

# **HANDBOOK ON SOCIAL WORK FIELD EDUCATION PROGRAM**

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## **INTRODUCTION**

The purpose of the following information is to provide students and agency personnel with a basic understanding of the core competencies, objectives, learning experiences, general procedures, and activities in the Shepherd University Social Work Field Education Program.

## **THE SOCIAL WORK PROGRAM**

In 1970, Shepherd University (then College) initiated a four-year undergraduate Social Work Program designed to train beginning level social work practitioners to perform two basic tasks: (1) to help clients deal effectively with existing or potential problems, tasks, or needs that they identify in their interaction with the world around them, and (2) to contribute to the development of the knowledge base, and policies and practices in the agency, local community and community-at-large which influence the quality of life and service to clients. The current mission of the Program is: to prepare competent beginning level professional practitioners who possess the knowledge, skills, values, and ethics necessary to intervene effectively on behalf of diverse clients on all practice levels. Through practitioner preparation, the Program enhances the practice community's ability to both facilitate the social functioning of clients and advance social change. The Social Work Program envisions graduates as regional leaders whose efforts improve the social service delivery system and work toward social and economic justice. Our mission is consistent with the Shepherd University mission and the Council on Social Work Education Educational Policy and Accreditation Standards (2008). [Educational Policy (EP) indicates the standards of the Council on Social Work Education].

### **Major Program Goals:**

**At the completion of the Program, students are prepared to:**

1. Practice beginning-level evidence-based generalist social work with individuals, families, other groups, organizations, and communities through the use of professional knowledge, skills, principles, values, and ethics.
2. Practice utilizing policy to inform and transform interventions targeting human rights and social and economic justice, particularly with oppressed and vulnerable populations.
3. Integrate knowledge of human behavior and the social environment to view diversity and difference as strengths and resources and effectively use these to respond to the changing context of practice settings.
4. Identify as a social worker whose professional judgment is based on critical thinking and communicated through professional use of self.

The curriculum has been designed to provide for a broad educational base in the humanities, the biological sciences, with social and behavioral sciences, and communication, together with a core of social work courses which include social welfare policy and services, human development and behavior, research, practice skills and intervention methods. A minimum of 120 semester hours is necessary for graduation with 42 semester hours in core curriculum requirements and 63 semester hours in social work and related electives, including 15 University-wide electives. The social work curriculum and recommended sequencing of courses are both included in Appendix IV.

The first graduating class was in May of 1974. There was one graduate in December of 1973. The Social Work Program has been accredited by the Council on Social Work Education since 1976. As required by CSWE Accreditation Standards, academic credit for life experience and previous work experience is not given, in whole or in part, in lieu of the field practicum. The faculty's intent is to continually improve the basic design and

content of the program and welcomes input from students, graduates, advisory board members, field faculty, and other area agency personnel for making the Field Education Practicum and the Social Work Program as a whole more effective.

## **THE FIELD EDUCATION PROGRAM**

An integral part of the students' total educational experience is the field work practicum which occurs during the senior year. Field education is described by the Council on Social Work Education as the “signature pedagogy” of social work education. It is viewed by the faculty as the culmination of the classroom academic content in which the student will be expected to apply and integrate academic content and to develop and utilize skills requisite for social work practice. Students, and faculty in the classroom and the field, acknowledge the field program as “the heart of social work education”.

The field practicum aims at increasing the student's capacity to assess and to implement action toward meeting the needs of clients within their social environments in ways that can restore or enhance functioning and promote growth. With the help of the agency field instructor, the student is enabled to sharpen her/his awareness of the helping process and role as a beginning level practitioner. Thus, the agency will be expected to provide the student with an intensive practice experience involving active participation in the day-to-day operations of the agency in meeting human welfare needs. It is anticipated that the student will not be viewed as an "observer," but as a person with basic training who has something to contribute through functioning as a part of the agency.

The student is assigned to one of the numerous social service agencies in the surrounding areas of Maryland, Virginia, and West Virginia and the metropolitan region. Social Work students must complete 600 clock hours of social work practice in the agency to which they are assigned. The student must satisfactorily complete two semesters of field practice, each consisting of 300 clock hours of practice resulting in 12 hours of credit for two semesters in the field. The student must also take a Field Education Seminar for each semester they are in the field. These two-hour weekly seminars (2 credits each) integrate the field and classroom content and the student is awarded a total of 4 credits over the course of the academic year. Thus, field related credits total 16 combined credits.

## **THE AGENCY**

There is a wide range of agencies used as field placements. Field placement agencies are selected, in as far as feasible, according to the following criteria: opportunities available to familiarize the student with a variety of intervention modes; the evidence of acceptance by personnel of the need for professional education for professional practice; instruction of the student in accordance with the ethics and values of the profession; and, the acceptance by the agency of the educational objectives of the program. The agency agrees to provide a genuine learning experience which includes direct involvement in delivery of the agency's services, as well as opportunities to participate in and observe agency operations at all levels of administration. Agencies are also asked to provide the student with opportunities and responsibilities, which will bring the student into contact with area agencies and other human services professionals. In order to identify those learning experiences and responsibilities expected of each party, agencies are asked to enter into an affiliation agreement with the University. An example of the agreement can be found in Appendix VII. It is acknowledged that agencies may have additional contractual forms required by their administrative structure.

Field education centers are selected in one of two ways: an agency may express a willingness to affiliate with the Field Education Program or be invited to do so at the initiation of the Director of Field Education. Candidates for the field may bring a placement opportunity to the attention of the director, based on their particular practice interests or geographical location. In any case, the agency is asked to complete a profile (see Appendix VI). The Director of Field Education will then visit the agency and evaluate how the agency would utilize a student and the appropriateness of learning opportunities for generalist practice. Once the evaluation is completed, the agency is notified in writing of their selection or what changes, if any, need to be made in order to

be eligible. The school will notify the field instructor when a student wishes to be interviewed for a place at an agency and will provide the agency with all necessary information regarding the student to be interviewed. The student will then contact the instructor to make an interview appointment and will provide the instructor with a portfolio of his/her academic and work experience. At no time in the process is it required that agencies take students they do not deem compatible with agency or client needs, nor is any student required to take a placement which she/he opposes for valid reasons. However, with the agency's participation and advice, the school bears final responsibility for placement, evaluation and/or termination. A list of approved field education program centers is included in the Appendix.

The specific criteria used in the selection of field placement agencies are:

- (1) Social work must be the principal function of the agency or be recognized as an ancillary service (e.g. a hospital).
- (2) In keeping with the program's aim of educating the generalist, a balance is sought among the agencies in terms of practice setting and the opportunities available in each setting to familiarize the student with a variety of interventive modes.
- (3) Structured learning opportunities must provide for (but are not limited to) (a) direct work with client systems of various sizes and types, (b) opportunities to use agency and area resources, (c) contact with community services and other human service professionals.
- (4) The majority of the student's time must be directly with the client system (i.e. individual, family, group, community). However, contacts with systems must not necessarily all be problem centered (i.e. contacts with individuals may be for data collection or for planning change). The individuals may not necessarily be part of the client system; they could be in the target or action system. Agencies in which students would be involved in tutoring, receptionist work or other activities which may have client contact, but are not social work, are not used.
- (5) There must be evidence of acceptance by agency personnel of the need for professional education for professional practice and recognition of the value of social work services that can be offered by beginning level, generalist practitioners.
- (6) Each student must have a regular place to work which is always available when she/he is at the agency, is comparable to that of full-time staff, and is sufficient to the needs of the learning situation.
- (7) Students must have opportunities to meet and interact with other staff members (i.e. attending staff meetings, observing administrative sessions, participating in staff training sessions and consultation sessions), and must be designated to staff and clients as social work personnel.
- (8) Agencies are expected to allow sufficient time and supports to field instructors in order that they may instruct and supervise the student's work and participate in the necessary field instructors' meetings.

## **THE FIELD INSTRUCTORS**

In keeping with the above criteria, it is expected that the agency will designate, with the concurrence of the faculty, a qualified field instructor with a BSW or MSW degree from a CSWE-accredited program. The instructor should be a competent, resourceful, creative person who is interested in education and teaching. The instructor must have substantial social work experience and be thoroughly knowledgeable about the community and its services. After a field instructor has been designated, and a meeting has been held with a member of the faculty, the agency will be asked to enter into a contractual agreement specifying student tasks and arrangements for orientation, office space, etc.

The field instructor will arrange for the student's orientation to the agency. The instructor should also familiarize the student with the agency's policies and practices. This should include agency recording requirements as well as any additional requirements deemed necessary to assess student learning and progress. Instructors are encouraged to suggest helpful reading material to students. It is suggested that the instructor will

arrange visits to other agencies and participation in community events relevant to the student's learning.

While students coming to agencies have much classroom learning, for most of them this is their first experience actually working in a practice setting, and it is expected the field instructor will be available to students on an emergency basis as well as scheduling regular supervisory conferences to help the student with any problems or questions she/he might have. Instructors are asked to include in their evaluation a report of the number of scheduled and unscheduled conferences they have had with each student. It is expected that the designated field instructor will retain primary responsibility for supervision and evaluation of the student's field education. Should the designated instructor be unable to continue acceptance of this responsibility, the faculty Director of Field Education should be notified so that other arrangements can be considered.

The specific criteria to be used in the designation of Field Instructors are:

- (1) A minimum of two years of social work experience.
- (2) Familiarity with a variety of intervention methods and practice settings.
- (3) A thorough knowledge of the community and its services.
- (4) Commitment to the principles and purposes of social work education.
- (5) Graduation from a CSWE-accredited school of social work or undergraduate program with a license appropriate to practice social work at their designated level and/or NASW membership.
- (6) Supervisory experience or evidence of readiness to supervise.
- (7) Sufficiency of time to plan, supervise and evaluate the student's learning and progress.
- (8) Demonstration of willingness to work with the Social Work Program Faculty in achieving the goals and learning expectations set forth in this manual, and to attend such meetings as are necessary to achieve same.

The responsibilities of the field instructor are:

- (1) To familiarize her/himself with the core competencies, major learning areas, conceptual areas and practice behaviors which are designed to provide the appropriate field work content learning experience.
- (2) To plan and provide for structured learning experiences and opportunities which will meet the desired competency areas.
- (3) To plan an orientation period for new students placed in the agency.
- (4) To require or recommend reading material for the student which would help the student to expand her/his knowledge and increase effectiveness as a social worker.
- (5) To familiarize other staff members with the purpose and objectives of the student field placement.
- (6) To read and initial the student's seminar case presentation to indicate only that the information contained therein is appropriate, complete, and current. Initialing does not necessarily imply that the instructor is in agreement with the student's assessment, goals or treatment plan.
- (7) To assist the student in developing appropriate and competent professional oral and written communication skills.
- (8) To notify the faculty of any problems regarding a student's placement which seem to require the faculty's intervention.

- (9) To provide the faculty Director of Field Education with a contractual agreement of proposed student tasks, expectations, and arrangements for office space for the student or students.
- (10) To conduct at least one, regularly scheduled supervisory conference each week with the student which serves as an instructional hour.
- (11) To be available for emergency situations or provide for qualified "back-up" staff when designated instructor is unavailable.
- (12) To complete each semester, a mid-term and final evaluation of the student's performance in the agency and discuss the evaluation with the student and recommend a grade. Although final responsibility for assigning grades rest with the school, only under special circumstances would a faculty member change an instructor's recommended grade--See "Grades" section for further details.
- (13) To participate in Field Instructors' meetings so as to become better acquainted with the total Social Work Program content and direction (including CSWE standards), and to discuss and resolve problems which may be common to the other agencies involved.
- (14) To make recommendations for changes and improvements in the Field Education program and/or in academic content of the Social Work Program as a whole which will improve efforts to educate effective beginning level social workers.

## **THE UNIVERSITY**

### **Orientation and Training**

The Social Work Program faculty is responsible for the educational direction of the Field Education Program, and works together with the agency to identify or develop those work and learning opportunities which meet the Program's educational objectives. The Director of Field Education will notify the Field Instructor when placement of a student is being considered, and assumes responsibility for finalizing the contractual agreement between the University and the agency.

At the beginning of each semester, prior to the students beginning their placements, there will be a one-half day conference, held at the University, at which all the Instructors will meet with the Social Work Faculty. This meeting will include a review of the placements' educational objectives, briefing on standards and methods of evaluation, opportunity to finalize arrangements with the students beginning field placement. Field Instructors will be provided with all Social Work course syllabi, information about course sequencing, a Field education Handbook, CSWE EPAS, the academic calendar, and other pertinent information. At the end of the academic year, upon completion of the finalized field placements, a day-long conference is held for field faculty. The focus of this training is on supervision of undergraduate students completing their internship. Assessment and evaluation are also emphasized.

The Director of Field Education and the Assistant Director will consult regularly with the agency instructor regarding the educational contract and the student's adjustment and progress. These faculty members will make an on-site visit once each semester, or more often when needed and feasible. If any problems or questions arise, the Director of Field Education and Asst. Director are available for consultation, and it is hoped that instructors and students will not hesitate to contact them.

The Director and Assistant Director of Field Education will conduct weekly, on-campus seminars for all students in field placements. The student may ask that their Field Instructor attend the student's case presentation, and if at all possible, it is hoped that the Instructor will comply with the student's request.

## **THE STUDENT**

Field education is the part of the curriculum that provides the student with actual experiences and observation that can be integrated with classroom learning. It is where the student is tested and tests her/himself for the ability to be a professional generalist social worker. Consistent with the Program Goals outlined above, the primary purpose of field education as the signature pedagogy is to enable students to build on the prerequisite knowledge, values, attitudes, and skills by providing them with:

1. Practice beginning-level evidence-based generalist social work with individuals, families, other groups, organizations, and communities through the use of professional knowledge, skills, principles, values, and ethics (EP 2.1.2, 2.1.6, 2.1.10).
2. Practice utilizing policy to inform and transform interventions targeting human rights and social and economic justice, particularly with oppressed and vulnerable populations (EP 2.1.5, 2.1.8).
3. Integrate knowledge of human behavior and the social environment to view diversity and difference as strengths and resources and effectively use these to respond to the changing context of practice settings (EP 2.1.4, 2.1.7, 2.1.9).
4. Identify as a social worker whose professional judgment is based on critical thinking and communicated through professional use of self (EP 2.1.1; 2.1.3).

### **ADMISSION TO SOCIAL WORK PROGRAM**

Students may declare a major in social work as early as the freshman year. However, in order to become formally accepted into the program, students must first complete SOWK 201 Introduction to Social Work and SOWK 300 Community Service Learning with a grade of C or above and at least 24 hours of general academic requirements with an overall grade point average of 2.5 or above. At that time, a student may complete an application and interview for acceptance into the program. Students who do not comply with these requirements will not be admitted to the social work program.

### **ADMISSION TO THE FIELD EDUCATION PROGRAM**

Upon completion of all general education requirements and the requisite courses for the Comprehensive major, a student must apply for an agency-based field experience of 600 hours which is to be completed over two semesters in the senior year. To be eligible for field work, the student must hold senior status and have satisfactorily completed all required Social Work courses (except Social Work Capstone (SOWK 404) and Methods III (SOWK 313), both of which are taken concurrently with field education). In addition to the necessary academic qualifications, only those students who, in the joint professional estimation of the Social Work Faculty, appear to possess the physical and mental health status consistent with that necessary for social workers in training, will be assigned to a field placement. Further, only those students demonstrating adherence to the professional code of conduct and who accept the value and philosophical bases underlying social work practice will be assigned to an agency placement. The purpose of these restrictions is, in so far as possible, to aid the student in their personal and professional development and to insure the highest standards of service to the public.

### **APPLICATION PROCESS**

All students are required to complete a Field Work Application during the semester preceding the proposed field work. All students are also required to prepare a portfolio to include academic and work experience (see Appendix I for these materials). After academic eligibility for Field Work has been determined, students will be interviewed by a faculty member regarding their general readiness to engage in field practice. If readiness is determined, students will be assigned a minimum of three agencies at which they will interview. (If a student is considered not to be ready for placement, the faculty will discuss with the student those steps which could be taken to become ready for placement at a later time.) Students interviewing at agencies should take advantage of all opportunities to ask questions regarding the learning and practice experience offered through the agency, as well as to discuss their own and the instructor's expectations. Upon completion of all interviews, the student will submit, to the Director of Field Education, the names of the agencies in the order in which they prefer placement.



This list of preferences should be accompanied by a written rationale and description of student's interview experience. Agencies will also submit a list of students interviewed in order of preference for placement. In so far as possible, the student's preferences will be respected; however, the faculty retains final control and responsibility for placements so that the optimum learning experiences can be obtained. Students do have the power of veto and will not be placed in an agency setting to which they have strong and enduring objections. This circumstance will require additional agency interviews. If, after two rounds of interviews, students are not accepted by an agency, they may be terminated from the major. Students are responsible for obtaining the necessary forms and information from the Field Education Director, and for complying with requirements by the dates specified.

After receiving notification of her/his placement, it will be the student's responsibility to contact the agency and set up an appointment with the Field Instructor to discuss details of the placement. Hours toward the 600 minimum may not include time spent on lunch or other breaks. Students completing the Field Education courses will be expected to work approx. (20) hours weekly in the agency over two semesters. Students cannot be credited with more than 340 hours during the first semester. Distribution of the hours should be worked out between the student and the agency instructor. The bulk of these hours are generally completed on Mondays, Wednesdays, and Fridays, with major classes scheduled on Tuesdays and Thursdays. The Director of Field Education should be provided with the student's schedule of work and classes. Every effort should be made to make the hours as continuous as possible and segmentation should be avoided. While performing field work, students are considered a part of the agency staff and must observe and abide by agency policy, as well as the social work code of ethics and general standards of professional conduct.

Students will be advised of the contractual arrangements made with their specific agency, and students must develop a learning contract with their field instructor concerning the placement expectations, roles, assignments, and rights. Students are expected to be familiar with the contents of this manual and to give particular attention to the requirements and objectives described therein which pertain to students.

