serves as your electronic signature): Date:

APPENDIX F

Eastern University

Practicum Personnel Information

EASTERN UNIVERSITY

Social Work Department
1300 Eagle Road
St. Davids, PA. 19087-3696

Practicum Personnel Information

Today's Date: [Click here to enter text.](#)

Practicum Instructor's Name (**Complete this portion if you have a social work degree and 2 years' experience**):
[Click here to enter text.](#)

Baccalaureate Degree: [Click here to enter text.](#)

Major: [Click here to enter text.](#)

School: [Click here to enter text.](#)

Year:

Graduate Degree: [Click here to enter text.](#) Concentration: [Click here to enter text.](#)

License LSW or LCSW: [Click here to enter text.](#)

School: [Click here to enter text.](#)

Year:

Agency: [Click here to enter text.](#)

Your Title: [Click here to enter text.](#)

Branch (if applicable): [Click here to enter text.](#)

Address: [Click here to enter text.](#)

Phone: [Click here to enter text.](#)
to enter text.

Fax: [Click here to enter text.](#)

E-mail address: [Click here](#)

Number of years with this agency: [Click here to enter text.](#)

Number of years of supervisory experience: [Click here to enter text.](#)

Is this the first student you've supervised? Yes: No:

Name(s) of Eastern student(s) supervising: [Click here to enter text.](#)

If Applicable, please complete – Task Supervisor Information

Task Supervisor's Name: [Click here to enter text.](#)

Baccalaureate Degree: [Click here to enter text.](#)

Major: [Click here to enter text.](#)

License LSW or LCSW: [Click here to enter text.](#)

School: [Click here to enter text.](#)

Year:

Graduate Degree: [Click here to enter text.](#) Concentration: [Click here to enter text.](#)

License LSW or LCSW: [Click here to enter text.](#)

School: [Click here to enter text.](#)

Year:

Your Title: [Click here to enter text.](#)

Address (If different from Practicum Instructor): [Click here to enter text.](#)

Phone: [Click here to enter text.](#)

Fax: [Click here to enter text.](#)

E-mail address: [Click here to](#)

[enter text.](#)

Number of years with this agency: [Click here to enter text.](#)

Number of years of supervisory experience: [Click here to enter text.](#)

Is this the first student you've supervised? Yes:

No:

Name(s) of Eastern student(s) supervising: [Click here to enter text.](#)

APPENDIX G

Eastern University

**Junior-Level Practicum Calendar
Senior-Level Practicum Calendar**

2024-2025 Junior Practicum Calendar

Spring Semester

January 8th (Wed.)	Practicum Personnel Meeting 9:30-11:30 AM- Zoom
January 13th (Mon.)	First Day of Spring Semester
January 14th (Tues.)	Practicum Resumes
March 1st-8th (Sat.- Sun.)	Spring Break
April 18th-21st (Fri.-Mon.)	Easter Break
April 22nd or 24th (Tues. or Thurs.)	Practicum supervisor meeting with student
April 25th (Fri.)	Final Practicum Evaluation Due
April 29th (Tues.)	Follow Monday Schedule
April 30th (Wed.)	Follow Friday Schedule
May 1st (Thurs.)	<u>End of Year Celebration</u> 9:30-11:45 am (celebration breakfast for Junior and senior students, Practicum supervisors and faculty) Study Day

2024-2025 Senior-Level Practicum Calendar

Fall Semester

August 26 th (Mon.)	Practicum Personnel Meeting 9:30-11:30 am Zoom First day of Fall Semester
August 27 th (Tues.)	First day of Practicum
September 2 nd (Mon.)	Labor Day (no classes)
October 7 th & 8 th (Mon. & Tues.)	Fall Free Days (no class or practicum)
November 27 th - December 1 st (Wed-Sun.)	Thanksgiving Break
December 3 rd or 5 th (Tues. or Thurs.)	Practicum supervisor meeting with student
December 6 th (Fri.)	Fall Practicum Evaluation Due
December 9 th (Mon.)	Classes End
December 10 th -14 th (Tues.- Sat.)	Final Exams

Spring Semester

January 8 th (Wed.)	Practicum Personnel Meeting 9:30-11: 30 AM- Zoo
January 13 th (Mon.)	First Day of Spring Semester
January 14 th (Tues.)	Practicum Resumes
March 1 st -8 th	Spring Break

(Sat.- Sun.)

April 18th-21st
(Fri.-Mon.)

Easter Break

April 22nd or 24th
(Tues. or Thurs.)

Practicum supervisor meeting with student

April 25th (Fri.)

Final Practicum Evaluation Due

April 29th (Tues.)

Follow Monday Schedule

April 30th (Wed.)

Follow Friday Schedule

May 1st (Thurs.)

End of Year Celebration

9:30-11:45 am (celebration breakfast for
Junior and senior students,
Practicum supervisors, and faculty)

Study Day

APPENDIX H

Eastern University

Practicum Agenda



Eastern University

Social Work Department

PRACTICUMAGENDA
Weekly Supervision Agenda

Note: Please complete one (1) agenda each week, during the semester, even if you do not attend Practicum that week.

Name: [Click here to enter text.](#)

Agenda #: / 15

Date: [Click here to enter text.](#)

Items for Discussion		
<i>Supportive</i> =Feedback, Advice, Professional Development, Self-Care/Wellness	<i>Educational</i> =Knowledge, Skills, Values/Ethics, CSWE Competencies, Self-Reflection	<i>Administrative</i> =Policies, Procedures, Navigating Agency Setting, Self-Advocacy

Questions I Have (*Supportive; Educational; Administrative*): [Click here to enter text.](#)

Resources/Information I Need (*Supportive; Educational; Administrative*): [Click here to enter text.](#)

Cases or Projects to Discuss (e.g., Process Record, Resource Manuel, etc.): [Click here to enter text.](#)

Integration of Course Materials (Class content and connection with field): [Click here to enter text.](#)

Other: [Click here to enter text.](#)

Supervision Session Report

Practicum Instruction (what discussed/did during supervision with Practicum Instructor): [Click here to enter text.](#)

If Applicable, Task Supervisor (what discussed/did during Task Supervision): [Click here to enter text.](#)

Agency Tasks

Agency Assignments (what you did this week—e.g., activities/assignments/client contacts, meetings/visits, etc.): [Click here to enter text.](#)

Eastern University

Social Work Department

Weekly Practicum Data

Name: [Click here to enter text.](#)

Date: [Click here to enter text.](#)

Schedule

Days and Hours present: Date: [Click here to enter a date.](#) Hours: [Click here to enter text.](#)

Date: [Click here to enter a date.](#) Hours: [Click here to enter text.](#)

Date: [Click here to enter a date.](#) Hours: [Click here to enter text.](#)

- If absent, specify plan to make up missed hours/days: [Click here to enter text.](#)
- If applicable, number of days/hours made up and when: [Click here to enter text.](#)

Supervisory Session and Process Record Submission

- Date/length of supervisory session with Practicum Instructor:

Date: [Click here to enter a date.](#)

Length: [Click here to enter text.](#)

- If no supervision, please provide explanation: [Click here to enter text.](#)

- If applicable, meeting with Task Supervisor:

Date: [Click here to enter a date.](#)

Length: [Click here to enter text.](#)

- Process Record submitted to Practicum Instructor: Yes No

Client Contacts

of individuals [Click here to enter text.](#)
of families/groups [Click here to enter text.](#)
of communities/organizations [Click here to enter text.](#)

Professional/Collateral Contacts

of staff meetings or trainings attended [Click here to enter text.](#)
of meetings on behalf of clients attended [Click here to enter text.](#)
of contacts with professionals [Click here to enter text.](#)
Other (please specify): [Click here to enter text.](#)

Supervisor Signature

Signature of Practicum Instructor or On-Site Task Supervisor and date: [Click here to enter text.](#)

(Note to student: This agenda is to be completed electronically, including the signature, and submitted to the instructor in hard copy form and/or via Brightspace. If the above signature is missing, please submit/upload the agenda on the due date (every Friday) to the class instructor and then upload the signed copy to Brightspace when attained.)

APPENDIX I

**Eastern University
Practicum Visit Evaluation**

Practicum Visit Evaluation

This evaluation provides an opportunity for the Practicum Instructor/Task Supervisor and student to review the student’s progress in preparation for the Practicum visit (fall-for seniors; spring-for juniors) with the Practicum Liaison. The evaluation is focused on student performance, as observed by the Practicum Instructor and with input from the student, and provides an opportunity to review how things are progressing, in field, around the mid-semester point. For senior placements, during the spring semester, this evaluation can be used again as a tool to determine the necessity for a spring Practicum visit or phone conference.