Students encountering any difficulty in their field placements should consider the Field Instructor as their main resource person. At the same time, the student should feel free to consult the faculty with any problems or questions that she/he feels cannot be adequately or appropriately handled at the agency. Students are urged to fully utilize their Field Instructor and other professional staff in advancing their personal and professional development. Any student who feels that they are being discriminated against, for any reason, should immediately inform the Director of Field Education or Social Work Program Director.

## **PROGRESSION THROUGH THE PROGRAM**

In order to maintain good standing in the Program, a student must maintain the following criteria: (1) Have a "C" or better in all Methods (SOWK 311, 312, 313), Field Experience (SOWK 407, 408, 411, 412), Social Work Capstone (SOWK 404), and Field Seminar courses (SOWK 409, 410); These courses may not be repeated more than once; (2) As per University policy, maintain a minimum 2.0 cumulative grade point average; (3) In order to fulfill community-based field education requirements, students must comply with agency screening criteria and arrange for reliable transportation.

## **FIELD EDUCATION SEMINARS**

Weekly seminars will be conducted for all students enrolled in the Field Education Program (see course outline in Appendix X). The purposes of the seminars are to aid the students in meeting the objectives of the Field Education Program and to apply, in an integrated manner, the theoretical concepts and principles learned in the classroom to the actual delivery of social services. The weekly seminars provide opportunity for such things as: gaining knowledge related to a total delivery system; sharing information from the students' various agency placements; and, experiencing group problem-solving and decision-making responsibilities. Attendance at and participation in all field seminars is required of each student. In the event that a student is not able to attend the seminar for a serious and sufficient reason, they should make an appointment to meet with the Director or Assistant Director of Field Education in that same week.

Each student will be required to make at least two case presentations. In the second semester, this presentation will include a detailed process recorded interview. A course syllabus will be provided to each student and case presentation requirements will be detailed and discussed at the first seminar. **NOTE:** Each student is responsible for discussing her/his case presentation material with her/his Field Instructor prior to the seminar presentation. The student is also responsible for obtaining the Field Instructor's signature on the case presentation prior to the seminar presentation. This is to be secured a week in advance of the presentation. Field instructors should be given ample time to review the material with consideration allowed for their demanding schedules. No student presentation will be made without the Field Instructor's permission. (This may be done electronically). However, the instructor's permission/signature in no way relieves the student of any responsibility for material presented.

## **EVALUATIONS**

Written evaluations of the student's progress and performance are due at mid-semester and at the end of each semester. A form for the evaluation will be provided to the Field Instructor by the school. A copy of this form is included in Appendix II. The evaluations should be discussed with the student, signed by the student, and then sent to the Director or Assistant Director of Field Education. The instructor is asked to recommend a grade on the final evaluation, but final responsibility for assigning a grade rests with the school.

Students should take care in familiarizing themselves with the major objectives of the Social Work Field Education Program and, in particular, with core competencies and practice behaviors, under the major Learning Areas and the Program Learning Outcomes, which are the basis for determining the satisfactory completion of the Field Education Experience.

## **ACADEMIC PERFORMANCE STANDARDS**

**Scholastic Standard:** Includes overall GPA, GPA in required social work courses, and course grades.

### ***Essential Student Behavior:***

- Achieve/ maintain an overall GPA of 2.00 as per University policy.
- Earn a C or better in all Methods and field experience courses including seminars as well as the Social Work Capstone course. These courses may not be repeated more than once.

**Professional Values and Ethics Standard:** Students demonstrate adherence to ethical, legal, and professional directives and expectations.

### ***Essential Student Behavior:***

- Judgment and conduct are consistent with the values and ethics of the profession as advanced in the NASW *Code of Ethics*, as well as with established laws, policies, and professional standards of care.
- Adheres to ethical expectations and obligations in working with diverse populations, validating the dignity and worth of all people.
- Demonstrates professional and academic integrity in meeting the competencies of the social work program and in fulfilling all program requirements. Students are expected to remain aware of and abide by Social Work Program and Shepherd University Academic and Student Conduct Policies detailed in the University catalog, University Student and the Social Work Student Handbook.
- Respects the rights of others and upholds the ethical standards of privacy and confidentiality at all times.

**Self-Awareness Standard:** Students demonstrate self-awareness through a commitment to the process of self-reflection and self-critique, assuming full responsibility for professional growth and for protecting client systems, peers, supervisors, faculty, and other relevant parties from the adverse effects of performance difficulties and unprofessional behavior.

### ***Essential Student Behavior:***

- Engages in self-reflection and awareness of self and her or his impact on interpersonal and professional relationships.

- Examines and assesses the relationship between his or her personal values and their fit with expected professional behavior, as well as growing toward professionalism by responsibly reconciling differences, as required by the NASW *Code of Ethics*.
- Acknowledges, seeks help to resolve, and ultimately resolves personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties that interfere with judgment, academic performance, and/or interactions with client systems, peers, supervisors, faculty, and other relevant parties.
- Advocates for himself/herself in a responsible manner.
- Shows a willingness to receive and accept feedback and/or supervision, and to use the feedback to enhance his/her professional development.
- Demonstrates a realistic and accurate self-awareness of his/her own strengths, limitations, values, and performance and takes an active role in the learning process.

**Interpersonal Relationship Skills Standard:** Interactions with peers, client systems, faculty, staff, advisors, supervisors, agency personnel, and field instructors reflect integrity, honesty, and cooperation, as well as a clear understanding of professional roles and appropriate boundaries.

***Essential Student Behavior:***

- Relates interpersonally in a manner that is respectful, affirming of human rights, collaborative, valuing of diversity, and characterized by maturity.
- Demonstrates interpersonal skills that would indicate an ability to form and sustain effective helping relationships.
- Maintains appropriate boundaries in all relevant relationships and arenas.
- Demonstrates appropriate use of self in professional roles and responsibilities and uses proper channels for conflict resolution.

**Responsibility and Professional Readiness Standard:** Responsibility and professional readiness are demonstrated over the course of the program of study through self-directed and accountable behavior, and adherence to professional, program, and university codes of conduct.

***Essential Student Behavior:***

- Demonstrates responsible and self-directed behavior in adherence to the plan of study and the proper sequencing of courses for program completion.
- Demonstrates responsible and accountable behavior by observing advisement deadlines, keeping appointments or canceling appointments if unable to keep them, attending class regularly and on time, and observing assignment due dates.
- Demonstrates ability to adhere to agency protocols and policies, dress codes, and documentation requirements.
- Demonstrates behaviors on campus, in the classroom, in the field placement, in the community, and with peers that are in compliance with program policies, institutional policies, and professional ethical standards.
- Refrains from illegal drug use and demonstrates behavior that is consistent with the Shepherd University Alcohol and Drug policies as outlined in the Student Handbook.
- Communicates in advance to all affected parties whenever there is an interruption of planned attendance or task completion, tardiness, or late submission of assignments and identifies appropriate alternatives when a change in plans is necessary.

- Demonstrates ability to function within the structure of organizations and service delivery systems, as a member of a team and of an agency.
- Demonstrates application of effective workload management strategies in completing all professional and academic responsibilities and activities.
- Responds in a timely and appropriate manner to communication from faculty, supervisors, field education personnel, team members, and client systems.

**Critical Thinking and Decision-Making Abilities Standard:** Individual reasoning reflects a comprehensive analysis that distinguishes fact from inference; conclusions are grounded in relevant data, information, and evidence.

***Essential Student Behavior:***

- Demonstrates ability to gather, assess, analyze information to reach well-reasoned conclusions and/or resolutions; to think open-mindedly about alternative viewpoints, recognizing underlying assumptions, implications, and practical consequences of various perspectives.
- Demonstrates the ability to identify and incorporate classroom learning in assessments and interventions with client systems.
- Demonstrates ability to engage in reflective thinking to overcome personal beliefs rooted in prejudices, sweeping generalizations, stereotypes, and oversimplifications.

**Communication Skills Standard:** All verbal, nonverbal, and written communication exchanges are in accordance with professional standards.

***Essential Student Behavior:***

- Speaks with dignity, respect, and cultural sensitivity to peers, client systems, faculty, staff, advisors, supervisors, agency personnel, and field instructors.
- Shows skill in building rapport and engagement, applying principles of sound communication.
- Demonstrates empathic and attending skills in interactions.
- Prepares written products that reflect competence in the conventions of written English in clarity, accuracy, completeness, as well as evidence of correct grammar and syntax, proper diction, accurate reasoning, and APA formatting.
- Follows agency guidelines for record keeping.

## **TERMINATION POLICIES AND PROTOCOL**

### **Early Termination**

A request for early termination of a placement may be initiated for valid reasons by the Agency, the Program, or the Student. Some possible reasons for early termination of the placement include, but are not limited to:

- Lack of fit between the educational needs of the student and the learning opportunities provided by the agency.
- Inability of the student to adapt to the practice context of the agency and/or community.
- Chronic absence and/or lack of punctuality.
- Failure of the student to notify the field instructor of a planned or unplanned absence.
- Unethical behavior related to boundary issues, confidentiality, respect for the self-determination of the client, and other serious breaches of the Code of Ethics.
- Lack of compliance with completion of assigned tasks, including paperwork, in a timely manner.

Prior to actual termination for any reason, negotiations involving the Student, the Program, and the Agency will be held. The protocol for early termination is outlined below.

- 1) Desire for early termination is expressed by any one of the three parties.
- 2) The field liaison discusses identified issues and concerns with the initiating party.
- 3) A conference is held among all parties to clarify the reasons for termination and explore alternatives.
- 4) The Field Education Director or Asst. Director provides mediation if required.
- 5) Termination is accomplished as soon as feasible, allowing time for closure, attention to continuity of service, and administrative arrangements.
- 6) This process does not preclude replacement of the student in another agency after a round of interviews.
- 7) Termination at a particular agency cannot be appealed since the Program does not exercise authority over outside agencies.
- 8) Termination from the Program will result if the student is not accepted by a second placement agency following a round of interviews.
- 9) In the event that the student is not viewed as a candidate for another field placement, the student will be assisted in pursuing another major or the RBA degree offered by the University.
- 10) Any appeal of this decision would be handled by a committee composed of representatives from the faculty and the board of advisors.
- 11) An appeal must be submitted in writing within two weeks to the Field Education Director who will forward the petition to the Program Director.
- 12) The Program Director will convene the committee that makes a response within one month.

#### Termination at Completion of Field Placement

Eventually, planned termination is a part of the successful completion of every placement upon the completion of the requisite hours at the end of the second semester. Termination generally occurs no earlier than the week of Spring Weekend and no later than the last day of final exams. This should be done in a timely manner and the student is expected to give notification of their termination date, in writing, two weeks in advance of their final day at the agency. A formal letter of termination should be submitted to the field instructor and copied to the Field Education Director and field liaison. Precipitous terminations are a threat to continuity of service and do not exemplify professional behavior in keeping with the principles of “best practice”.

#### GRADES

Grades are always a subjective matter, especially in field work courses. Agency instructors will evaluate student performance twice during the semester. A copy of the evaluation is included at the close of this handbook. The Agency Instructor will recommend a grade for the student on both the mid-term and the final evaluation. The

evaluations will be based on how well the student has mastered and performed the core competencies and educational outcomes demonstrated in the expected practice behaviors which are delineated in a later section of this handbook. In light of this, students should become completely familiar with these and refer to them throughout the semester.

Once the supervisor has completed the evaluation, it will be discussed with and signed by the student before being submitted to the Director of Field Education. The University faculty has final responsibility for assigning grades, but only under special circumstances would the University faculty Director of Field Education change an agency instructor's recommended grade. No grade will be changed without consultations being held among the Student, Field Instructor, University faculty, Director or Assistant Director of Field Education, and the Social Work Program Director.

## **FIELD PLACEMENTS AND STUDENT EMPLOYMENT**

**Traditionally, in the field education program at Shepherd University and in BSW education generally, students are not placed in agencies in which they are employed. As undergraduates, they do not have a license to practice social work and, therefore, are not by definition, employable in this capacity. However, in the unlikely event that this circumstance arises, students would be placed under supervision and given assignments, which differ from that of their employment.**

**Students may be employed in a paraprofessional capacity in the agency prior to their internship. In this event, employers would be asked to sign an agreement that 1) weekly supervision will be provided by an MSW or BSW social worker who was not designated as the direct supervisor of the student when an employee; 2) the tasks undertaken by the student in the completion of their internship will be different in nature and scope; and 3) the hours completed as internship may or may not be paid at the discretion of the agency.**

## **NO ACADEMIC CREDIT FOR PREVIOUS EXPERIENCE**

Academic credit for life experience and previous work experience is not given, in whole or in part, in lieu of the field practicum or of the courses in the professional foundation areas. In addition, only those students who are candidates for the baccalaureate degree in Social Work are admitted to the field practicum and methods courses. (This policy is also articulated in the *Student Handbook*.)

## **FINANCES**

The Agency is not expected to provide the student with any monetary remuneration for the work done because this is part of the student's educational program and course credit is granted. However, if the Agency requires the student to use her/his own private vehicle doing Agency tasks, the expectation is that the student would be reimbursed whenever possible. This would also hold true for any other expenditures the student would have to make of her/his own finances on behalf of the Agency, or clients. In some rare cases, paid internships may be available through grants obtained by the agency. In this event, there must be a clear expectation that no work or duties outside the parameters of the internship will be expected.

Currently, there is no payment to staff members who function as Field Instructors.

## **ATTENDANCE AND HOURS**

While working in an Agency, the student will be directly involved with people in need. People will come

to depend upon and rely on the student. The student's presence in the Agency during the designated hours is essential. Failure to show up for field work, without reasonable and sufficient notice in a timely manner, is grounds for withdrawing a student from the course. If the student is unable to appear for field work, she/he must notify the Agency Instructor as soon as possible and insure that cases and appointments are covered.

Students are expected to work in the Agency beginning with the first week of the semester and ending at the close of the week before final exams. University holidays and Agency holidays will occasionally interfere with the student's Agency time, but the student is expected to work each week of the semester and when holidays interfere, this time must be made up. Evaluation includes reporting the total number of hours worked by the student and if this falls short of the required hours the student's credit for field work will be withheld until this requirement is met. Students are required to maintain a daily log of hours to be submitted to the Director or Assistant Director of Field Education and reviewed by their field instructor which should reflect approximately 20 hours per week and no more than 24 hours per week (see Daily Time Log attached to Field Seminar Syllabus). In addition, students may be required to comply with the agency's format for maintaining time records. In both instances, students are on their honor. While 600 hours is the minimum requirement, students may have an opportunity to complete additional hours, though this should not be an excessive amount.



## **SOCIAL WORK FIELD EDUCATION PROGRAM LEARNING OUTCOMES**

**[All of the Program goals, EPAS core competencies and required practice behaviors are addressed in the field education program. These are as follows]**

**Course Outcomes** *\*The educational outcomes set forth here are intended as the minimum standards for the satisfactory completion of the Field Work Experience.*

- 1. Identify as a professional social worker and conduct oneself accordingly.**
- 2. Apply social work ethical principles to guide professional practice.**
- 3. Apply critical thinking to inform and communicate professional judgments.**
- 4. Engage diversity and difference in practice.**
- 5. Advance human rights and social and economic justice.**
- 6. Engage in research-informed practice and practice-informed research.**
- 7. Apply knowledge of human behavior and the social environment.**
- 8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.**
- 9. Respond to contexts that shape practice**
- 10.(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.**

<b>Major Learning Area</b>	<b>Core Competencies</b>	<b>Educational Learning Outcomes (PI</b>
<b>Area I: Professional Identity &amp; Professional Conduct</b>	<b>Identify as a professional social worker and conduct oneself accordingly.</b>	<ol style="list-style-type: none"><li>1. advocate for client access to work;</li><li>2. practice personal reflection a</li><li>sure continual professional d</li><li>3. attend to professional roles a</li><li>4. demonstrate professional der</li><li>pearance, and communicatio</li><li>5. engage in career-long learnir</li><li>6. use supervision and consultat</li></ol>

<b>Area II: Ethical Principles</b>	<b>Apply social work ethical principles to guide professional practice.</b>	<ol style="list-style-type: none"> <li>1. recognize and manage personal values to allow professional values to guide practice;</li> <li>2. make ethical decisions by applying the National Association of Social Workers and, as applicable, of the International Federation of Social Workers/International Schools of Social Work Ethics Statement of Principles;</li> <li>3. tolerate ambiguity in resolving ethical dilemmas;</li> <li>4. apply strategies of ethical reasoning to make principled decisions.</li> </ol>
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<b>Area III: Critical Thinking</b>	<b>Apply critical thinking to inform and communicate professional judgments.</b>	<ol style="list-style-type: none"> <li>1. distinguish, appraise, and integrate knowledge, including research and practice wisdom;</li> <li>2. analyze models of assessment and evaluation; and</li> <li>3. demonstrate effective oral and written communication when working with individuals, families, communities, and colleagues.</li> </ol>
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<b>Area IV: Diversity</b>	<b>Engage diversity and difference in practice.</b>	<ol style="list-style-type: none"> <li>1. recognize the extent to which values may oppress, marginalize, privilege and power;</li> <li>2. gain sufficient self-awareness to identify personal biases and values in practice;</li> <li>3. recognize and communicate the importance of difference in shaping practice;</li> <li>4. view themselves as learners and as they work as informants.</li> </ol>
<b>Area V: Human Rights and Justice</b>	<b>Advance human rights and social and economic justice</b>	<ol style="list-style-type: none"> <li>1. understand the forms and mechanisms of discrimination;</li> <li>2. advocate for human rights and social and economic justice;</li> <li>3. engage in practices that advance human rights and social and economic justice.</li> </ol>

<b>Area VI: Research</b>	<b>Engage in research-informed practice and practice-informed research</b>	<ol style="list-style-type: none"> <li>1. use practice experience to inform research;</li> <li>2. use research evidence to inform practice.</li> </ol>
<b>Area VII: Human Behavior/Social Environment</b>	<b>Apply knowledge of human behavior and the social environment.</b>	<ol style="list-style-type: none"> <li>1. utilize conceptual framework to assess, intervene, and evaluate human behavior and the social environment.</li> <li>2. critique and apply knowledge of human behavior and the social environment.</li> </ol>
<b>Area VIII: Policy</b>	<b>Engage in policy practice to advance social and economic well-being and to deliver effective social work services.</b>	<ol style="list-style-type: none"> <li>1. analyze, formulate, and advocate for policies that advance social well-being; and</li> <li>2. collaborate with colleagues and other stakeholders to deliver effective social work services.</li> </ol>
<b>Area IX: Social Contexts</b>	<b>Respond to contexts that shape practice.</b>	<ol style="list-style-type: none"> <li>1. continuously discover, appreciate, and respond to the needs, cultures, populations, scientific advancements, and emerging societal issues that shape practice; and</li> <li>2. provide leadership in promoting positive change in practice to address societal issues.</li> </ol>
<b>Area X: Engagement to Evaluation</b>	<b>Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.</b>	<p><b>Engagement</b></p> <ol style="list-style-type: none"> <li>1. Social workers substantively engage with individuals, families, groups, organizations, and communities;</li> <li>2. use empathy and other interpersonal skills to build rapport;</li> <li>3. develop a mutually agreed-on plan of action to achieve client goals.</li> </ol> <p><b>Assessment</b></p> <p>Social workers</p> <ol style="list-style-type: none"> <li>1. collect, organize, and interpret data;</li> <li>2. assess client strengths and limitations;</li> <li>3. develop mutually agreed-on goals and objectives;</li> <li>4. select appropriate interventions;</li> </ol> <p><b>Intervention</b></p> <p>Social workers</p> <ol style="list-style-type: none"> <li>1. initiate actions to achieve organizational goals;</li> <li>2. implement prevention interventions;</li> <li>3. help clients resolve problems;</li> <li>4. negotiate, mediate, and advocate for clients;</li> <li>5. facilitate transitions and endings.</li> </ol> <p><b>Evaluation</b></p> <ol style="list-style-type: none"> <li>1. Social workers critically analyze the effectiveness of interventions.</li> </ol>



**APPENDIX I  
FIELD EDUCATION APPLICATION**

**(to be completed electronically and submitted via Sakai to Director of Field Education)**

Name:

Faculty Advisor:

Anticipated graduation date:

**Contact information**

Address:

Summer Address (if different):

Phone:

List courses still to be completed in the semesters in which you plan to take them:

Summer	Fall	Spring

Community Service Learning Placement site:

**Current Employment**

Employer:

Supervisor Contact information:

Current work hours:

Projected work hours during field placement:

You must have reliable transportation to your Field Placement. Describe your plans for transporting yourself to the field. Also describe any special circumstances:

Indicate the **type** of Field Placement you would most prefer in terms of setting and type of population. List three preferences.

Placement Preferences

Indicate the location(s) you would be willing to accept, and which you would prefer: (Martinsburg, Hagerstown, Winchester, Frederick, etc.)

Which is more important to you, location or setting/population?

*continues on next page*

Indicate any type of setting or population in which you would prefer not to work and provide an explanation.

Which languages do you speak fluently (including American Sign Language)?

Describe any special circumstances you face or needs you have in completing field placement, including chronic conditions, which require accommodations.

List any factors that may affect your ability to clear a background check, including felony convictions. These will be discussed in your faculty interview.

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**ALL APPLICANTS, PLEASE READ BELOW**

**Submission of this application indicates my understanding and endorsement of the following statement:**

I have reviewed and I agree to abide by the Shepherd University Social Work Program degree requirements and policies, including recommendations of my advisor, field instructor, and field liaison upon placement in a field agency. I understand that behavior which violates the NASW Code of Ethics (available on the NASW website) and/or program requirements/policies may be grounds for termination of field placement. I understand that placements are completed on Mondays, Wednesdays and Fridays, generally during business hours approximately 20 hours per week over two semesters and that interns are expected to be present during scheduled placement hours.

Before submitting your application, please enter your name and student ID# below to indicate that you have reviewed the above statement:

## **GUIDELINES FOR FIELD PORTFOLIO**

Each field candidate will develop a portfolio to assist the applicant, the social work faculty, and potential field instructors in making placement decisions. The portfolio is intended to be a thoughtful presentation of your self. It should be presented in a professional manner, use 10-12 point standard fonts (such as Times New Roman or Arial), and include the following:

**Your Name (can be slightly larger font)**

Address, Telephone, Email (use discretion – what image does your address convey?)

### **EDUCATION:**

**List other colleges or universities attended with dates-not high school**

Shepherd University, Shepherdstown, WV

### **EXPERIENCE:**

**Position**, Agency Name, City/State, Dates

*\*always list more recent position first*

*Use action verbs to describe your duties/accomplishments.*

**Position**, Agency Name, City/State, Dates

*\*generally you will only go back 8-10 years or so...more if it is relevant experience. As your career proceeds, you will not list your college 'retail' type of jobs...only professional and practical.*

### **VOLUNTEER/COMMUNITY SERVICE:**

*\*list any service you do; placement for Community Service Learning, group work in Methods II*

▪ Use verbs - such as facilitated administrative tasks, interviewed clients; completed referrals, assisted with fundraising. Describe the roles and populations served - such as worked in a community center serving persons experiencing homelessness. *Include Social Work Association, Relay for Life; Boys & Girls Club; United Way; AIDS Walk; etc.*

### **HONORS/AWARDS:**

*\* college only; include any memberships in professional honor organizations*

### **DESCRIPTION OF RELEVANT COURSEWORK:**

*\*name and discuss briefly several social work courses which have provided skills relevant to your beginning practice. Emphasize projects; papers; and other learning experiences.*

### **DESCRIPTION OF YOUR HELPING SKILLS:**

*Examples: Interviewing, Assessments, Policy Analysis, Social Histories, Group Work Skills, Research, Community Organization Skills, Grant Writing, etc.*

*\*Languages spoken and computer software and programming skills*

### **YOUR EXPECTATIONS FOR FIELD EDUCATION:**

*\*Examples: What do you expect to learn? Responsibilities? Skills?*

### **GENERAL CLIENT POPULATION/PROBLEM YOU ARE INTERESTED IN WORKING WITH:**

*\*Indicate the reasons for your selection*

### **\*INCLUDE PAPERS OR OTHER WORK HIGHLIGHTING YOUR STRENGTHS**

*\*Portfolios will be reviewed and discussed with you individually during an appointment with a member of the social work faculty. Bring a rough draft of your portfolio with you to this appointment. The portfolio will be shown to field instructors at the time of your interview with them. You should prepare a revised final copy of the portfolio for this purpose.*





**APPENDIX II**  
**Shepherd University Social Work Program**

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Name of Intern: \_\_\_\_\_ Field Instructor: \_\_\_\_\_

Semester:        Fall 20\_\_ Spring 20\_\_

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

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**Field Education Intern Learning Agreement/Evaluation**

**Directions:**

The learning plan portion of the agreement is to be completed by the intern and the field instructor. After the intern enters the information, the learning plan is to be signed by the intern, the Field Instructor, and the Field Liaison.

**Learning Activity Feedback:**

The field instructor will provide feedback on each of the learning activities at the mid-term and end of each semester. The field instructor will enter a number in the appropriate column to the right of each activity in accordance with the following scale:

- 4** Student consistently performs according to expectations in performing measurable learning activity
- 3** Student generally meets expectations in this area in performing learning activity
- 2** Student has not as yet met expectations in this area and still requires guidance and direction.
- 1** Student has not met the expectations in this area and falls below expected performance
- 0** There has been no opportunity for the student to demonstrate competence in this area by the date of this evaluation

**Mid-term Evaluation:**

For the mid-term evaluation, the field instructor is only required to provide an overall score for each competency. Individual practice behaviors should be scored only to note a particular strength or concern about the intern's performance.

## Final Evaluation:

For the final evaluation, the field instructor should rate each practice behavior. The overall final evaluation score for each competency will be the practice behavior score average.

<b>COMPETENCY ONE:</b> Identify as a professional social worker and conduct oneself accordingly			
Practice Behavior		Learning Agreement : <b>Measurable Learning Activities</b> e.g. Prepare own agenda for weekly supervision with field instructor	Are Str Cor Mic (0-4
1. Advocate for client access to the services of social work.	1.1		
2. Practice personal reflection and self-correction to assure continual professional development.	1.2		
3. Attend to professional roles and boundaries.	1.3		
4. Demonstrate professional demeanor in behavior, appearance, and communication.	1.4		
5. Engage in career-long learning.	1.5		
6. Use supervision and consultation.	1.6		
<b>Overall Rating at Mid Term</b>	Overall, how has the intern performed in this competency at the mid-term?		<b>Mic</b>
<b>Overall Rating at Final Evaluation</b>	Overall, how has the intern performed in this competency at the final?		
<b>Narrative Comments (optional):</b>			

<b>COMPETENCY TWO:</b> Apply social work ethical principles to guide professional practice			
Practice Behaviors		<b>Learning Agreement :            Measurable Learning Activities</b> e.g. obtain copy of code	<b>Areas            Strengthened            Concerns            Mid Term            (0-4)</b>
Recognize and manage personal values in a way that allows professional values to guide practice.	2.1		
Make ethical decisions by applying standards of NASW Code of Ethics	2.2		
Tolerate ambiguity in resolving ethical conflicts	2.3		
Apply strategies of ethical reasoning to arrive at principled decisions.	2.4		
<b>Overall Competency Rating at Mid Term</b>	Overall, how has the intern performed in this competency at the mid-term?		<b>Mid Term</b>
<b>Overall Competency Rating at Final</b>	Overall, how has the intern performed in this competency at the final?		
<b>Narrative Comments (optional):</b>			

COMPETENCY THREE: Apply critical thinking to inform and communicate professional judgments			
Practice Behavior		Learning Agreement : Measurable Learning Activities e.g. completion of process-recording	Areas Stren Conce Mid T (0-4)
Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.	3.1		
Analyze models of assessment, prevention, inter- vention, and evaluation.	3.2		
Demonstrate effective oral and written communi- cation in working with individuals, families, groups, organizations, communities, and colleagues.	3.3		
Overall Competency Rating at Mid Term	Overall, how has the intern performed in this competency at the mid-term?		Mid T
Overall Competency Rating at Final	Overall, how has the intern performed in this competency at the final?		

**Narrative Comments (optional):**

<b>COMPETENCY FOUR:</b> Engage diversity and difference in practice			
<b>Practice Behavior</b>		<b>Learning Agreement : Measurable Learning Activities</b> e.g. Complete <u>xx#</u> of cross-cultural assessments	<b>Areas Stren Conce Mid T (0-4)</b>
14. Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.	4.1		
15. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.	4.2		

16. Recognize and communicate their understanding of the importance of difference in shaping life experiences.	4.3		
17. View themselves as learners and engage those with whom they work as informants.	4.4		
Overall Competence at Mid Term	Overall, how has the intern performed in this competency at the mid-term?		Mid T
Overall Competency at Final Evaluation	Overall, how has the intern performed in this competency at the final?		
Narrative Comments (optional):			

<b>COMPETENCY FIVE:</b> Advance human rights and social and economic justice			
Practice Behavior		<b>Learning Agreement :</b> <b>Measurable Learning Activities</b> e.g. completion of macro/messo project	<b>Areas Stren Conce Mid T (0-4)</b>
Understand the forms and mechanisms of oppression and discrimination	5.1		

Advocate for human rights and social and economic justice	5.2		
Engage in practices that advance social and economic justice	5.3		
			Total
Overall Competence at Mid Term	Overall, how has the intern performed in this competency at the mid-term?		Mid T
Overall Competency at Final Evaluation	Overall, how has the intern performed in this competency at the final?		
Narrative Comments (optional):			

COMPETENCY SIX: Engage in research-informed practice and practice-informed research			
Practice Behavior		Learning Agreement : Measurable Learning Activities e.g. agency-based research project	Areas Stren Conce Mid T (0-4)
Use practice experiences to inform scientific in- quiry	6.1		
Use research evidence to inform practice	6.2		
Overall Competence at Mid Term	Overall, how has the intern performed in this competency at the mid-term?		Mid T
Overall Competence at Final Evaluation	Overall, how has the intern performed in this competency at the final?		
Narrative Comments (optional):			

COMPETENCY SEVEN: Apply knowledge of human behavior and the social environment
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Practice Behavior		Learning Agreement : Measurable Learning Activities e.g. apply PIE and other assessment tools	Areas Stren Conce Mid T (0-4)
Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation	7.1		
Critique and apply knowledge to understand person and environment	7.2		
Overall Competence at Mid Term	Overall, how has the intern performed in this competency at the mid-term?		Mid T
Overall Competence at Final Evaluation	Overall, how has the intern performed in this competency at the final?		
Narrative Comments (optional):			

COMPETENCY EIGHT: Engage in policy practice to advance social and economic well-being and to deliver effective social work services			
Practice Behavior		<b>Learning Agreement : Measurable Learning Activities</b> e.g. attend at least one policy-oriented forum; Research local, state, and national policies that impact client population and demonstrate an understanding of how these policies impact service delivery	Areas Stren Conce Mid T (0-4)
Analyze, formulate and advocate for policies that advance social well being	8.1		
Collaborate with colleagues and clients for effective policy action	8.2		
Overall Competence at Mid Term	Overall, how has the intern performed in this competency at the mid-term?		Mid T
Overall Competence at Final Evaluation	Overall, how has the intern performed in this competency at the final?		



**Narrative Comments (optional):**

**COMPETENCY NINE:**  
**Respond to contexts that shape practice**

Practice Behavior		Learning Agreement : Measurable Learning Activities e.g. attend at least one interagency community -wide meeting	Areas Stren Conce Mid T (0-4)
Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services	9.1		
Provide leadership on promoting sustainable changes in service delivery and practice to improve the quality of social services	9.2		
Overall Competence at Mid Term	Overall, how has the intern performed in this competency at the mid-term?		Mid T
Overall Competence at Final Evaluation	Overall, how has the intern performed in this competency at the final?		

**Narrative Comments (optional):**

<b>COMPETENCY TEN:</b> Engage, assess, intervene and evaluate with individuals, families, groups, organizations and communities.			
Practice Behavior		<b>Learning Agreement :</b> <b>Measurable Learning Activities</b> Eg. Complete xx# of treatment plans; Co-facilitate at least one six to eight week task-oriented group	<b>Areas of Strength</b> <b>Concern</b> <b>Mid Tern</b> <b>(0-4)</b>
Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.	10.1		
Use empathy and other interpersonal skills.	10.2		
Develop a mutually agreed-on focus of work and desired outcomes	10.3		
Collect, organize and interpret client data.	10.4		
Assess client strengths and limitations.	10.5		
Develop mutually agreed-on intervention goals and objectives.	10.6		
Select appropriate intervention strategies.	10.7		
Initiate actions to achieve organizational goals.	10.8		
Implement prevention interventions that enhance client capacities.	10.9		
Help clients resolve problems.	10.10		
Negotiate, mediate, and advocate for clients.	10.11		
Facilitate transitions and endings.	10.12		
Critically analyze, monitor, and evaluate interventions.	10.13		

Overall Competency Rating at Mid Term	Overall, how has the intern performed in this competency at the mid-term?	Mid Term
Overall Competency Rating at Final Evaluation	Overall, how has the intern performed in this competency at the final?	
Narrative Comments (optional):		

### Rating Scale

**4** Student consistently performs according to expectations in performing measurable learning activity

**3** Student generally meets expectations in this area in performing learning activity

**2** Student has not as yet met expectations in this area and still requires guidance and direction.

**1** Student has not met the expectations in this area and falls below expected performance

**0** There has been no opportunity for the student to demonstrate competence in this area by the date of this evaluation.

**If you were to give this student a recommended grade, please indicate what this would be (this is only a recommendation). Please keep in mind the ratings you have just provided.**

\_\_\_\_\_ A \_\_\_\_\_ B \_\_\_\_\_ C \_\_\_\_\_ D \_\_\_\_\_ F

Number of Hours Completed \_\_\_\_\_ Date \_\_\_\_\_

Number of supervisory sessions \_\_\_\_\_

### Learning Plan:

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Field Instructor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Field Liaison Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Mid-term Evaluation:**

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Field Instructor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Field Liaison Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Final Evaluation:**

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Field Instructor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Field Liaison Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## **APPENDIX III**

### **NASW SOCIAL WORK CODE OF ETHICS**

(condensed version)

#### **I. 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.

- A. Service – Social workers' primary goal is to help people in need and to address social problems.
- B. Social Justice – Social workers challenge social injustice.
- C. Dignity and Worth of the Person – Social workers respect the inherent dignity and worth of the person.
- D. Importance of Human Relationships – Social workers recognize the central importance of human relationships.
- E. Integrity – Social workers behave in a trustworthy manner.
- F. Competence – Social workers practice within their areas of competence and develop and enhance their professional expertise.

#### **II. 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.

##### **A. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO CLIENTS**

- 1. Commitment to Clients – Social workers' primary responsibility is to promote the well being of clients. In general, client's interests are primary.
- 2. Self-Determination – Social workers respect and promote the right of clients to self-determination and assist clients in their effort to identify and clarify their goals.
- 3. Informed Consent – Social workers should provide services to clients only in the context of a professional relationship-based, when appropriate, on valid informed consent.
- 4. Competence - 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.
- 5. Cultural Competence and Social Diversity – Social workers should understand culture and its function in human behavior and society, recognizing the strengths that exist in all cultures.
- 6. Conflicts of Interest – Social workers should be alert to and avoid conflicts of interest

that interfere with the exercise of professional discretion and impartial judgment.

7. Privacy and Confidentiality – Social workers should respect clients' rights to privacy. 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. 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 or when laws or regulations require disclosure without a client's consent.
8. Access to Records – Social workers should provide clients with reasonable access to records concerning the clients.
9. Sexual Relationships – Social workers should under no circumstances engage in sexual activities or sexual contact with current clients, whether such contact is consensual or forced.
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).
11. Sexual Harassment – Social workers should not sexually harass.
12. Derogatory Language – Social workers should not use derogatory language in their written or verbal communications to or about clients.
13. Payment for Services – When setting fees, social workers should ensure that the fees are fair, reasonable, and commensurate with the services performed.
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.
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.
16. Termination of Services – 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 client's needs or interests.