Student: [Click here to enter text.](#)
 Semester: [Click here to enter text.](#)
 Date: [Click here to enter text.](#)
 Agency: [Click here to enter text.](#)
 Practicum Instructor: [Click here to enter text.](#)
 Task Supervisor (if applicable): [Click here to enter text.](#)

Please use the following rating scale to complete:

- (3) = Meets Consistently
- (2) = Progressing Toward Expectations
- (1) = Below Expectations
- (0) = No Opportunity to Observe

WORK HABITS

Student is on time.

Student comes to placement regularly.

(Number of days absent)

Student advises of absence in advance.

Student completes work on time.

PROFESSIONAL ATTITUDES

Student willingly accepts assignments.

Student asks for help/clarification.

Student is able to assess client situations and share observations

Student actively participates in hour of weekly supervision and demonstrates ability to use the supervisory relationship.

(Supervision day/time)

Student is open to feedback during supervision.

Student comes prepared for supervision with a weekly agenda and process record.

(Number of process records submitted)

SOCIAL WORK VALUES

Student treats clients with dignity and worth.

Student is able to build meaningful helping relationships with clients.

Student understands and demonstrates confidentiality

Student allows for client self-determination.

CSWE COMPETENCIES

Demonstrate ethical and professional behavior.

Engage diversity and difference in practice.

Advance human rights and social, economic, and environmental justice.

Engage in practice-informed research and research-informed practice.

Engage in policy practice

Engage with individuals, families, groups, organizations and communities.

Assess individuals, families, groups, organizations and communities.

Intervene with individuals, families, groups, organizations and communities.

Evaluate practice with individuals, families, groups, organizations and Communities.

Is the student getting weekly, direct client contacts where they are taking on aspects of the work of the contact or are responsible for the entire contact? Y N

If not, what is the plan to ensure this? [Click here to enter text.](#)

Describe the student’s assignments/caseload: [Click here to enter text.](#)

Is the workload for the student about right too light too heavy

What changes can be made if necessary? [Click here to enter text.](#)

Summarize student areas of ***Strength***: Click here to enter text.

Summarize student areas in Need of ***Improvement***: Click here to enter text.

Questions or areas of concern: Click here to enter text.

Recent developments at the agency: Click here to enter text.

SIGNATURES: Your typed name will serve as your signature

Practicum Instructor, if on-site: Click here to enter text.

Degree: Click here to enter text.

Date: Click here to enter text.

Task Supervisor(s), if applicable: Click here to enter text.

Degree(s): Click here to enter text.

Date: Click here to enter text.

Student: Click here to enter text.

Date: Click here to enter text.

Practicum Liaison: Click here to enter text.

Date: Click here to enter text.

Practicum Liaison Summary (reflecting on agency visit and tour of agency): Click here to enter text.

APPENDIX J

**Eastern University
Personal Safety Incident Report**



College of Health and Social Sciences

Social Work Department

Personal Safety Incident Report

If any of the following incidents have occurred during practicum placement, please complete the form in full (e.g., verbal threat, damage to personal property, physical harm/injury). If you are unsure about completing this form, contact the instructor of your practice class (Practicum Liaison) or the Practicum Education Director for assistance.

Date of Report: [Click here to enter text.](#)

Student Name: [Click here to enter text.](#)

Agency: [Click here to enter text.](#)

Agency Practicum Instructor or Task Supervisor (if applicable) Name(s): [Click here to enter text.](#)

Faculty Practicum Liaison: [Click here to enter text.](#)

Date and Time of Incident: [Click here to enter text.](#)

Description of Incident: [Click here to enter text.](#)

Name of ALL Parties Involved and Their Relationship to the Agency: [Click here to enter text.](#)

Describe ANY Action Taken to Date: [Click here to enter text.](#)

Describe your Satisfaction with this Action: [Click here to enter text.](#)

Signatures:

Student/Date [Click here to enter text.](#)

Practicum Instructor (or on-site Task Supervisor)/Date [Click here to enter text.](#)

Practicum Liaison/Date [Click here to enter text.](#)

Practicum Education Director/Date [Click here to enter text.](#)

Return the completed form to the Practicum Education Director in the Social Work Department.