#### B. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO COLLEAGUES

1. Respect – Social workers should treat colleagues with respect and should represent accurately and fairly the qualifications, views, and obligations of colleagues.
2. Confidentiality – Social workers should respect confidential information shared by colleagues in the course of their professional relationships and transactions.
3. Interdisciplinary Collaboration – Social workers who are members of an interdisciplinary team should participate in and contribute to decisions that affect the well being of clients by drawing on the perspectives, values, and experiences of the social work profession.
4. Disputes Involving Colleagues – 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.

5. Consultation – Social workers should seek the advice and counsel of colleagues whenever such consultation is in the best interests of clients.
6. Referral for services – 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.
7. Sexual Relationships – 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.
8. Sexual Harassment – Social workers should not sexually harass supervisees, students, trainees, or colleagues.
9. Impairment of Colleagues – Social workers who have direct knowledge of a social work colleague's impairment that is due to personal problems, psycho-social distress, substance abuse, or mental health difficulties and that interferes with practice effectiveness should consult with that colleague when feasible and assist the colleague in taking remedial action.
10. Incompetence of Colleagues – 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.
11. Unethical Conduct of Colleagues – Social workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues.

#### C. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES IN PRACTICE SETTINGS

1. Supervision and Consultation – 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.
2. Education and Training – Social workers who function as educator, field instructors for students, or trainers should provide instruction only within their areas of knowledge and competence and should provide instruction based on the most current information and knowledge available in the profession.
3. 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.
4. Client Records – Social workers should take reasonable steps to ensure that documentation in records is accurate and reflects the services provided.
5. 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.
6. Client Transfer – 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.
7. Administration – Social work administrators should advocate within and outside their agencies for adequate resources to meet clients' needs.
8. 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.

9. Commitments to Employers – Social workers generally should adhere to commitments made to employers and employing organizations.
10. Labor-Management Disputes – Social workers may engage in organized action, including the formation of and participation in labor unions, to improve services to clients and working conditions.

#### D. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES AS PROFESSIONALS

1. Competence – Social workers should accept responsibility for employment only on the basis of existing competence or the intention to acquire the necessary competence.
2. Discrimination – Social workers should not practice, condone, facilitate, or collaborate with any form of discrimination on the basis of race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, immigration status, or mental or physical disability.
3. Private Conduct – Social workers should not permit their private conduct to interfere with their ability to fulfill their professional responsibilities.
4. Dishonesty, Fraud, and Deception – Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception.
5. Impairment – 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.
6. Misrepresentation – 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.
7. Solicitations – Social workers should not engage in uninvited solicitation of potential clients who, because of their circumstances, are vulnerable to undue influence, manipulation, or coercion.
8. Acknowledging Credit – Social workers should take responsibility and credit, including authorship, credit, only for work they have actually performed and to which they have contributed.

#### E. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO THE SOCIAL WORK PROFESSION

1. Integrity of the Profession – Social workers should work toward the maintenance and promotion of high standards of practice.
2. Evaluation and Research – Social workers should monitor and evaluate policies, the implementation of programs, and practice interventions.

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



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

Social workers engaged in evaluations 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, and when any records containing research data will be destroyed.

F. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO THE BROADER SOCIETY

1. 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.
2. Public Participation – Social workers should facilitate informed participation by the public in shaping social policies and institutions.
3. Public Emergencies – Social workers should provide appropriate professional services in public emergencies to the greatest extent possible.
4. Social and Political Action – 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.

## APPENDIX IV

### Curriculum for a Major in Social Work

**Minimum hours required (including free electives)** 120 Hours

**Core Curriculum requirements** 42 Hours

Specific Core Curriculum requirements:

- SOWK 101 - First Year Experience in Social Work (1 cr)
- PSCI 100 - Politics and Government (3 cr)  
OR PSCI 101 - American Federal Government (3 cr)
- ECON 123 - Contemporary Economics (3 cr)  
OR ECON 205 - Principles of Macroeconomics (3 cr)
- SOCI 203 - General Sociology (3 cr)

Students who enter Shepherd as first-year students in Social Work should complete the BIOL 101/102 Core Lab Science sequence (8 credits). Students who transfer into Social Work from another major or institution, and have either one or two four-credit natural sciences, are required to complete at least one animal-based biology course from the following list: BIOL 101, BIOL 102, BIOL 209, BIOL 225, BIOL 226, or BIOL 302.

\*MATH 314 also satisfies the Core math requirement. Students must complete one additional elective if they do not take a lower level math course.

**Social work curriculum requirements** 63 Hours

Every Shepherd student needs a Core Curriculum math course. Social work also requires a statistics course. MATH 314 will satisfy both of these requirements. However, MATH 314 has prerequisites which may also need to be taken if this course is chosen. If another statistics course is chosen, students must make sure they also complete a Core Curriculum math course. If MATH 314 is the only math course taken, then three additional elective credits may be needed to fulfill credits required for graduation.

- SOWK 201 - Introduction to Social Work (3 cr)
- SOWK 300 - Community Service Learning (3 cr)
- SOWK 301 - Social Welfare as a Social Institution (3 cr)
- SOWK 305 - Human Behavior in the Social Environment I (3 cr)
- SOWK 306 - Human Behavior in the Social Environment II (3 cr)
- SOWK 311 - Social Work Methods I (3 cr)
- SOWK 312 - Social Work Methods II (3 cr)
- SOWK 313 - Social Work Methods III (3 cr)
- SOWK 325 - Orientation to Field Practicum (1 cr)
- SOWK 404 - Social Work Capstone (3 cr)
- SOWK 407 - Field Experience in Social Work I (3 cr)
- SOWK 408 - Field Experience in Social Work II (3 cr)
- SOWK 411 - Field Experience in Social Work III (3 cr)
- SOWK 412 - Field Experience IV (3 cr)
- SOWK 409 - Field Experience Seminar I (2 cr)
- SOWK 410 - Field Experience Seminar II (2 cr)

*continued on next page*

Related required courses:

•MATH 314 - Statistics (3 cr) \*

OR BADM 224 - Business Statistics (3 cr)

OR PSYC 250 - Statistics for the Social Sciences (4 cr)

•PSYC 101 - Introduction to Psychology (3 cr)

•LBSC 103 - Information Literacy for Social Sciences (1 cr)

•SOCI 205 - Social Problems (3 cr)

•SOCI 303 - The Family (3 cr)

•SOCI 405 - Research Methods in the Social Sciences (3 cr)

Required Social Work Elective, 3 Hours:

•SOWK 320 - Child Welfare Services (3 cr)

•SOWK 402 - Social Gerontology (3 cr)

•SOWK 417 - Sex and Gender in Contemporary Society (3 cr)

**General university electives**

up to 15 Hours required to reach 120 overall

### SEQUENCE OF COURSES FOR COMPLETING A MAJOR IN SOCIAL WORK

In order to graduate from Shepherd University with a major in Social Work, a minimum of 120 semester hours must be completed. This entails 42 hours under the University core curriculum requirements and 63 hours under the major curriculum; 15 semester hours of free electives must be selected from university-wide course offerings. The 42 core curriculum requirements are to be completed during the first and sophomore years. Courses are listed in the year in which they should be completed and may be taken in either semester unless otherwise specified.

Since the social work curriculum is designed to build on the core curriculum and is sequenced to provide continuity and integration with the core curriculum, the format recommended below should be followed closely. While it is recognized that students will not always be able to adhere to this sequence exactly as presented, failure to do so may result in difficulty in handling course content and in scheduling required courses in your major. STUDENTS ARE EXPECTED TO FOLLOW THIS SEQUENCE. SHOULD REQUIRED COURSES NOT BE COMPLETED IN ORDER, ENTRY INTO THE SENIOR FIELD PLACEMENT AND GRADUATION ARE LIKELY TO BE DELAYED.

#### FIRST YEAR

Credits	Fall Semester	Spring Semester	Credits
3	ENGL 101 Writing and Rhetoric I	ENGL 102 Writing and Rhetoric II	3
1	SOWK 101 First Year Experience in Social Work <i>Fall only</i>	Core Wellness or Arts course	3
4	(Core Science) General Biology BIOL 101	(Core Science) General Biology BIOL 102	4
3	Core History course	General Sociology (Core Social Science)	3
3	**Core Math course	PSYC 101 Introduction to Psychology	3
<b>14</b>	<b>Total semester credits</b>	<b>Total semester credits</b>	<b>16</b>

\*\*MATH 314, Statistics, fulfills the Core Math requirement and also fulfills the statistics requirement for the major; if a student does not need another Math course to meet the prerequisite for MATH 314, the student must replace those credit hours with electives. If a student chooses to complete the statistics requirement by taking BADM224 Statistics or PSYC 250 Statistics for Social Sciences, a Core Math course MUST still be completed.

\*\*\*Students who enter Shepherd as first year students in social work should complete the BIOL 101/102 sequence. Students who transfer into social work from another major or institution and have either one or two four credit natural science courses, are required to complete at least one animal-based biology course from the following list: BIOL 101, 102, 209, 225, 226, or 302.

#### SOPHOMORE YEAR

Credits	Fall Semester	Spring Semester	Credits
3	Core Humanities (Literature)	Core Humanities	3
3	<u>Core Social Science (choose 1)</u> PSCI 100 Politics & Government OR PSCI 101 American Federal Government	<u>Core Social Science (choose 1)</u> ECON 123 Contemporary Economics OR ECON 205 Macro Economics	3
3	Core Wellness or Arts course	SOCI 205 Social Problems	3
3	SOWK 201 Introduction to Social Work	SOWK 300 Community Service Learning	3
3	Elective	Elective	3
<b>15</b>	<b>Total semester credits</b>	<b>Total semester credits</b>	<b>15</b>

### JUNIOR YEAR

Credit Hours	Fall Semester	Spring Semester	Credit Hours
1	LBSC 103 Info. Literacy for Social Sciences <i>Fall Only</i>	SOWK 325 Orientation to Field Practicum <i>Spring Only</i>	1
3	SOWK 305 Human Behavior in the Social Environment I <i>Fall Only</i>	SOWK 306 Human Behavior in the Social Environment II <i>Spring Only</i>	3
3	SOWK 311 Social Work Methods I <i>Fall Only</i>	SOWK 312 Social Work Methods II <i>Spring Only</i>	3
3	SOWK 301 Social Welfare as a Social Institution <i>Fall Only</i>	<u>Statistics Course (choose 1)</u> MATH 314 Statistics OR BADM 224 OR *PSYC 250	3
3	SOCI 303 The Family	Elective	3
3	Elective	<u>**Social Work Elective (choose 1)</u> SOWK 320 Child Welfare SOWK 402 Social Gerontology SOWK 417 Sex & Gender	3
<b>16</b>	<b>Total semester credits</b>	<b>Total semester credits</b>	<b>16</b>

### SENIOR YEAR

Credit Hours	Fall Semester	Spring Semester	Credit Hours
3	SOWK 407 Field Experience in Social Work I	SOWK 410 Field Experience in Social Work III	3
3	SOWK 408 Field Experience in Social Work II	SOWK 411 Field Experience in Social Work IV	3
2	SOWK 409 Field Experience Seminar I	SOWK 412 Field Experience Seminar II	2
3	SOWK 313 Social Work Methods III <i>Fall Only</i>	SOWK 404 Social Work Capstone <i>Spring Only</i>	3
3	Elective	SOCI 405 Research Methods <i>Spring Only</i>	3
<b>14</b>	<b>Total semester credits</b>	<b>Total semester credits</b>	<b>14</b>

\*Note that PSYC 250 is 4 credits (includes a lab)

\*\*This elective course requirement may be fulfilled in any semester of the junior or senior year; these courses are taught by adjunct faculty and are not offered every semester, so students are advised to discuss offerings with their advisor.

Core Curriculum Requirements	42
Social Work Curriculum Requirements	63
*University-wide electives	15
<b>Credits required for graduation</b>	<b>120</b>

\*University wide electives may include a co-op experience in social work. Interested students should discuss this option with their faculty advisor and the Director of Cooperative Education.

**REMEMBER:** You not only need a minimum of 120 credit hours, you need to have them in all the right places! We encourage you to make good and frequent use of academic advising, especially during registration advisement periods; however, YOU are ultimately responsible for keeping track of your progression through the program. The *Degree Evaluation* tool on RAIL allows you to see which requirements you have completed and which are still needed; we encourage you to use it each semester before you meet with your advisor to plan your courses for the upcoming semester.

## APPENDIX V

### COMPETENCY EXAM

**Revised 8/2012**

This competency review is designed to allow each candidate for the undergraduate degree in social work to demonstrate the following:

- A capacity for critical thinking
- Adherence to social work values and ethics in research and practice
- Integration of theory and practice
- Significance of the impact of policy on practice
- The relevance and implications of diversity
- Importance of the application of research to practice

You are to complete a competency review based on the outline provided on the following pages.

The exam is linked to the Council on Social Work Education Core Competencies from the 2008 Curriculum Policy Statement which serves as the basis for the Program curriculum. Additionally, these competencies are linked to 41 practice behaviors which are addressed in the individual sections of the exam. For more specific detail see the Field Manual.

#### **Instructions**

Your paper must adhere closely to the outline provided below (beginning on page 51).

In addition:

- Have six designated sections, with appropriate headings in **BOLD** print and underlined
- Use **12 point** type-ONLY New Times Roman or Ariel
- Provide a running heading with your name on each page
- Be appropriately documented utilizing American Psychological Association (APA) format
- Approximately 18-20 pages in length
- Double spaced
- Numbered pages
- A copy is to be submitted to each member of the social work faculty.
- The review **MUST** be signed by your field instructor indicating she has checked that confidentiality has been observed. A signature does not infer agreement with the analysis presented by the candidate.
- The exam will be worth 400 points (300 for the written component and 100 for the oral review) and is connected to the Senior Capstone course.

You are expected to interview relevant respondents and to utilize other appropriate data sources, including periodic literature, census reports and local and regional planning commission studies.

► The first two sections of the paper are written in draft form during Methods III in the fall semester and sections three and four during Senior Capstone in the spring semester. **They are to be revised based on feedback already provided and updated for submission as part of the final version of the competency exam.**

► Papers will be evaluated based on form as well as content, including exhibition of writing skills required of a beginning level professional. The grading scale for each section will be based on a scale of 50-45 (A); 44-40 (B); 39-35 (C); 34-30 (D); 29 & below (F) for a total of 300 points for the document.

► Students are urged to write concisely, but not at the expense of thoroughness. Written materials should be sufficiently complete to attest to student competence without further elaboration.

► The submission of supplementary case records, reports, letters and/or statistical data is encouraged, provided such materials are tied to specific answers.

► You are to bring a copy of your paper with you to the oral review.

**Papers not adhering to these requirements will be returned for revisions.**

### **Review Process**

Your paper will be read and evaluated by each member of the faculty according to the Primary Trait Analysis protocol (a copy of which was provided to you in Methods III). A review will be scheduled during the last few weeks of the semester. Candidates for the degree will be grouped (2-4 per group) by practice area (e.g. medical social work, child welfare placements, geriatric social work placements, substance abuse programs). These small groups will meet with the entire faculty for discussion, clarification, and elaboration of written exams. This process is intended to provide feedback to both BSW candidates and the program regarding performance. It is both a reflective and an evaluative process. For this part of the exam, the grade will be based on 100 points using the standard scale; for example 100-90 (A), etc.

## Coversheet for Competency Exam

COMPETENCY EXAM OF:

BSW CANDIDATE \_\_\_\_\_

PLACEMENT \_\_\_\_\_

FIELD INSTRUCTOR \_\_\_\_\_

DATE SUBMITTED \_\_\_\_\_

DATE REVIEWED \_\_\_\_\_

Signatures: \_\_\_\_\_

BSW Candidate

Field Instructor

Faculty Member

Faculty Member

Faculty Member



# COMPETENCY EXAM OUTLINE

## 1. THE PROFESSIONAL CONTEXT OF PRACTICE

- A. How were the services (i.e. social work roles-advocacy, mediator, conferee, case manager, educator, broker, facilitator, and mobilizer- relationship building, communication skills, assessment, etc.) you provided during your practicum reflective of generalist social work practice? **Utilize the Shepherd University Social Work Program definition of generalist practice for your answer.**
- B. What distinguished your role and activities from those of other professionals? For example, physicians, psychologists, teachers, paraprofessionals, administrators, etc.
- C. How did prevailing social values and the values and ethics of the profession as outlined in the Code of Ethics affect your practice? In what ways did these values sets conflict and/or overlap?
- D. Can you identify the effects of your own attitudes, values and characteristic patterns of behavior upon your activities as a social work practitioner?
- E. What personal and role limits did you establish in dealing with clients and why?
- F. Describe the ways in which you have demonstrated the professional use of self-**DEFINE, CONNECT TO THE PROFESSIONAL LITERATURE, AND DOCUMENT.**

## 2. THE COMMUNITY CONTEXT OF PRACTICE

- a. Describe the community context of your practicum experience, e.g. the demographic/ecological characteristics of the city, town, region (urban, rural, suburban), in which the agency is located; diverse populations, including ethnicity, class structure; significant minority groups. **ANALYZE/INTERPRET THE IMPLICATIONS OF THIS INFORMATION FOR PRACTICE.**
- b. Were your services directed toward any specific subgroup or special social program within the community, or segment(s) of the community which have particular relevance to your practice?
- c. What are the predominant problems, issues and concerns of the people you were serving? What are the particular social problems your agency attempts to address? What are other social problems in the community of which you are aware?
- d. In what ways have poverty, discrimination and other forms of social injustice become evident to you?