APPENDIX K

Eastern University

**Junior Practicum Evaluation Report
Senior Practicum Evaluation Report**



JUNIOR PRACTICUM EVALUATION REPORT- Spring 2025

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

This evaluation is intended to assist the practicum instructor and the student to assess and report the student’s development and learning in the social work practicum during the spring semester. 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
Practicum Profile**

A. Qualitative Profile of Student’s Practicum

In the box below, please describe the student practicum for the spring semester. Include the types of services the *student* delivered including the diversity of the populations served and so forth.

Comments:

B. Profile of the Student’s Practicum (as per weekly agendas)

Practicum	Spring Semester
Schedule days and hours	
First and last days	
Number of practicum days required	
Number of day’s present	
Number of days made up	
Number of supervisory conferences	

Average length of conferences	
Number of process records submitted	
Date of evaluation conference	

C. Service Delivery/Agency Activities data (as per weekly Agendas)

Client Contact/Service Delivery	Assigned Case(s) Contacts
Total # of individuals	
Total # of families/groups	
Total # of communities/organizations	
Other Agency Activities	
Total # of staff meetings attended	
Total # of meetings on behalf of clients	
Total # of contacts with professionals	
Total # of other (please specify):	

Part II
Student Achievement Rating

The nine competencies and accompanying practice behaviors listed below are adapted from the 2022 *Education 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 practice behavior, please rate the student according to the following criteria.

5	The student <i>exceeds</i> expectations in this area.
4	The student <i>consistently meets</i> and <i>sometimes exceeds</i> expectations in this area.
3	The student <i>met</i> agency expectations in this area.
2	The student <i>sometimes met</i> expectations in this area.
1	The student has <i>not met</i> expectations in this area.

Place an X within the box, below that corresponds to the student's level of achievement. Please enter *comments* in the appropriate box under each competency. **Please provide example(s) for any practice behavior that you rated as 1 or 2.**

Competency 1: Demonstrates Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice settings. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their subjective experiences and emotional reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

	Practice Behavior:	Not met=1	2	Met=3	4	Exceeds=5
1a	Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context					
1b	Demonstrates professional behavior; appearance; and oral, written, and electronic communication (<i>e.g., focuses on the needs of the client; maintains confidentiality and uses self-disclosure sparingly and appropriately</i>)					
1c	Uses technology ethically and appropriately to facilitate practice outcomes (<i>e.g., ensures boundaries when using electronic communication</i>)					
1d	Uses supervision and consultation to guide professional judgment and behavior (<i>e.g., comes prepared for supervision with an agenda and is open to constructive feedback, assistance with ethical dilemmas, and new areas of learning; takes initiative around opportunities to develop as a professional</i>)					

Comments:

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, and adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of justice and strategies to promote social and economic justice and human rights. Social workers understand strategies

designed to eliminate oppressive structural barriers to ensure that social goods and responsibilities are distributed equitably and that civil, political, economic, social and cultural human rights are protected.

	Practice Behavior	Not met=1	2	Met=3	4	Exceeds=5
2a	Advocate for human rights at the individual, family, group, organizational, and community system levels; and (<i>e.g., recognizes injustice and inequity facing diverse populations served</i>)					
2b	Engage in practices that advance human rights to promote social, racial, economic, and environmental justice (<i>e.g., practices with clients in a manner that upholds human rights and justice including from a faith perspective</i>)					

Comments:

Competency 3: Engage in Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice:

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

	Practice Behavior	Not met=1	2	Met=3	4	Exceeds=5
3a	Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy level (<i>e.g., understands how culture can impact client needs and resiliency</i>)					
3b	Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies,					

	acknowledging them as experts of their own lived experiences (<i>e.g., engages clients with cultural humility</i>)					
--	--	--	--	--	--	--

Comments:

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Social workers understand quantitative and qualitative research methods. Social workers know the principles of logic, scientific inquiry, and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources. They also understand the processes for translating research findings into effective practice.

	Practice Behavior:	Not met=1	2	Met=3	4	Exceeds =5
4a	Apply research findings to inform and improve practice, policy, and programs; and (<i>e.g., draws from client interactions to guide research of professional literature aimed to enhance assessment and intervention</i>)					
4b	Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purpose of social work (<i>e.g., draws upon professional literature, practice wisdom, and the experience of practicum personnel to guide practice with diverse clients</i>)					

Comments:

Competency 5: Engages in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers recognize and understand the social, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis and implementation.

	Practice Behavior:	Not met=1	2	Met=3	4	Exceeds =5
5a	Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of an access to social services; and					
5b	Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice. <i>(e.g., becomes familiar with organizational as well as state, local, and federal policies impacting the clients and incorporate just policy-practice)</i>					

Comments:

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment and their utility to facilitate engagement with client systems, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse client systems to advance practice effectiveness. Social workers understand how their subjective experiences and emotional reactions may impact their ability to effectively engage with diverse client systems.

	Practice Behavior	Not met=1	2	Met=3	4	Exceeds-5
6a	Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and <i>(e.g., demonstrates knowledge of human growth and development of individuals and families as well as the stages of development of groups, organizations, and communities)</i>					
6b	Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies <i>(e.g., tunes into self as a developing social worker and uses interpersonal skills to</i>					

	<i>engage clients)</i>					
--	------------------------	--	--	--	--	--

Comments:

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment and the implications of those theories for the assessment of diverse client systems, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse client systems to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process. Social workers understand how their subjective experiences and emotional reactions may affect their assessment and decision-making.

	Practice Behavior:	Not met=1	2	Met=3	4	Exceeds =5
7a	Apply theories of human behavior and person-in environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies (<i>e.g., gathers appropriate and necessary information about the client system and makes interpretations to prepare to serve them</i>)					
7b	Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan (<i>e.g., draws upon theoretical perspectives and knowledge in areas such as biology, sociology, anthropology, psychology, and theology, to enhance understanding of individuals, families, groups, organizations, and communities</i>)					

Comments:

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, individuals, families, groups, organizations, and communities. Social

workers are knowledgeable about evidence-informed interventions to achieve the goals of clients systems, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions to achieve client system goals. Social workers recognize that a beneficial practice outcome may require collaboration with professionals from other disciplines.

	Practice Behavior:	Not met=1	2	Met=3	4	Exceeds=5
8a	Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals;					
8b	Incorporate culturally responsive methods to negotiate mediate, and advocate with and on behalf of clients and constituencies (<i>e.g., identifies and uses biopsychosocial cultural and spiritual factors in working with individual and groups in a range of social systems</i>)					

Comments:

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, individuals, families, groups, organizations, and communities. Social workers recognize the importance of evaluating outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand methods for evaluating outcomes and practice effectiveness.

	Practice Behavior	Not met=1	2	Met=3	4	Exceeds =5
9a	Select and use culturally responsive methods for evaluation of outcomes					
9b	Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities (<i>e.g., uses process recording, class discussions, supervision, and other agency tools to informally and formally evaluate practice</i>)					

Comments:

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

Comments:

Practicum Instructor’s signature (Your typed name serves as your electronic signature):	Date:
Student’s signature: (Your typed name serves as your electronic signature):	Date:

Note: Practicum Instructor, please return completed and electronically signed evaluation to socialwk@eastern.edu by the listed date on the Practicum Calendar.



SENIOR PRACTICUM EVALUATION REPORT- Fall 2024

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

This evaluation is intended to assist the practicum instructor and the student to assess and report the student’s development and learning in the social work practicum during the fall semester. 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
Practicum Profile**

A. Qualitative Profile of Student’s Practicum

In the box below, please describe the student practicum for the fall semester. Include the types of serves the *student* delivered including the diversity of the populations served and so forth.

Comments:

B. Profile of the Student’s Practicum (as per weekly agendas)

Practicum	Fall Semester
Schedule days and hours	
First and last days	
Number of practicum days required	
Number of day’s present	
Number of days made up	
Number of supervisory conferences	

Average length of conferences	
Number of process records submitted	
Date of evaluation conference	

C. Service Delivery/Agency Activities data (as per weekly Agendas)

Client Contact/Service Delivery	Assigned Case(s) Contacts
Total # of individuals	
Total # of families/groups	
Total # of communities/organizations	
Other Agency Activities	
Total # of staff meetings attended	
Total # of meetings on behalf of clients	
Total # of contacts with professionals	
Total # of other (please specify):	

**Part II
Student Achievement Rating**

The nine competencies and accompanying practice behaviors listed below are adapted from the 2022 *Education 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 practice behavior, please rate the student according to the following criteria.

5	The student <i>exceeds</i> expectations in this area.
4	The student <i>consistently met</i> and <i>sometimes exceeds</i> expectations in this area.
3	The student <i>met</i> agency expectations in this area.
2	The student <i>sometimes met</i> expectations in this area.
1	The student has <i>not met</i> expectations in this area.