**IN THIS SECTION, FOCUS ON ANALYSIS AND COMPARISON (FOR EXAMPLE TO NATIONAL/STATE DATA) RATHER THAN JUST DESCRIPTION OF THE LOCAL AREA.**

## 3. THE ORGANIZATIONAL CONTEXT OF PRACTICE

- A. Describe the purpose and goals of your practicum agency and the services provided. Describe the structure of the agency organization, including lines of authority, funding sources (private, public, Federal, state, local), auspices and referral sources.
- B. What management theory **AND ELEMENTS OF ALTERNATIVE THEORY VIEWPOINTS** is operating in this agency (e.g. bureaucratic, human relations, consensus based, Theory X, scientific, etc.)? How does the primary management theory affect staff morale, group dynamics, and interactions?
- C. What are the limitations to the services the agency can provide?
- D. How is eligibility for service determined?
- E. Indicate, via examples, how the policies and established procedures of your agency influenced your activities and the services you were able to provide.
- F. Comment on the physical characteristics of the organization such as size, space utilization, location, accessibility to clients and community.

## 4. ASSESSMENT OF EXISTING SOCIAL POLICY

- A. Identify major social policies on the **macro level** (not agency policy) such as federal and state policy regarding health, welfare, and education, etc. which affect the concerns of the population you were serving and the avenues for potential change.
- B. How are these policies similar to or different from historical approaches to such concerns?
- C. Assess the impact of these policies on the programs and problems in question.
- D. What are the gaps in service, that is, what are the unmet needs of your client group? **ANALYZE.**
- E. If existing social policy is not adequate, describe what is needed and indicate how you, your agency, and other resources have attempted to address the need for new or revised social policy or programs.

## 5. UTILIZATION OF COMMUNITY RESOURCES

- A. Describe the formal and informal (for example, mutual aid resources, faith-based groups, neighborhood supports) social service networks within the community, which were relevant to your practice. Focus on the collateral contacts you used most often.
- B. To which agencies are referrals most likely to be made? Include a description of at least three resources—these need not be restricted to formal social service agencies—whose services were particularly relevant to your activities.
- C. Describe one or two specific episodes in which you served as a link between a client, group, or community and a community resource. Include at least one example of an intervention that focused on prevention.
- D. Indicate why involvement outside your agency was appropriate and detail your activities in establishing the linkage.

**6. OVERALL FEEDBACK TO THE AGENCY**

Use your practicum experience to analyze the effectiveness of your agency.

- A. To what extent were the services that you provided congruent with the stated purpose of the agency as described under section 3 above?
- B. How effective is the current program of agency service?
- C. Which policies and procedures are viable and which might be changed in order to aid more effectively in the problem solving process and facilitate prevention that enhances client capacities?
- D. What does the history of social work suggest about the direction these changes should or might take?

## **Primary Trait Analysis**

Revised 8/2012

### **I. Professional Context of Practice**

- A. Defines generalist practice using the Shepherd University Social Work Program definition and connects to services/roles provided to illustrate.
  - B. Distinguishes social work from other professional roles and limits of these roles
  - C. Connects values and ethics to practice
  - D. Connects values and ethics to professional use of self-define and connect to professional literature
- 
- 4. Clear and sophisticated description of services. Thoroughly detailed and referenced connections to generalist practice. Referenced and sophisticated analysis of the interrelationship of values, ethics, personal attitudes as they impart professional use of self. Detailed analysis of differential professional roles.
  - 3. Services described adequately with connections made to generalist practice. Adequate description of value, ethics, and professional attitudes with recognition these are connected to professional a use of self. Some connection of these issues to the Code of Ethics.
  - 2. Limited description of services provided. Basic description of generalist practice. General description of values and ethics dimensions without identifying or developing connections between these concepts and social work practice. Role descriptions of other professionals limited and not related to social work practice.
  - 1. Service description elementary and incomplete. Connection/description of relevance to social work practice not provided and/or irrelevant. Values, ethics, personal attitudes not presented, blurred, and/or not relevant. No recognition or connections with professional use of self.

### **II. Community Context of Practice**

- A. Describes community demographic characteristics including stratification, cultural diversity, and discusses the implications of these data.
  - B. Connections of services and specific social problem and/or group of citizens
  - C. Descriptions of social problems in the community.
  - D. Role of agency re: social problems
  - E. Analysis of poverty, discrimination, and social injustice in relation to social problems in the community of interest.
- 
- 4. Sophisticated description, referencing, and analysis of community characteristics in relation to social problems experienced by citizens. Detailed and integrated analysis of the agency as a change agent. Clear and integrated presentation of poverty and social injustices may be connected to the unique community context of practice. Discusses the implication of the data presented.
  - 3. Adequate description with some analysis of relationship of the social problems to a specific community. Description of the agency as a change agent. Recognition that poverty and social injustice may be related to social problems.
  - 2. Some description of community characteristics, Limited recognition/description of community-based social problems. Limited recognition/description of agency role in social problem area. Limited exploration of the role of poverty and social injustice as potential issues in social problems.
  - 1. Elementary description of a few community characteristics. Social problems in community ignored or simplistic. Role of agency missing or confused. No recognition or description of poverty or social injustice as possible in the community.

### **III. Organizational Context of Practice**

- A. Describes characteristics of agency
- B. Describes and connects predominant management theory to agency operation and identifies elements of other theories identified. Discusses implications for staff morale and dynamics
- C. Describe limitations in services
- D. Describes and interrelates social policies related to worker service delivery.

4. Clearly describes and interrelates goals of the agency with a detailed and complete presentation of agency characteristics. Well referenced and explicated analysis of management in relation to service delivery that is connected to issues of staff morale and dynamics. Thoroughly developed linkage of policy and student work in the agency. Limitations of services connected to characteristics of agency and policy dimensions.

- 3. Adequate description of agency characteristics. Identifies management theory in operation with some recognition of the connection to agency characteristics and dynamics. Adequate recognition and identification of agency limitations. Identifies policies relevant to practice and some analysis of impact on practice.
- 2. General description of agency goals and purposes. Description of agency characteristics is limited and/or required components are missing. Management theory in use identified, but not connected to agency operation. Policy that affects practice is identified, but has few linkages to practice.
- 1. Identifies goals and purpose of agency without discussion. Incomplete and/or simplistic description of agency structure and/or services. Management theory identified but not discussed or connected to operations. No limitations of service identified. Limited recognition of policy and/or any connection to practice.

#### **IV. Assessment of Existing Social Policy**

- A. Identifies macro level policy relevant to service area.
- B. Assesses impact of policy and potential for modification on programs and social problems.
- C. Determines unmet needs and how agency and other resources have been applied to develop/revise policy.
- 4. Sophisticated and referenced description of macro policy with linkage to population being served. Integrated analysis from a historic perspective. Identifies and analyzes the potential for change. Gaps in services identified and analyzed in context of client needs. Outcome focused analysis of necessary suggested policy innovations.
- 3. Macro policy connections to population identified. Identification and some analysis of historical antecedents. Describes potential for changes. Identifies gaps in service and with some connection to client issues. Description of relevant changes and efforts to address new areas for policy revision/development.
- 2. Policy issues identified without integration to concerns of clients. Historical description limited. Gaps in service may be recognized. Limited focus on identifying and/or developing alternatives. Limited linkage on policy with attempts to improve.
- 1. Policy not identified and/or connected to client issues. None to limited historic context. No description of gaps in service. Limited recognition of policy responsibilities of worker and/or agency.

#### **V. Utilization of Community Resources**

- A. Describes formal/informal service networks
- B. Identifies collateral resources
- C. Describes service episodes linking client to the relevant resources including prevention.
- D. Analyzes relevance of service and activities completed.

4. Thorough and detailed presentation of relevant service networks. Clear description and integration of the social and other service community patterns and roles in service delivery. Well articulated rationale for and description of episodes of preventive and other service to client, related to linkage with an outside agency.
3. Service networks adequately described. Description of other relevant community services and roles. Adequate presentation of linkage of service to client system, prevention, and integration with worker's activities/responsibilities in the linkage.
2. Limited description of service networks. Few collateral resources identified as described. Unsophisticated description of linkage of service to client system. Rationale for linkage and connection to prevention is limited.
1. Simplistic/incomplete service network description. Unable to distinguish between formal/informal services. Poor description of service episode(s). No rationale for appropriateness of agency linkage or attention to prevention.

**VI. Overall Feedback to the agency.**

- A. Analyzes the overall effectiveness of the agency.
  - B. Evaluates if the agency services and the stated purpose of the agency are congruent.
  - C. Evaluates and recommends policy and procedure changes that may be more effective in problem solving.
  - D. Links the history of social work to suggested directions for changes.
4. Thorough assessment of all aspects of agency operations relevant to client services with linkages to the mission of the agency integrates assessment and evaluation of policy linked to solving client's presenting problems. Describes, assesses and connects the knowledge about the history of the profession to current service delivery by the agency.
  3. Assessment of the majority of agency operations relevant to client services. Assesses congruence of agency purpose and services. Evaluates policy and procedures to determine effectiveness of services as linked to problem solving. Connects social work history to directions for possible service modification.
  2. Description of agency effectiveness in a few relevant areas. Some evaluation of agency effectiveness to the stated purpose of the agency. Presents suggested areas for change without linkage to problem solving. Recognizes history of the profession may be connected to current change directions.
  1. Description and evaluation of effectiveness missing. No connections provided between agency services and stated mission of agency. Suggestions for policy changes not present and/or linked to problem solving. No connections between history and current operations.

**APPENDIX VI**  
**FIELD AGENCY PROFILE**

AGENCY: \_\_\_\_\_

MAILING ADDRESS: \_\_\_\_\_

DIRECTIONS TO AGENCY: \_\_\_\_\_

TELEPHONE #: \_\_\_\_\_

ADMINISTRATOR: \_\_\_\_\_

INSTRUCTOR(S): \_\_\_\_\_

=====

BRIEF DESCRIPTION OF AGENCY: \_\_\_\_\_

BRIEF DESCRIPTION OF PROGRAMS IN WHICH STUDENTS MIGHT BE PLACED: \_\_\_\_\_

LEARNING OPPORTUNITIES FOR STUDENTS: \_\_\_\_\_

ANY LIMITATIONS ON TASKS INTERNS MAY PERFORM (e.g. court appearances, solo home visits): \_\_\_\_\_

BENEFITS PROVIDED TO STUDENTS (e.g. free parking, travel money, stipend): \_\_\_\_\_

COMMENTS: \_\_\_\_\_

\_\_\_\_\_  
signature/title

\_\_\_\_\_  
date

## APPENDIX VII

### CONTRACT/AGREEMENT

**AGREEMENT BETWEEN  
THE SOCIAL WORK PROGRAM  
OF SHEPHERD UNIVERSITY  
Shepherdstown, West Virginia  
AND**

---

agency

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address

This agreement is made between the Social Work Program of Shepherd University, Shepherdstown, West Virginia, and \_\_\_\_\_.

The agreement is proposed to effect a relationship between the two parties for the purpose of making additional facilities available for social work education. Both parties agree that this basic agreement is indefinite in duration. However, it may be terminated by either party at anytime, provided reasonable notice is given prior to the desired effective date.

#### Section I. Responsibilities and Obligations of the Program

##### The Program:

- A. Will plan placements in conjunction with the agency and will consult with the field instructor regarding each student's adjustment and progress.
- B. Will provide ongoing communication with the field instructor which will include on-site visits to the agency at least once a semester and more frequently when needed and feasible.
- C. Will conduct two meetings for field instructors regarding field education questions and issues, and also to solicit suggestions and recommendations for improving the Social Work Program as a whole.
- D. Will provide the necessary forms, instructions, and other pertinent information, including curriculum content, for field instructors during each semester.
- E. Will assign to the agency students who are academically qualified and whose physical and mental health appears consistent with such as the Social Work faculty considers necessary for the adequate performance of the social worker in training.
- F. Will hold students accountable for conforming to professional standards of conduct.
- G. Acknowledges the right of the agency to require the program to withdraw any student for unprofessional conduct and/or unsatisfactory performance, provided negotiations involving the student, the program, and the agency precede termination.

Section II. This section concerns the responsibilities and obligations of the agency to provide at minimum:

- provision of learning opportunities for a) direct work with clients b) opportunities to use resources c) exposure to agency personnel and practice d) community contacts
- recognition of the need for professional education for professional practice
- a regular work place for the student
- field instruction which includes supervision by a degreed Social Worker (BSW or MSW), including:
  - a planned orientation for student
  - suggested relevant reading materials for student
  - assistance for the student in furthering professional oral and written communications skills
  - review and approval of student's seminar case presentation and process recordings
  - notification to faculty of student progress and/or problems
  - weekly supervisory conferences with the student
  - submission of mid-term and final grade evaluations
  - participation in field instructors meetings each semester

Section III. This section should include an outline of structured student learning experiences in the particular agency setting, in keeping with the objectives of the field program. Examples - conduct client interviews, complete referrals, facilitate support groups, attend board meetings, document service provision, etc.

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Social Work Program Director - Shepherd University

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Director of Field Education - Shepherd University

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Agency Administrator

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Agency

Field

Instructor



## APPENDIX VIII

### FIELD EDUCATION PROGRAM CENTERS

#### SHEPHERD UNIVERSITY SOCIAL WORK PROGRAM APPROVED FIELD AGENCIES

##### Martinsburg, WV Area 25401

Adult Services	Department of Health And Human Resources P.O.Box 1247	304-267-0100
Berkeley County Senior Services	217 North High St.	304-263-8873
JUMP (formerly BBBS)	P.O. Box 2355	304-263-5522
Board of Child Care	715 Brown Road	304-267-3304
Care Haven Center	2720 Charles Town Road	304-263-0933
City Hospital Dept. of Social Services	Dry Run Road	304-264-1000
Child Protective Services	Department of Health And Human Resources P.O.Box 1247	304-267-0100
Gateway Program	City Hospital	304-264-1230
Heartland of Martinsburg	209 Clover Street	(304)263-8921 x 240
Hospice of the Panhandle	122 Wayverly Ct	304-264-0406
Probation Department	Berkeley Co. Judicial Ctr. 380 W. South St	1-304-258-7303
RESA VIII Head Start	109 S. College St.	304-267-3595
Safe Haven Child Advocacy Ctr.		304-596-2022
Shenandoah Community Health	99 Tavern Road.	304-264-0660
Shenandoah Women's Center	236 W. Martin St.	304-263-8522
<b>Telamon Corporation</b>	<b>129 South Queen St.</b>	<b>304-263-0916</b>

**Charles Town, WV Area 25414**

Jefferson County DHHR Home Finding Unit WVDHHR-Region III	P.O. Box 984	304/724-2600
Jefferson Memorial Hospital	300 S. Preston St.	304-728-1600
RESA VIII Head Start	221 Warm Springs Rd. Shenandoah Junction	304-274-9942
Shenandoah Center	50 Mulberry Tree St.	304-724-1101
Victims Assistance Program	Charles Town	304-725-6550

**Winchester, Virginia Area 22601**

Northwestern Regional Educational Programs (NREP)	1481 Senseny Road	540-665-0103
Frederick Co. Public Schools		
AIDS Response Effort, Inc.		
CLEAN, Inc.		
Winchester City Schools		

**Hagerstown, Maryland Area 21740**

Adult Services	Washington Co. DSS 122 N. Potomac St	240-420-2150
CASA	116 W. Baltimore St.	301-739-4990
Foster Care Services	Washington Co. DSS 122 N. Potomac St Hagerstown, MD 21740	240-420-2180
Head Start of Washington Co.	Martin Luther King Jr. Ctr	301-797-5231
Maryland Correctional Training Center	18800 Roxbury Rd.	301-791-7200
Meritus Medical Center	Medical Campus Drive	301-790-8150

Potomac Center	1380 Marshall St.	301-791-4613
Roxbury Correctional Institute	Rt.3 Box 4444	301-797-2250
School Family Liaison Program	Washington Co. DSS 122 N. Potomac St Hagerstown, MD 21740	240-420-2358
Turning Point of Washington Co.	25 E. North Ave.	301-733-6063
Unified Community Connections	118 East Oak Ridge Drive Hagerstown MD 21740	301-790-1493
Washington Co. ARC	820 Florida Ave.	301-797-3380
Mental Health Center	1180 Professional Ct.	301-791-3045
Williamsport Retirement Village	Williamsport, MD	

### **Fredrick, Maryland Area**

Frederick County  
Adult Detention Center

Fred. Co. Dept. Of Social Services	P.O.Box 237	240-694-4551
Frederick Memorial Hospital	400 West Seventh Street Frederick, MD 21793	240-566-4317
Heartly House	P.O. Box 857	
Way Station Inc.	P.O Box 3826 Frederick, MD 21705	301- 662-0099

### **OTHER LOCATIONS**

Department of Family Services Foster Care Services	102 Heritage Way, N.E. Suite 200 Loudoun County Leesburg, VA, 20176	703-771-5870
Healthy Families	759 Main St. Woodstock, VA	540-477-3602
Montgomery Co. Correctional Facility	22880 Whelan Lane Boyd's, MD 20841	240-773-9982
San Mar Children's Home	Boonsboro, MD	240-625-9445
The Jefferson School	Point of Rocks, MD	240-315-0268

Winter Growth

18110 Prince Philip Dr.  
Olney, MD 20832

301-774-7501

**APPENDIX IX**  
**CURRENT FIELD PLACEMENTS**  
**FINALIZED FIELD PLACEMENTS BY STUDENT**  
**2015-16**

**1. Sam Barrett**

Washington County Department of Social Services  
Field Instructor: Ligia Teodorovici  
Field Liaison: Karen Green

**2. Yenny Carhuayo Jimenez**

Montgomery County Correctional Facility  
Field Instructor: Leah Mitchell  
Field Liaison: Karen Green

**3. Melody Cook**

Burlington United Methodist Family Services  
Field Instructor: Karen Martin  
Field Liaison: Geri Crawley-Woods

**4. Bridget Dawson**

Catholic Charities WV  
Field Instructor: Trina Bartlett  
Field Liaison: Karen Green

**5. Adonijah Gilmore**

Jefferson County Victim Assistance Program  
Field Instructor: Debbie Young  
Field Liaison: Geri Crawley-Woods

**6. Cody Harmon**

Potomac Center  
Field Instructor: Sarah Kendrick  
Field Liaison: Karen Green

**7. Brian Hose**

Unified Community Connections  
Field Instructor: Vickie McGilton  
Field Liaison: Karen Green

**8. Carrie Jessen**

Winchester Public Schools  
Field Instructor: Natalie Gerometta & Ryan Moon  
Field Liaison: Geri Crawley-Woods

**9. Shannon Knipple**

CASA

Field Instructor: Kim

Field Liaison: Karen Green

**10. Hollie Longerbeam**

CLEAN, Inc.