Place an X within the box, below that corresponds to the student's level of achievement. Please enter *comments* in the appropriate box under each competency. **Please provide example(s) for any practice behavior that you rated as 1 or 2.**

Competency 1: Demonstrates Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice settings. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their subjective experiences and emotional reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

	Practice Behavior:	Not met=1	2	Met=3	4	Exceeds=5
1a	Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context					
1b	Demonstrates professional behavior; appearance; and oral, written, and electronic communication (<i>e.g., focuses on the needs of the client; maintains confidentiality and uses self-disclosure sparingly and appropriately</i>)					
1c	Uses technology ethically and appropriately to facilitate practice outcomes (<i>e.g., ensures boundaries when using electronic communication</i>)					
1d	Uses supervision and consultation to guide professional judgment and behavior (<i>e.g., comes prepared for supervision with an agenda and is open to constructive feedback, assistance with ethical dilemmas, and new areas of learning; takes initiative around opportunities to develop as a professional</i>)					

Comments:

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, and adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of justice

and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods and responsibilities are distributed equitably and that civil, political, economic, social and cultural human rights are protected.

	Practice Behavior	Not met=1	2	Met=3	4	Exceeds=5
2a	Advocate for human rights at the individual, family, group, organizational, and community system levels; and (<i>e.g., recognizes injustice and inequity facing diverse populations served</i>)					
2b	Engage in practices that advance human rights to promote social, racial, economic, and environmental justice (<i>e.g., practices with clients in a manner that upholds human rights and justice including from a faith perspective</i>)					

Comments:

Competency 3: Engage in Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice:

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

	Practice Behavior	Not met=1	2	Met=3	4	Exceeds=5
3a	Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy level (<i>e.g., understands how culture can impact client needs and resiliency</i>)					
3b	Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies,					

	acknowledging them as experts of their own lived experiences (<i>e.g., engages clients with cultural humility</i>)					
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Comments:

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Social workers understand quantitative and qualitative research methods. Social workers know the principles of logic, scientific inquiry, and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources. They also understand the processes for translating research findings into effective practice.

	Practice Behavior:	Not met=1	2	Met=3	4	Exceeds =5
4a	Apply research findings to inform and improve practice, policy, and programs; and (<i>e.g., draws from client interactions to guide research of professional literature aimed to enhance assessment and intervention</i>)					
4b	Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purpose of social work (<i>e.g., draws upon professional literature, practice wisdom, and the experience of practicum personnel to guide practice with diverse clients</i>)					

Comments:

Competency 5: Engages in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers recognize and understand the social, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis and implementation.

	Practice Behavior:	Not met=1	2	Met=3	4	Exceeds =5
5a	Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of an access to social services; and					
5b	Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice (<i>e.g., becomes familiar with organizational as well as state, local, and federal policies impacting the clients and incorporate just policy-practice</i>)					

Comments:

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment and their utility to facilitate engagement with client systems, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse client systems to advance practice effectiveness. Social workers understand how their subjective experiences and emotional reactions may impact their ability to effectively engage with diverse client systems.

	Practice Behavior	Not met=1	2	Met=3	4	Exceeds-5
6a	Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and (<i>e.g., demonstrates knowledge of human growth and development of individuals and families as well as the stages of development of groups, organizations, and communities</i>)					
6b	Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies (<i>e.g., tunes into self as a developing social worker and uses interpersonal skills to engage clients</i>)					

Comments:

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment and the implications of those theories for the assessment of diverse client systems, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse client systems to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process. Social workers understand how their subjective experiences and emotional reactions may affect their assessment and decision-making.

	Practice Behavior:	Not met=1	2	Met=3	4	Exceeds =5
7a	Apply theories of human behavior and person-in environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies (<i>e.g., gathers appropriate and necessary information about the client system and makes interpretations to prepare to serve them</i>)					
7b	Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan (<i>e.g., draws upon theoretical perspectives and knowledge in areas such as biology, sociology, anthropology, psychology, and theology, to enhance understanding of individuals, families, groups, organizations, and communities</i>)					

Comments:

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients systems, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions to achieve client system goals. Social workers recognize that a beneficial practice outcome may require collaboration with professionals from other disciplines.

	Practice Behavior:	Not met=1	2	Met=3	4	Exceeds=5
8a	Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals;					
8b	Incorporate culturally responsive methods to negotiate mediate, and advocate with and on behalf of clients and constituencies (<i>e.g., identifies and uses biopsychosocial cultural and spiritual factors in working with individual and groups in a range of social systems</i>)					

Comments:

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, individuals, families, groups, organizations, and communities. Social workers recognize the importance of evaluating outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand methods for evaluating outcomes and practice effectiveness.

	Practice Behavior	Not met=1	2	Met=3	4	Exceeds =5
9a	Select and use culturally responsive methods for evaluation of outcomes					
9b	Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities (<i>e.g., uses process recording, class discussions, supervision, and other agency tools to informally and formally evaluate practice</i>)					

Comments:

Summary and Recommendations for Fall 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 all or most core competencies areas and is <i>ready</i> for beginning professional social work practice.
	The student is <i>consistently meeting</i> and <i>sometimes exceeding</i> agency expectations for seniors with regard to all 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 all core competencies and is <i>ready</i> for beginning 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: 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?

Comments:

Practicum Instructor’s signature (Your typed name serves as your electronic signature):	Date:
Student’s signature: (Your typed name serves as your electronic signature):	Date:

Note: Practicum Instructors, please return this completed and electronically signed evaluation to socialwk@eastern.edu by the date listed on the Practicum Calendar.



SENIOR PRACTICUM EVALUATION REPORT- Spring 2025

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

This evaluation is intended to assist the practicum instructor and the student to assess and report the student’s development and learning in the social work practicum during the spring semester. 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
Practicum Profile**

A. Qualitative Profile of Student’s Practicum

In the box below, please describe the student practicum for the spring semester. Include the types of serves the *student* delivered including the diversity of the populations served and so forth.

B. Profile of the Student’s Practicum (as per weekly agendas)

Practicum	Spring Semester
Schedule days and hours	
First and last days	
Number of practicum days required	
Number of day’s present	
Number of days made up	
Number of supervisory conferences	
Average length of conferences	

Number of process records submitted	
Date of evaluation conference	

C. Service Delivery/Agency Activities data (as per weekly Agendas)

Client Contact/Service Delivery	Assigned Case(s) Contacts
Total # of individuals	
Total # of families/groups	
Total # of communities/organizations	
Other Agency Activities	
Total # of staff meetings attended	
Total # of meetings on behalf of clients	
Total # of contacts with professionals	
Total # of other (please specify):	

**Part II
Student Achievement Rating**

The nine competencies and accompanying practice behaviors listed below are adapted from the 2022 *Education 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 practice behavior, please rate the student according to the following criteria.

5	The student <i>exceeds</i> expectations in this area.
4	The student <i>consistently met</i> and <i>sometimes exceeds</i> expectations in this area.
3	The student <i>met</i> agency expectations in this area.
2	The student <i>sometimes met</i> expectations in this area.
1	The student has <i>not met</i> expectations in this area.

Place an X within the box, below that corresponds to the student’s level of achievement. Please enter *comments* in the appropriate box under each competency. **Please provide example(s) for any practice behavior that you rated as 1 or 2.**

Competency 1: Demonstrates Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice settings. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their subjective experiences and emotional reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

	Practice Behavior:	Not met=1	2	Met=3	4	Exceeds=5
1a	Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context					
1b	Demonstrates professional behavior; appearance; and oral, written, and electronic communication (<i>e.g., focuses on the needs of the client; maintains confidentiality and uses self-disclosure sparingly and appropriately</i>)					
1c	Uses technology ethically and appropriately to facilitate practice outcomes (<i>e.g., ensures boundaries when using electronic communication</i>)					
1d	Uses supervision and consultation to guide professional judgment and behavior (<i>e.g., comes prepared for supervision with an agenda and is open to constructive feedback, assistance with ethical dilemmas, and new areas of learning; takes initiative around opportunities to develop as a professional</i>)					

Comments:

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

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

	Practice Behavior	Not met=1	2	Met=3	4	Exceeds=5
2a	Advocate for human rights at the individual, family, group, organizational, and community system levels; and (<i>e.g., recognizes injustice and inequity facing diverse populations served</i>)					
2b	Engage in practices that advance human rights to promote social, racial, economic, and environmental justice (<i>e.g., practices with clients in a manner that upholds human rights and justice including from a faith perspective</i>)					

Comments:

Competency 3: Engage in Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice:

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

	Practice Behavior	Not met=1	2	Met=3	4	Exceeds=5
3a	Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy level (<i>e.g., understands how culture can impact client needs and resiliency</i>)					
3b	Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences (<i>e.g., engages clients with cultural humility</i>)					

Comments:

4. Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Social workers understand quantitative and qualitative research methods. Social workers know the principles of logic, scientific inquiry, and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources. They also understand the processes for translating research findings into effective practice.