Field Instructor: Leslie Stewart

Field Liaison: Geri Crawley-Woods

**11. Liberty McDonald**

DHHR Youth Services – Martinsburg and Jefferson County

Field Instructor: Jeana Bowers

Field Liaison: Geri Crawley-Woods

**12. Brittney Moore**

Grafton

Field Instructor: Tesa Brody-Wrye

Field Liaison: Karen Green

**13. Amanda Paylor**

Maryland Correctional Training Center

Field Instructor: Judith Brown

Field Liaison: Geri Crawley-Woods

**14 .Kenny Romero**

Frederick County Adult Detention Center

Field Instructor: Randy Martin

Field Liaison: Karen Green

**15. Ta'Shaya Smith**

Shenandoah Center

Field Instructor : Tiesha Fields

Field Liaison: Karen Green

**16. Sam Tryon**

Board of Child Care - Campolina Way Group Homes

Field Instructor: Pat Andrews

Field Liaison: Geri Crawley-Woods

**17. Sherie Washington**

Gateway Behavioral Health

Field Instructor: Valerie Gorman

Field Liaison: Geri Crawley-Woods

**18. Cassidy Watson**

Hospice of the Panhandle

Field Instructor: Sara Cohick

Field Liaison: Geri Crawley-Woods

**19. Paige Wendler**

San Mar Treatment Foster Care

Field Instructor: Ellen Savoy

Field Liaison: Geri Crawley-Woods

**20. Beverly Whitney-Pillow**

Martinsburg VA Women's Services

Field Instructor: Shari Jordan

Field Liaison: Karen Green

**21. Joe Woodburn**

Martinsburg VA Homeles Outreach/GOALS

Field Instructor: Ben Smith

Field Liaison: Karen Green

## **APPENDIX X**

### **FIELD WORK EXPERIENCE IN SOCIAL WORK Fall 2015-Spring 2016**

**I SOWK 407 – 3 CREDITS  
II SOWK 408 –3 CREDITS**

**III SOWK 411 –3 CREDITS  
IV SOWK 412 –3 CREDITS**

#### **Instructors**

G.R. Crawley-Woods, Ph.D.  
White Hall 316  
Email:gcwoods@shepherd.edu  
Office Tel. # 304-876-5337

Karen Green, MSSW  
White Hall 333A  
Email: kgreen@shepherd.edu  
Office Tel. # 304-876-5458

#### **Introduction**

A total of 12 hours, three for each 150 field hours completed, is awarded for the field course work. The 600 hours are completed over the course of two semesters, generally on Mondays, Wednesdays, and Fridays, but also by specific arrangements scheduled between the students and the field agencies. This flexibility of scheduling allows students to take advantage of special learning opportunities which arise in the field and to be in the field setting at times which optimize their educational objectives.

These field courses are only open to senior level social work students who have completed all social work courses except Methods III (taken concurrently with the field courses in the first semester) and Social Welfare Seminar (taken concurrently in the second semester of senior year). The field courses are also taken concurrently with the weekly field seminars in each semester. Students can expect to enter the field placement in the first week of the semester and remain in the field through April. Approximately 20 hours per week is to be completed over the course of three days per week (and no more than 24 hours per week will be credited). This does not allow credit for lunch or breaks, though this use of time is encouraged as part of a professional's need for self-care.

#### **Course Description and Purpose**

The courses which comprise the fieldwork experience practicum allow students to gain the knowledge, values and skills necessary to a beginning level generalist practitioner through an opportunity to apply what has been learned in the classroom to actual cases in a field agency. This hands-on experience also affords additional learning experiences which will deepen the student's understanding and appreciation for the complexity of the nature of direct social work practice. Each student is assigned to an agency-based field instructor with whom they are to meet on a weekly basis for an instructional hour of supervision. This structured supervision, combined with the weekly field seminar, assists the student in the integration of theory and practice, an understanding of the principles of intervention and stages of the change process as these unfold in contact with client systems, and encourages the student in their own process of personal and professional growth. Students will be expected to take on a variety of social work roles, to demonstrate the capacity for competent and ethical practice and to reflect on the context of their practice as it relates to the agency and community in which they are placed.

#### **Social Work Program Mission**

The mission of the Shepherd University Social Work Program, in concert with the University mission and the Council on Social Work Education Educational Policy and Accreditation Standards (2008), is to prepare competent beginning level professional practitioners who possess the knowledge, skills, values, and ethics necessary to intervene effectively on behalf of diverse clients on all practice levels. Through practitioner preparation, the Program enhances the practice community's ability to both facilitate the social functioning of clients and advance social change. The Social Work Program envisions graduates as regional leaders whose efforts improve the social service delivery system and work toward social and economic justice.



## **Social Work Program Goals**

At the completion of the Program, students are prepared to:

- 1) Practice beginning-level evidence-based generalist social work with individuals, families, other groups, organizations, and communities through the use of professional knowledge, skills, principles, values, and ethics (EP\* 2.1.2, 2.1.6, 2.1.10).
- 2) Practice utilizing policy to inform and transform interventions targeting human rights and social and economic justice, particularly with oppressed and vulnerable populations (EP\* 2.1.5, 2.1.8).
- 3) Integrate knowledge of human behavior and the social environment to view diversity and difference as strengths and resources and effectively use these to respond to the changing context of practice settings (EP\* 2.1.4, 2.1.7, 2.1.9).
- 4) Identify as a social worker whose professional judgment is based on critical thinking and communicated through professional use of self (EP\* 2.1.1; 2.1.3).

\*EP (Educational Policy) refers to the standards of the Council on Social Work Education)

## **Definition of Generalist Social Work Practice**

The Social Work Program has adopted the EPAS definition of generalist practice, which is as follows:

Generalist practice is grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. BSW practice incorporates all of the core competencies. (EPAS, 2008)

Consistent with this definition, the expectations of the Shepherd University Social Work Program for the generalist practitioner are as follows:

- Operates across various contexts in diverse fields of practice
- Utilizes supervision
- Applies the values and ethics of the profession
- Demonstrates the conscious use of self
- Exercises a range of methodologies
- Attempts to achieve multiple purposes (e.g. rehab, socialization, education and social action)

### **Core Components of Generalist Practice Include:**

- Problem solving/Change Process
- Engage client system in a working alliance
- Affirm strengths as well as recognize challenges
- Focus on both problem exploration and solution building

- Assessment
- Consider structural pressures first
- Assume individual adequacy
- Apply a range of theoretical perspectives  
Esp., ecological, strengths based, solution focused and structural approach

### **Generalist Practice Intervention:**

- Is based on particular circumstances of client system
- Utilizes a range of techniques, strategies, skills- e.g. interviewing, contracting, social histories, recording, referrals, development of needed resources
- Applies multiple roles (conferee, broker, mediator, advocate)
- Includes facilitation of group interaction with clients, within organizations and communities
- Addresses termination and evaluation

Field Education is the “signature pedagogy” of social work education and is indeed, “the heart of social work education”. These four courses for which a total of 12 credit hours are awarded represent the culminating experience of students in the curriculum. **All competencies and practice behaviors are addressed in the field education component.**

### **Core Competencies and Practice Behavior**

<u>Competencies</u>	<u>Expected Learning Outcomes (aka: Practice Behaviors)</u>
1. Identify as a professional social worker and conduct oneself accordingly	1. Advocate for client access to the services of social work.
	2. Practice personal reflection and self-correction to assure continual professional development.
	3. Attend to professional roles and boundaries.
	4. Demonstrate professional demeanor in behavior, appearance, and communication.
	5. Engage in career-long learning.
	6. Use supervision and consultation.
2 Apply social work ethical principles to guide professional practice	7. Recognize and manage personal values in a way that allows professional values to guide practice.
	8. Make ethical decisions by applying standards of NASW Code of Ethics and, as applicable, IFSW/IASSW Ethics Principles.
	9. Tolerate ambiguity in resolving ethical conflicts.
	10. Apply strategies of ethical reasoning to arrive at principled decisions.
3 Apply critical thinking to inform and communicate professional judgments	11. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.
	12. Analyze models of assessment, prevention, intervention, and evaluation.
	13. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.
4 Engage diversity and difference	14. Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.

<p>in practice</p> <p><i>INCLUDES:</i>  <i>age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, spirituality and the full spectrum of beliefs, sex, sexual orientation</i></p>	15. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.
	16. Recognize and communicate their understanding of the importance of difference in shaping life experiences.
	17. View themselves as learners and engage those with whom they work as informants.
5 Advance human rights and social and economic justice	18. Understand the forms and mechanisms of oppression and discrimination.
	19. Advocate for human rights and social and economic justice.
	20. Engage in practices that advance social and economic justice.
6 Engage in research-informed practice and practice-informed research	21. Use practice experiences to inform scientific inquiry.
	22. Use research evidence to inform practice.
7 Apply knowledge of human behavior and the social environment	23. Utilize conceptual frameworks to guide the process of assessment, intervention, and evaluation.
	24. Critique and apply knowledge to understand person and environment.
8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services	25. Analyze, formulate, and advocate for policies that advance social well-being.
	26. Collaborate with colleagues and clients for effective policy action.
9 Respond to contexts that shape practice	27. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.
	28. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.
10 Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities	29. Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.
	30. Use empathy and other interpersonal skills.
	31. Develop a mutually agreed-on focus of work and desired outcomes .
	32. Collect, organize and interpret client data.
	33. Assess client strengths and limitations.
	34. Develop mutually agreed-on intervention goals and objectives.
	35. Select appropriate intervention strategies.
	36. Initiate actions to achieve organizational goals.
	37. Implement prevention interventions that enhance client capacities.
	38. Help clients resolve problems.

	39. Negotiate, mediate, and advocate for clients.
	40. Facilitate transitions and endings.
	41. Critically analyze, monitor, and evaluate interventions.

### Course Objectives

- (1) Acquire first-hand knowledge and understanding of the community's and agency's network of social welfare services in terms of their organization, structure, function, and policies, their abilities to enhance or restore social functioning and promote social justice, and their impact on the client, the professional, and the community.
- (2) Develop a sense of the social worker's role in a variety of professional and practice situations, gain an understanding of the variety of role-relationships, and learn the need for and value of the supervisory relationship.
- (3) Apply knowledge and understanding of theory, research, method, policy, and process learned in the academic setting to actual practice situations
- (4) Gain an understanding of, and an appreciation for the wide range and variety of intervention methods, skills and techniques necessary to effective professional practice, and to demonstrate their application with diverse populations in systems of all sizes and types at a level appropriate to beginning level practice.
- (5) Develop an appreciation of the potential for operationalizing social work values and ethics, to gain an understanding of the potential of and limitations of the role of the helping person to enhance self-awareness in staging interventions, and to assess her/his own readiness to enter and identify with the social work profession.

### Texts

There are no texts required for the field practicum though both the field faculty and classroom faculty may assign or suggest readings that are relevant to the client population, the agency setting or the issues being addressed in the practicum placement. Students are also encouraged to utilize Internet resources to familiarize themselves with issues and interventions which might be useful to inform their practice.

### Assignments

Assignments are individualized for each student in conjunction with their field instructor. Students can expect to be exposed to a range of cases appropriate to their setting and skill level. The field faculty is committed to providing a variety of experiences which allow the student to test and build their skill level. The expectations particular to each agency and student are articulated in the learning contract.

#### 1. Learning Contract – Senior Year Learning Agreement/Field Evaluation

A detailed **learning contract** for the student's placement is to be developed and incorporated into the agency field evaluation form. Learning contracts are to be completed by September 30<sup>th</sup> for the first semester and by January 30<sup>th</sup> in the second semester. The contract is to be signed by the student, the field instructor and the agency liaison. Each contract is to be individualized and tailored to the needs of the student in their particular agency placement. See Appendix II – page 27 in the field manual.

#### 2. Group Project

All students are to have experiences which will further their group work skills, first developed in the Methods II school-based group project. Students are to serve as co-facilitators in agency-based groups, either already in existence or for a group based intervention which is planned and implemented by the student. If the

agency is not able to provide a group-oriented experience, the field and classroom faculty will work with the student to develop alternative avenues for such an opportunity. Students may identify a gap in service which could be addressed by group intervention, develop a curriculum, recruit members for the group and plan for implementation in the first semester. In the second semester, students may conduct the group, evaluate their efforts and make recommendations to the agency.

### 3. Research Project

The major research project required in Research Methods in the second semester of the senior year should be focused on client needs or agency issues that could benefit from empirical examination. **Exploration of possible topics should begin in the first semester of the field placement to allow sufficient time for the execution of the research project in the second semester.** Agency protocols for conducting research and required time lines should be determined as soon as possible. Both field and classroom faculty are available to discuss possible research questions and problems. The student should consider topics which take advantage of access to data already available in agency records.

### 4. Macro/ Mezzo-level oriented Project

Over the course of the academic year, in either or both semesters, students are expected to participate in a project that focuses on the macro-level. This may involve forming a coalition among several agencies to address common concerns. This effort could be facilitated by collaboration among members of the field seminar. Alternatively, students could develop their own individual project. Both classroom and field faculty will assist in designing and directing student efforts to engage change on the community and/or organizational level.

## **Attendance and Grading Policy**

Field students are expected to exercise the utmost responsibility regarding attendance and punctuality in their field setting. These behaviors are essential to favorable evaluations in the field. At the discretion of the field instructor, unexcused absences are grounds for dismissal from the field program. A pattern of tardiness could also result in termination of the placement. Failure to complete required documentation and other tasks vital to the delivery of services can also call the viability of the placement into question. Please refer to the *Field Education Handbook* for further details.

Field grades are based on the evaluation found in the Field Education Handbook, completed by the field instructor who recommends a grade to the Director of Field Education. These evaluations should be the basis for feedback for the student at both midterm and final. Each student must review, comment and sign the field evaluation. A copy should be provided to the student and the original submitted to the Director of Field Education who retains responsibility for assigning a letter grade. Please see the *Field Education Handbook* for further details.

## **PERSONAL LOG GUIDELINES**

**The personal log should be kept in the style of an experiential journal which is recorded at the end of each day or week of your field work. It is difficult and requires discipline to maintain daily/weekly entries, but it is necessary to journal regularly in order to achieve the full value and validity of the journal experience. The log allows you to express and explore the feelings, values, and questions, which your experiences in the field elicit. The log entries should be reflective rather than descriptive in nature. The log should not be a duplication of your case recordings. It is process rather than task oriented. While you may allude to your cases by way of explanation or illustration, the log should not record details of your case intervention.**

**Upon its completion, this journal should be a record of the concerns, decisions, obstacles, surprises, and successes of your first attempt at direct practice. It will undoubtedly spark fond and funny memories in the future. For the present, it will service as a tool for organization and reflection in the fray of action. Successful social work practice hinges on a balance between action and reflection. The log will also provide a mechanism for meeting educational objectives in your individual conferences with the faculty. Your entries will be considered confidential and will not be shared with your field instructor.**

**It is hoped that this journal will provide an outlet for your negative as well as positive feelings about your field educations and your field instructor. You are not required to be positive about all of your experiences. You are asked, however, to attempt to analyze your feelings, whatever they may be, in order to develop an appropriate professional self-awareness, which allows for the conscious use of self in the service of others.**

**In summary, your log should contain but not be limited to:**

- **feelings – positive and negative**
- **questions**
- **reflections**
- **concerns**
- **confusions**
- **obstacles**
- **issues**
- **successes**
- **failures**
- **surprises**
- **dilemmas**

## DAILY TIME LOG FOR FIELD EDUCATION

Name \_\_\_\_\_

Agency \_\_\_\_\_

	Date	Date	Date	Date	Date	Date	Total for two weeks
<b>Direct Client Contact</b>							
Individual							
Family							
2 people							
Group							
Community							
<b>Other</b>							
Group Preparation							
Meetings MDT's							
Peers Collateral Contacts							
Travel							
Supervision							
Consultation							
Administrative Staff							
Case Recording							
Reports Correspondence							
Conference Workshop							
Other-Activities							
Research /Grant Activities							
Court							

TIME PERIOD TOTAL \_\_\_\_\_

**SEMESTER TOTAL** \_\_\_\_\_



## APPENDIX XI

### FIELD EDUCATION SEMINAR FALL 2015-Spring 2016 WHITE HALL #326

#### SOWK 409 (2 CREDITS)

#### SOWK 410 (2 credits)

#### Instructors

Section 01- Tuesdays- 1:50 to 3:30 p.m.

G.R. Crawley-Woods, Ph.D.  
White Hall 316  
Email:gcwoods@shepherd.edu  
**Office Tel. # 304-876-5337**  
**Office Hours:**

**Tuesdays: 11-12:15:3:30-4:30 pm**

**Wednesdays: 1-2 pm**

**Thursdays: 11-12:15, 2-3:30 pm**

Section 02- Thursdays- 1:50 to 3:30 p.m.

Karen Green, MSSW  
White Hall 333A  
Email: kgreen@shepherd.edu  
**Office Tel. # 304-876-5458**  
**Office Hours:**

**Tuesdays: 12:15-2:15 pm**

**Wednesdays: 10:30 -12, 1-2 pm**

**Thursdays: 12:15-1:45 pm**

#### Introduction

The field education seminars are taken concurrently with the field practicum. These are exclusively senior level offerings and must be taken each semester of a two-semester field placement. Students taking this seminar will have completed all requirements for field candidacy, including the completion of all social work classes except Methods III (taken concurrently) or Senior Seminar (offered in the Spring Semester). The seminar convenes once per week for an hour and 40 minutes.

#### Course Description and Purpose

This weekly seminar allows students a forum for sharing their experience in the field practicum and to apply the theoretical concepts and principles learned in the classroom to the actual delivery of social services. The seminar is designed to aid students in meeting the objectives of the field education program as detailed in the *Field Education Handbook*.