	Practice Behavior:	Not met=1	2	Met=3	4	Exceeds =5
4a	Apply research findings to inform and improve practice, policy, and programs; and (<i>e.g., draws from client interactions to guide research of professional literature aimed to enhance assessment and intervention</i>)					
4b	Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purpose of social work (<i>e.g., draws upon professional literature, practice wisdom, and the experience of practicum personnel to guide practice with diverse clients</i>)					

Comments:

Competency 5: Engages in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers recognize and understand the social, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis and implementation.

	Practice Behavior:	Not met=1	2	Met=3	4	Exceeds =5
5a	Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of an access to social services; and					

5b	Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice (<i>e.g., becomes familiar with organizational as well as state, local, and federal policies impacting the clients and incorporate just policy-practice</i>)					
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Comments:

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment and their utility to facilitate engagement with client systems, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse client systems to advance practice effectiveness. Social workers understand how their subjective experiences and emotional reactions may impact their ability to effectively engage with diverse client systems.

	Practice Behavior	Not met=1	2	Met=3	4	Exceeds-5
6a	Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and (<i>e.g., demonstrates knowledge of human growth and development of individuals and families as well as the stages of development of groups, organizations, and communities</i>)					
6b	Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies (<i>e.g., tunes into self as a developing social worker and uses interpersonal skills to engage clients</i>)					

Comments:

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment and the implications of those theories for the assessment of diverse client systems, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse client systems to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process. Social workers understand how their subjective experiences and emotional reactions may affect their assessment and decision-making.

	Practice Behavior:	Not met=1	2	Met=3	4	Exceeds=5
7a	Apply theories of human behavior and person-in environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies (<i>e.g., gathers appropriate and necessary information about the client system and makes interpretations to prepare to serve them</i>)					
7b	Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan (<i>e.g., draws upon theoretical perspectives and knowledge in areas such as biology, sociology, anthropology, psychology, and theology, to enhance understanding of individuals, families, groups, organizations, and communities</i>)					

Comments:

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients systems, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions to achieve client system goals. Social workers recognize that a beneficial practice outcome may require collaboration with professionals from other disciplines.

	Practice Behavior:	Not met=1	2	Met=3	4	Exceeds=5
8a	Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client					

	and constituency goals;					
8b	Incorporate culturally responsive methods to negotiate mediate, and advocate with and on behalf of clients and constituencies (<i>e.g., identifies and uses biopsychosocial cultural and spiritual factors in working with individual and groups in a range of social systems</i>)					

Comments:

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, individuals, families, groups, organizations, and communities. Social workers recognize the importance of evaluating outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand methods for evaluating outcomes and practice effectiveness.

	Practice Behavior	Not met=1	2	Met=3	4	Exceeds =5
9a	Select and use culturally responsive methods for evaluation of outcomes					
9b	Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities (<i>e.g., uses process recording, class discussions, supervision, and other agency tools to informally and formally evaluate practice</i>)					

Comments:

Summary and Recommendations for Fall 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 all or most core competencies areas and is <i>ready</i> for beginning professional social work practice.
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	The student is <i>consistently meeting</i> and <i>sometimes exceeding</i> agency expectations for seniors with regard to all 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 all core competencies and is <i>ready</i> for beginning 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: 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 spring semester? To which competencies and behaviors should the student give particular attention as she/he enters the social work profession?

Comments:

Practicum Instructor’s signature (Your typed name serves as your electronic signature):	Date:
Student’s signature: (Your typed name serves as your electronic signature):	Date:

Note: Practicum Instructors, please return this completed and electronically signed evaluation to socialwk@eastern.edu by the date listed on the Practicum Calendar.

APPENDIX L

Directions to Eastern University Main Campus/Map

Directions to Eastern University – Main Campus
1300 Eagle Road, St. Davids, PA 19087-3696
Social Work Department: 610-341-5878

Driving Directions:

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

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

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

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

From Pittsburgh and Points West: Take I-276 East (PA Turnpike) to Exit 326 (Valley Forge). Continue on I-76 East (Schuylkill Expressway). Take I-476 South (The Blue Route) to Exit 13 (St. Davids/Villanova). Follow directions from I-476 (The Blue Route).

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

Via Public Transportation:

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

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