#### Case Presentation Format

Through use of the case presentation format, students will encounter a range of fields and methods of practice as well as different schools of thought about practice. The ability to analyze and evaluate differing intervention approaches and techniques will be enhanced. The interaction in the seminar is also designed to refine the participants' group skills and capacity for professional relationships. Seminar members begin this class as students and complete it as professional colleagues and beginning level practitioners.

#### Reflective Practice Exercises

*(The following is based on the work of Cara Carlson and Carey Winkler as presented at the 2012 BPD Conference in Portland, Oregon)*

An important part of field education is developing a professional identity and inner capacity for engaging with and responding to a myriad of practice opportunities, situations and challenges. In order to successfully interact, assist, guide and support others, it is vital that we understand what we bring to the social work encounter along with when and how our own experiences or biases may be hindering or helping. To most effectively understand our self, as well as our own biases or reactions, it is important to learn and integrate regular methods of self-reflection, regulation, and assessment.(Carlson & Winkler, 2010).

Utilizing embodied awareness and beginning mindfulness practices to cultivate skill in self-reflection, self-knowing, value clarification, regulation and self-correction is a vital part of field education. Teaching techniques of embodied awareness and mindfulness engages us as whole persons in a dynamic creative learning environment. Embodied awareness and mindfulness practices foster an increasing ability to respond to many situations, challenges, and opportunities we face in our profession in a more calm, skillful and resourced way. With time and practice, our awareness, skills, and presence grow as social work pro-

fessionals. This presence and ability to face whatever comes our way is something we carry with us to the different context and environments we encounter (Carlson & Winkler, 2010).

## **Definition of Generalist Social Work Practice**

The Social Work Program has adopted the EPAS definition of generalist practice, which is as follows:

Generalist practice is grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. BSW practice incorporates all of the core competencies. (EPAS, 2008)

Consistent with this definition, the expectations of the Shepherd University Social Work Program for the generalist practitioner are as follows:

- Operates across various contexts in diverse fields of practice
- Utilizes supervision
- Applies the values and ethics of the profession
- Demonstrates the conscious use of self
- Exercises a range of methodologies
- Attempts to achieve multiple purposes (e.g. rehab, socialization, education and social action)

### **Core Components of Generalist Practice Include:**

- Problem solving/Change Process
- Engage client system in a working alliance
- Affirm strengths as well as recognize challenges
- Focus on both problem exploration and solution building
- Assessment
- Consider structural pressures first
- Assume individual adequacy
- Apply a range of theoretical perspectives  
Esp., ecological, strengths based, solution focused and structural approach

### **Generalist Practice Intervention:**

- Is based on particular circumstances of client system
- Utilizes a range of techniques, strategies, skills- e.g. interviewing, contracting  
social histories, recording, referrals, development of needed resources
- Applies multiple roles (conferee, broker, mediator, advocate)
- Includes facilitation of group interaction with clients, within organizations and communities
- Addresses termination and evaluation

As this is the supporting seminar to accompany the culminating experience of the field practicum, **all of the practice competencies are addressed**. These are listed below.

### Competencies and Practice Behaviors

Competencies	Expected Learning Outcomes (aka: Practice Behaviors)
1. Identify as a professional social worker and conduct oneself accordingly  2. Apply social work ethical principles to guide professional practice	1. Advocate for client access to the services of social work.
	2. Practice personal reflection and self-correction to assure continual professional development.
	3. Attend to professional roles and boundaries.
	4. Demonstrate professional demeanor in behavior, appearance, and communication.
	5. Engage in career-long learning.
	6. Use supervision and consultation.
	7. Recognize and manage personal values in a way that allows professional values to guide practice.
	8. Make ethical decisions by applying standards of NASW Code of Ethics and, as applicable, IFSW/IASSW Ethics Principles.
	9. Tolerate ambiguity in resolving ethical conflicts.
	10. Apply strategies of ethical reasoning to arrive at principled decisions.
3. Apply critical thinking to inform and communicate professional judgments  4. Engage diversity and difference in practice  <i>INCLUDES: age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, spirituality and the full spectrum of beliefs, sex, sexual orientation</i>	11. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.
	12. Analyze models of assessment, prevention, intervention, and evaluation.
	13. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.
	14. Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.
	15. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.
	16. Recognize and communicate their understanding of the importance of difference in shaping life experiences.
	17. View themselves as learners and engage those with whom they work as informants.
5. Advance human rights and social and economic justice	18. Understand the forms and mechanisms of oppression and discrimination.
	19. Advocate for human rights and social and economic justice.
	20. Engage in practices that advance social and economic justice.
6. Engage in research-informed	21. Use practice experiences to inform scientific inquiry.

practice and practice-informed research	22. Use research evidence to inform practice.
7. Apply knowledge of human behavior and the social environment	23. Utilize conceptual frameworks to guide the process of assessment, intervention, and evaluation. 24. Critique and apply knowledge to understand person and environment.
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services	25. Analyze, formulate, and advocate for policies that advance social well-being. 26. Collaborate with colleagues and clients for effective policy action.
9. Respond to contexts that shape practice	27. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services. 28. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities	29. Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities. 30. Use empathy and other interpersonal skills. 31. Develop a mutually agreed-on focus of work and desired outcomes . 32. Collect, organize and interpret client data. 33. Assess client strengths and limitations. 34. Develop mutually agreed-on intervention goals and objectives. 35. Select appropriate intervention strategies. 36. Initiate actions to achieve organizational goals. 37. Implement prevention interventions that enhance client capacities. 38. Help clients resolve problems. 39. Negotiate, mediate, and advocate for clients. 40. Facilitate transitions and endings. 41. Critically analyze, monitor, and evaluate interventions.

Through the 600 clock hour field placement experience, students will be assisted in meeting the general field objectives as well as the specific educational outcomes as outlined in the *Field Education Handbook*. Please consult the document for more complete information.

### **Course Objectives**

1. To learn the educational objectives and outcomes for the Field Education program as described in the Field Education Handbook.
2. To select and evaluate theory and research for application in actual case situations.
3. To become familiar with a variety of service systems and different organizational contexts of practice, including policies which affect delivery of services.
4. To apply dynamics of macro factors affecting social and economic justice and human rights to practice situations.
5. To understand and evaluate a range of intervention approaches and techniques, including those used in interviewing.
6. To demonstrate the role of the professional within the context of a working group to enhance both the process and purpose of the group.
7. To utilize the experiences and expertise of peers to expand knowledge and enhance effectiveness in the practicum setting.
8. To examine one's own readiness and ability to enter and identify with the profession. (EP 2.1.1; 2.1.2)
9. To learn and integrate methods of self-reflection, regulation, and assessment in order to understand the self.
10. To be critically reflective about assumptions underlying our thoughts and actions.

### **Required Texts**

Shepherd University. (2014). *The Field Education Handbook*. (available online)

Students are required to thoroughly review the *Field Education Handbook* (available online via Sakai). The faculty may require or recommend certain readings relevant to a particular problem area, which will enhance the learning experience. The field instructor also has this option. Other instructional material relating to social work theory, contracting, use of supervision, and consultation will be distributed to students. Students are also encouraged to use the library holdings of individual agencies.

### **Reference Texts**

[Brandell](#), Jerrold. *Theory and Practice in Clinical Social Work*  
[Healy](#), Karen. *Social Work Theories in Context: A Critical Introduction*  
LeCroy, Craig. (1999). *Case Studies in Social Work Practice*. (2<sup>nd</sup> ed.) Boston: Brooks/Cole Pub. Co.  
Maguire, Lambert. *Social Support Systems in Practice: A Generalist Approach*  
[Mullaly](#), Bob. *Structural Social Work: Ideology, Theory, and Practice*  
[Parry](#), Joan. *Social Work Theory and Practice With the Terminally Ill*  
[Payne](#), Malcolm. *Modern Social Work Theory*  
[Robbins](#), S., [Chatterjee](#), P., & [Canda](#) E. *Contemporary Human Behavior Theory : A Critical Perspective for Social Work (2nd Edition)*  
Tripodi, Tony . *A Primer on Single-Subject Design for Clinical Social Workers*  
[Turner](#), Francis J. *Social Work Treatment(4<sup>th</sup> ed)*  
[Walsh](#), Joseph. *Theories for Direct Social Work Practice*

## Assignments

Agency work assignments will be made by your field instructor in consultation with the faculty. Seminar assignments are made by the faculty and include the following:

1. Each student will present at least two detailed case presentations to the seminar students on cases with which the student is having difficulty or which seem particularly instructive. Case presentation dates will be assigned in seminar. An outline for the case presentation will be provided by the faculty (see below). This outline includes application of a practice theory for which the student should read two related articles. Students should take particular note of the section in the manual entitled "Field Education Seminars." **Case presentations are due one week in advance of the assigned presentation date** so that other students and the faculty will have an opportunity to read and consider the case. In the second semester, the case presentation format will focus on a process recording. A copy of the case presentation is to be submitted to the seminar instructor for review. It will then be posted for all seminar students and the faculty on Sakai by the instructor.
2. Each student will complete a learning contract as part of the field evaluation form. This should be completed within the first month of placement each semester.
3. The finalized version of the Competency Exam, sections of which students have worked on in draft form in both Methods III and Senior Seminar, is to be submitted in the final weeks of the second semester. See the *Field Education Handbook*, pp 47 to 55, for complete details. While this assignment will be graded as part of Senior Seminar, a copy is to be submitted to each faculty member.
4. Each student will also be required to maintain a time log and a personal log. These must be submitted in a timely fashion, every other week, via Sakai. Instructions for each will be given in seminar. Guidelines for these are provided in the *Field Education Handbook*.
5. Four process recordings (ideally two each semester) are to be completed over the course of the field placement to fulfill requirements for this class. In addition, the student's field instructor may require additional process recordings from you. A guideline for completing a process recording will be provided. Students may choose any of the following type of interviews on which to do a verbatim: Individual, Family, Supervisory conference, or group session. Students must present each completed process recording to their field instructor to allow for their signature (required) and review (optional) prior to submission to the classroom instructor.

Process Recording #	DUE-Target dates
1	October 1 <sup>st</sup>
2	November 15 <sup>th</sup>
3	February 15 <sup>th</sup>
4	April 1 <sup>st</sup>

## Attendance and Grading Policy

The seminar is considered as an essential part of the total field work experience. The field seminar is crucial to integrating classroom learning with practice experience. Failure to notify the instructor of one's absence from seminar will result in a grade deduction of at least one letter grade. Excused absences will require a "make-up" session with the instructor in the form of an individual conference to review field progress. It is your responsibility to schedule this appointment with the field seminar instructor. **More than one absence of any kind will result in a reduction of at least one letter grade.** Grades will be based on the degree to which you meet the course objectives and requirements and weighted as follows:

Case Presentation	40 %
Field Logs/Timesheets	20%
Process Recordings	20%
Participation	20%

Logs should be submitted every two weeks with your timesheets. Logs should be submitted through the blog function on Sakai; time sheets should be submitted in the Sakai dropbox. Timely submission of logs is essential to educational oversight and allows the faculty to provide feedback and input; failure to do so will affect your grade.



## Teaching Methods

The seminar is also a group. A group is more than the sum of its members. It has its own structure, its own goals, and its own relations to other groups. The essence of the group is not the similarity or dissimilarity of its members, but their interdependence. The faculty's role is to facilitate process. Students will assume the role of co-facilitator on a rotating basis.

The group makes major contributions to the individual and his/her behavior as follows:

1. The group provides the person with the opportunity to develop his/her skill as a participating member of society.
2. The group influences the way in which individuals learn, the speed of their learning, the retention of learned material, and the way in which they solve problems. The more participation or involvement, the more learning there is.
3. The group influences the individual's formation of attitudes and tends to be decisive in the development of norms of response to situations. These norms tend to become fixed and to be repeated by the individual when he/she encounters like circumstances.
4. The group operates to change an individual's values, level of aspiration, and striving. Individual goal setting is highly dependent on group standards. The attainment of these goals is likewise related to the extent to which the whole group moves toward them.
5. The group operates to modify the individual habits of living, working, and otherwise carrying on life's pursuits.
6. The group experience has a powerful influence on the individual's perception of him/herself and his/her role in a given situation.
7. Groups tend to provide psychological support for individuals and help them to express themselves. The reinforcement and support that a group gives to an individual are especially noticeable when the individual is called upon to accept and adapt to change in his/her situation or actions.
8. Groups always tend to influence the choices that individuals make when they are in situations where alternatives are presented. Since choices are fundamental to an individual's value systems, the group is of tremendous importance in this area.
9. Groups affect an individual's speed, accuracy, and productivity in the work situation.
10. Groups have a strong effect upon an individual's susceptibility to fear and frustration, and his/her recovery from them is hastened because of the security-giving function of the group.
11. Groups tend to place limits on the individual's drive for power and his/her need to be controlling. Groups help individuals work out the inevitable conflicts between their authority and dependency needs.

The student should familiarize him/herself with the above and then evaluate his/her behavior in relation to these desired contributions. The students should remember that he/she is both group and individual, both sender and receiver.

### The non-presenting student:

1. Will obtain a copy of the week's presentation.
2. Will read and study the presentation in advance of the seminar.
3. Will, in advance, formulate questions for the group.
4. Will, in advance, familiarize him/herself with the basic terminology and concepts important to the case.

5. Will, in advance, review the theory used in the case.
6. Will, in advance, consider the application of the chosen theory to the case.
7. Will, at all times, demonstrate appropriate attending behavior and honor the obligation of confidentiality.
8. Will, at all times, demonstrate appropriate verbal behavior.
9. Will, during and following the seminar, evaluate his/her participation and modify where necessary.
10. Return the copy of the case to the presenting student to allow for shredding as a means of further insuring the confidentiality of the client system. (Alternatively, cases posted on Sakai will be removed immediately following the scheduled presentation)

#### The presenting student:

1. Will, one week prior to presentation, provide all students and the faculty with a copy of the field instructor-approved case presentation. The field instructor's signature must be on the cover sheet as a means of insuring that identifying information about the client is not released.
2. Will verbally familiarize the group with the agency's structure, purpose, and function.
3. Will clarify and/or update case material where necessary.
4. Will inform the group as to the problems he/she is having with the case.
5. Will give feedback to the group as to the appropriateness of their questions, comments, suggestions, etc.
6. Will demonstrate familiarity with the chosen theory and its assumptions and applications.

#### The Co-facilitating Student

1. Will, in the week prior to the seminar, meet with the faculty to analyze the group process and plan for the group meeting.
2. Will, in conjunction with the faculty, identify issues relevant to cases being presented.
3. Will demonstrate group skills in co-facilitating the interaction of the group.

#### **The Faculty**

1. Will co-facilitate and serve as a resource/consultant for the task.
2. Will co-facilitate the group process.
3. Will provide instruction in areas in which the students have not had prior exposure.
4. Will raise issues/questions that have not been raised by the group.
5. Will raise issues/questions, which are not being dealt with adequately by the group.
6. Will confront the group or individuals when attending and/or verbal behavior is inappropriate or inadequate.

**Seminar Schedule**  
**1<sup>st</sup> semester SOWK 409**  
**Overview**

**Beginning around Week 5**, the seminar schedule will include review and discussion of cases from the field agencies. Each seminar group will decide on the schedule and format, based on availability of case materials in specific field placements. Presentation weeks (with 2 presentations scheduled per seminar meeting) may alternate with open discussion weeks. Presentations will include examination of the strengths and challenges for both client systems and change agent systems. Approaches to doing assessments and staging interventions in different settings with a variety of client systems will be examined and discussed by the seminar groups.

Week 1	<u>Joint Seminar will meet on BOTH days this week</u> Orientation to Seminar and issues in field agency Importance of Self Care Readings: As assigned by field faculty e.g. agency manuals, case records, other background materials on process recording, role-play, etc. Develop semester schedules for case presentations and co-facilitation
Week 2	Weekly Split Seminar (Tuesday/Thursday) format begins
Week 3	For discussion: Generalist Practice Review: Practice Theories, The Planned Change Process Special focus - the DSM and other assessment tools in agency settings
Week 4	For discussion: The use of groups
Week 5	Case Presentations begin For discussion: Case characteristics, Diversity
Week 6	For discussion: Contracting - use of types of contract agreements - informed consents/release of information - service/intervention plans <b>Learning Agreements due to field faculty by September 30th</b>
Week 7	For discussion: Assets and Liabilities within Clients and Communities Including Macro factors
OCT 9	<b>MID-TERM EVAL/Learning Contract DUE from Field Faculty to Liaison</b>
Week 8	<b>Fall Break – no Thursday Seminar</b>
Week 9	For discussion: Use of Supervision
Week 10	For discussion: Professional Use of Self
Week 11	For discussion: Transference & Countertransference
Week 12	For discussion: Agency Politics
Week 13	For discussion: Focus on policy and other macro issues

Nov. 24/26                      Thanksgiving Recess - no seminar meetings

Week 14                         For discussion: Self Care, revisited

Final Exam week              Final seminar meetings  
Wrap up, final case presentation (if needed)

**FINAL EVALS due from Field Faculty to liaisons no later than- Friday, December 11<sup>h</sup>**

**FIELD SEMINAR SOWK 409**  
**Fall semester**  
**Coversheet**

**CASE PRESENTATION OUTLINE**

Student \_\_\_\_\_ Presenting date: \_\_\_\_\_

Signature of presenting student: \_\_\_\_\_

Signature of field faculty: \_\_\_\_\_

(N.B. no case may be presented without the permission of the field faculty)

The case presentation is an opportunity to demonstrate your social work practice. Using a case from your field practicum, illustrate your application of the planned change process with a client system by addressing each of the following areas:

**1. Agency Context**

- Briefly describe your agency's mission and the services it provides.
- Identify ways in which specific practice theory is evident in the development and delivery of services. Include a description of the major concepts and methods associated with the particular theory. Cite appropriate social work literature.

**2. Engagement and Assessment**

- Identify the client system (protecting their identity) and the circumstances under which agency services were sought and/or offered (the presenting "problem" or need).
- Discuss how the definition of the situation might differ from the perspective of all involved (client, worker, agency, and others).
- How did you become involved with the client system? Were you assigned to the case? Did you request it? Were you shadowing initially?
- Describe what you (and perhaps the agency) did to engage the client system.
- Identify bio/psycho/social/spiritual elements you considered as part of assessment. These might include age, sex, gender, race, ethnicity, education, intellectual functioning, religious affiliations, employment/source of income, general health, disabilities, mental health diagnoses (including addictions), criminal justice involvement, social relationships, living situation, etc. Discuss the relationship between these elements and the client system's current situation.
- Identify additional information you sought or are seeking and how this was or will be obtained.

**3. Planning**

- Describe how you and the client system prioritized problems/needs.
- Identify specific strengths and needs as perceived by you the worker, the client, the agency, and others. Give special attention to macro elements such as poverty, discrimination, and other forms of social injustice.
- Identify possible interventions, including micro, mezzo, and macro possibilities.
- Describe how you and the client system worked together to evaluate the pros and cons of various intervention alternatives.
- Identify the key parts of your contract and action plan, including goals and objectives, timelines, and who is responsible for the various activities involved. Was this verbal or written?

**4. Implementation, evaluation, and termination/follow-up**

- Describe how the action plan has been implemented to date, including achievement of objectives and goals.
- Identify and discuss any obstacles or challenges encountered.
- Identify and discuss strengths that you have brought to your work on the case.
- Discuss your use of supervision in your work with this client system.

- If appropriate, discuss next steps.
- If appropriate, describe the termination process and plans for follow-up.

**FIELD SEMINAR SOWK 410**  
**Spring semester**  
**Coversheet**

**CASE/PROCESS RECORDING PRESENTATION OUTLINE**

**Student** \_\_\_\_\_ **Presenting date:** \_\_\_\_\_

**Signature of presenting student:** \_\_\_\_\_

**Signature of field faculty:** \_\_\_\_\_

**(N.B. no case may be presented without the permission of the field faculty)**

**Part 1: The case presentation is an opportunity to demonstrate your social work practice. Using a case from your field practicum, illustrate your application of the planned change process with a client system by addressing each of the following areas:**

1. Engagement and Assessment
  - Identify the client system (protecting their identity) and the circumstances under which agency services were sought and/or offered (the presenting “problem” or need).
  - Identify bio/psycho/social/spiritual elements you considered as part of assessment. These might include age, sex, gender, race, ethnicity, education, intellectual functioning, religious affiliations, employment/source of income, general health, disabilities, mental health diagnoses (including addictions), criminal justice involvement, social relationships, living situation, etc.
2. Planning
  - Identify specific strengths and needs as perceived by you the worker, the client, the agency, and others. Give special attention to macro elements such as poverty, discrimination, and other forms of social injustice.
  - Identify the key parts of your contract and action plan, including goals and objectives, timelines, and who is responsible for the activities involved.
  - Explain your planning rationale using practice theory that addresses the client system and its strengths and needs. Provide a brief outline of the major concepts and methods of at least two specific practice models. Explain your decision to use the one you ultimately chose.
  - Identify and discuss research findings from scholarly social work literature regarding the efficacy and applicability of the practice model you used.
3. Implementation
  - Summarize your implementation activities. What efforts were required to engage and maintain the active participation of all those involved?
  - Describe specific techniques you used to facilitate change.
  - Identify strengths that emerged as you, the client system, and others worked towards the goals and describe how these strengths were useful.
  - Discuss the difficulties, including ethical dilemmas and interpersonal/intrapersonal conflicts, and how you addressed these.
4. Evaluation
  - Evaluate the effectiveness of your intervention with regard to immediate and long-range effects. To what extent were objectives accomplished?
  - How was supervision utilized during this intervention? What other means did you use to assess the overall effectiveness of your change efforts?
  - Connect relevant evaluative studies (including those cited in the previous section) to this type of intervention.
  - How did your experience strengthen and/or weaken your appreciation of the model (theory) upon which

you based your intervention?

5. Termination and Follow-Up

- Describe the process of disengagement/termination, including both behaviors/activities involved and the experience as perceived by you and the client system.
- Identify procedures and mechanisms for follow-up with the client system following termination.

**Part 2:** *The process recording is used to illustrate your practice in greater detail and to allow for discussion of specific dialogue in the client/worker interaction. Please process an interaction with the client system which illustrates the nature of the helping relationship and about which you would welcome feedback. In addition to the verbatim content (using the grid ), please address the following (in lieu of the first page of the usual process recording format):*

**Description of Interview**

- length
- number (how many interactions had you had before this one?)
- purpose
- setting
- persons present
- skills employed by the interviewer
- impressions of client's experience of the interview

**Dynamic Explanation**

- What is going on in this case/interview?
- What is going on within the worker relative to this case?
- What was the worker's inner experience before, during, and after this interview?

**Points of Focus**

- What questions/concerns do you have about the case/interview?
- With what aspects of the case would you like help from the group?



## Process Recording

Recorder's Name:

Date of Interview:

Process Recording # : (1-4)

Date Recorded:

**INTRODUCTION:** (These sections should provide sufficient background information to orient the reviewer to the case)

The client:

The Presenting Problem:

### **INTERVIEW:**

Interview #:

Length of interview:

Purpose of Interview:

**OBSERVATIONS:** ( These sections, in contrast to the introduction, should describe the immediate interview situation)

Setting:

Description of Client(s):

Subjective Experience of Interviewer:

### **CONCLUSION:**

Impressions:

Assessment of Interviewer Role:

Plan:

---

Signature of student/date

---

signature of field faculty/date





**Field education Seminar – Group Process Observation Scale (to be used at discretion of instructor)**

**Observer's Name:** \_\_\_\_\_ **Student Presenting:** \_\_\_\_\_

**Date:** \_\_\_\_\_

Directions for use: Place the name of each member in the spaces provided. Indicate the behaviors observed for each participant. Each time a behavior is repeated, note with a checkmark. At the end of each seminar meeting, the type and incident of behavior


COMMUNICATING BEHAVIORS  
DUCTIVE BEHAVIORS

C-1 reaching for facts  
1 absence  
C-2 focused listening  
2 tardiness  
C-3 reaching for a feeling link  
3 non-participation  
C-4 redirecting a message  
4 withdrawing  
C-5 toning down strong messages  
5 monopolizing  
C-6 amplifying subtle messages  
6 yes, but  
C-7 reaching for feelings  
7 aggressiveness  
C-8 waiting out feelings  
8 acting superior  
C-9 reporting own feelings  
9 submissiveness  
C-10 getting with feelings  
10 intellectualizing

PROBLEM SOLVING BEHAVIORS

P-1 providing working data  
P-2 confronting with contra reality  
P-3 pointing out obstacles  
P-4 pointing out common ground  
P-5 defining limits  
P-6 defining contract  
P-7 partializing the problem  
P-8 making the problem the group's  
P-9 waiting out the problem  
P-10 offering alternatives

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## **APPENDIX XII**

### **FIELD SUPERVISION QUESTIONNAIRE**

**(to be completed confidentially by Intern at conclusion of Fall and Spring semesters)**

#### **Instructions**

**This is a questionnaire to get your views about your relationship with your current supervisor. There are no right or wrong answers. We are only concerned with learning how you feel about supervision. You are to read each statement and then circle one of the four categories underneath the statement that best fits how you feel about the statement. This is to be completed at the end of the first semester. Please submit to the Director of Field Education. Your responses will be treated confidentially.**

1. My supervisor has definite ideas on how we should conduct supervisory sessions.  

always	sometimes	rarely	never
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2. My supervisor has definite ideas on how we should proceed with respect to my cases.  

always	sometimes	rarely	never
--------	-----------	--------	-------
3. During supervisory sessions, my supervisor is clearly in charge of the situation.  

always	sometimes	rarely	never
--------	-----------	--------	-------
4. My supervisor is rather businesslike.  

always	sometimes	rarely	never
--------	-----------	--------	-------
5. My supervisor structures our supervisory sessions more than I think is necessary.  

always	sometimes	rarely	never
--------	-----------	--------	-------
6. The major content of my supervisory sessions deals with administrative matters rather than clinical material.  

always	sometimes	rarely	never
--------	-----------	--------	-------
7. My supervisor seems more concerned that I deal with my cases according to the rules and regulations rather than being concerned that I do the utmost to aid my clients.  

always	sometimes	rarely	never
--------	-----------	--------	-------
8. I feel uncomfortable about making decisions concerning my cases without first consulting my supervisor.  

always	sometimes	rarely	never
--------	-----------	--------	-------
9. My supervisor changes the duties of people under her/him without first talking it over with them.  

always	sometimes	rarely	never
--------	-----------	--------	-------
10. My supervisor allows me to participate in the process of what cases are assigned to me.  

always	sometimes	rarely	never
--------	-----------	--------	-------
11. I believe my supervisor is a good, effective caseworker in his or her own right when it comes to working with cases.  

strongly agree	agree	disagree	strongly disagree
----------------	-------	----------	-------------------
12. My supervisor has adequate knowledge to function as a good supervisor as far as his or her teaching role is concerned.  

strongly agree	agree	disagree	strongly disagree
----------------	-------	----------	-------------------
13. The cases I have been assigned are sufficiently varied to allow for extensive broad learning.

- |     | strongly agree   | agree     | disagree | strongly disagree |
|-----|--|-----------|----------|-------------------|
| 14. | My supervisor tends to assume that I know a lot more than I really do and often talks "over my head."                        |           |          |                   |
|     | strongly agree   | agree     | disagree | strongly disagree |
| 15. | My supervisor seems more concerned that I learn from my cases and less concerned that I provide them with effective service. |           |          |                   |
|     | strongly agree   | agree     | disagree | strongly disagree |
| 16. | My supervisor seems to know what he or she is talking about when it comes to dealing with case material.                     |           |          |                   |
|     | always   | sometimes | rarely   | never             |
| 17. | My supervisor uses videotaped interviews as educational material in our conferences.   |           |          |                   |
|     | always   | sometimes | rarely   | never             |
| 18. | My supervisor uses audio tape recordings of interviews in our conferences.   |           |          |                   |
|     | always   | sometimes | rarely   | never             |
| 19. | My supervisor sits in on some of my own interviews as a means of gathering data to help me develop my professional skill.    |           |          |                   |
|     | always   | sometimes | rarely   | never             |
| 20. | My supervisor allows me to observe directly his or her own methods of working with individual cases.                         |           |          |                   |
|     | always   | sometimes | rarely   | never             |
| 21. | My supervisor requires me to process record my cases.  |           |          |                   |
|     | always   | sometimes | rarely   | never             |
| 22. | My supervisor is always attentive and respectful of my views.  |           |          |                   |
|     | always   | sometimes | rarely   | never             |
| 23. | My supervisor encourages me to talk openly and freely with her/him.  |           |          |                   |
|     | always   | sometimes | rarely   | never             |
| 24. | My supervisor tends to assume I know a lot less than I feel, within myself, I know.  |           |          |                   |
|     | always   | sometimes | rarely   | never             |
| 25. | My supervisor refuses to give in when people disagree with him or her.   |           |          |                   |
|     | always   | sometimes | rarely   | never             |
| 26. | My supervisor treats people under him without considering their feelings.  |           |          |                   |

- |  |        |           |        |       |
|--|--------|-----------|--------|-------|
|  | always | sometimes | rarely | never |
|--|--------|-----------|--------|-------|
27. My supervisor does not explain her/his actions.
- |  |        |           |        |       |
|--|--------|-----------|--------|-------|
|  | always | sometimes | rarely | never |
|--|--------|-----------|--------|-------|
28. My supervisor makes me feel at ease when talking with her/him.
- |  |        |           |        |       |
|--|--------|-----------|--------|-------|
|  | always | sometimes | rarely | never |
|--|--------|-----------|--------|-------|
29. My supervisor expresses appreciation when I do a good job.
- |  |        |           |        |       |
|--|--------|-----------|--------|-------|
|  | always | sometimes | rarely | never |
|--|--------|-----------|--------|-------|
30. My supervisor is friendly and can be easily approached.
- |  |        |           |        |       |
|--|--------|-----------|--------|-------|
|  | always | sometimes | rarely | never |
|--|--------|-----------|--------|-------|
31. My supervisor lets me do my work the way I think best.
- |  |        |           |        |       |
|--|--------|-----------|--------|-------|
|  | always | sometimes | rarely | never |
|--|--------|-----------|--------|-------|
32. I feel my clients resent having a student as their caseworker.
- |  |        |           |        |       |
|--|--------|-----------|--------|-------|
|  | always | sometimes | rarely | never |
|--|--------|-----------|--------|-------|
33. I feel I am well prepared to begin functioning as a beginning generalist-practitioner.
- |  |                |       |          |                   |
|--|----------------|-------|----------|-------------------|
|  | strongly agree | agree | disagree | strongly disagree |
|--|----------------|-------|----------|-------------------|
34. Gaps in agency service should be brought to the attention of a supervisor even at the risk of being ignored.
- |  |        |           |        |       |
|--|--------|-----------|--------|-------|
|  | always | sometimes | rarely | never |
|--|--------|-----------|--------|-------|
35. Supervision should be conducted as cooperation among equals.
- |  |        |           |        |       |
|--|--------|-----------|--------|-------|
|  | always | sometimes | rarely | never |
|--|--------|-----------|--------|-------|
36. Before making a decision in a case situation it is best to check with one's supervisor first.
- |  |        |           |        |       |
|--|--------|-----------|--------|-------|
|  | always | sometimes | rarely | never |
|--|--------|-----------|--------|-------|
37. Before speaking before a community group one should share the basic ideas of his or her talk with the supervisor.
- |  |        |           |        |       |
|--|--------|-----------|--------|-------|
|  | always | sometimes | rarely | never |
|--|--------|-----------|--------|-------|
38. When faced with a tough theoretical question one should turn to his or her supervisor for support.
- |  |        |           |        |       |
|--|--------|-----------|--------|-------|
|  | always | sometimes | rarely | never |
|--|--------|-----------|--------|-------|
39. If a supervisor questions some of my practice procedures the best policy is to present a great deal of documentary evidence to support my position.



always                      sometimes                      rarely                      never

40. If my supervisor leaves some practice situation unclear and ill-defined the best procedure is to insist that he clarify his position.

strongly agree                      agree                      disagree                      strongly disagree

41. Regular supervisory conferences are essential to good practice by a worker.

strongly agree                      agree                      disagree                      strongly disagree

42. A supervisor should be an older more mature person than the worker she/he supervises.

strongly agree                      agree                      disagree                      strongly disagree

43. Supervision is a good check on the quality of work being done by a worker.

strongly agree                      agree                      disagree                      strongly disagree

44. Supervision on a job is important because schools do not really deal enough with direct practice situation to give one all she/he needs to function in a practice situation.

strongly agree                      agree                      disagree                      strongly disagree

45. I conduct my interviews with the object of helping my clients rather than being concerned with what my supervisor will think of how I handled the interview.

always                      sometimes                      rarely                      never

**Additional Comments:**

## APPENDIX XIII

### FIELD PLACEMENT EXIT INTERVIEW

#### **Exit Interview – Suggested Protocol (to be facilitated by Faculty Field Liaison in late Spring semester)**

**Participants:** field instructor, social work intern, field liaison

**Time Frame:** last four to six weeks of placement

**Purpose:** to review and evaluate the placement in order to provide feedback to all parties

**Suggested areas for discussion** – from the point of view of both the field instructor and the intern

- o Review of elements (particular assignments, tasks, protocols, etc.) that the student found helpful at the beginning of the placement.
- o Learning experiences the student found most useful throughout the placement
- o Point at which the student began to feel she/he could operate more independently
- o Aspects of the placement that might be reevaluated or eliminated
- o Cases/issues the student found most difficult or challenging
- o Experiences the student remembers as especially satisfying or rewarding
- o Issues related to termination – closing or transferring of cases, preparation for termination, rituals of saying goodbye to the agency staff as well as clients
- o Suggestions the outgoing intern would make to incoming students at the agency
- o area in which field instructor has seen the most growth in the intern
- o recommendations of the field faculty in terms of areas in which there remains room for growth
- o Reminding all parties about termination date and requirement of formal letter of termination to be submitted two weeks prior
- o Check List for Projects/assignments
  - Research Paper
  - Macro Project
  - Group work
  - Process Recordings

## APPENDIX XIV

### CSWE Educational Policy and Accreditation Standards

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

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

Social work educators serve the profession through their teaching, scholarship, and service. Social work education—at the baccalaureate, master's, and doctoral levels—shapes the profession's future through the education of competent professionals, the generation of knowledge, and the exercise of leadership within the professional community.

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

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

#### **1. Program Mission and Goals**

##### **Educational Policy 1.0—Program Mission and Goals**

The mission and goals of each social work program address the profession's purpose, are grounded in core professional values (EP 1.1), and are informed by context (EP 1.2).

##### **Educational Policy 1.1—Values**

Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence,<sup>1</sup> human rights, and scientific inquiry are among the core values of social work. These values underpin the explicit and implicit curriculum and frame the profession's commitment to respect for all people and the quest for social and economic justice.

##### **Educational Policy 1.2—Program Context**

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

### **Accreditation Standard 1.0—Mission and Goals**

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

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

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

## **2. Explicit Curriculum**

### **Educational Policy 2.0—The Social Work Curriculum and Professional Practice**

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

### **Educational Policy 2.1—Core Competencies**

Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities. The ten core competencies are listed below

[EP 2.1.1–EP 2.1.10(d)], followed by a description of characteristic knowledge, values, skills, and the resulting practice behaviors that may be used to operationalize the curriculum and assessment methods. Programs may add competencies consistent with their missions and goals.

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

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

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

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

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

- recognize and manage personal values in a way that allows professional values to guide practice;

- make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics<sup>2</sup> and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;
- tolerate ambiguity in resolving ethical conflicts; and
- apply strategies of ethical reasoning to arrive at principled decisions.

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

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

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

**Educational Policy 2.1.4—Engage diversity and difference in practice.**

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers:

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

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

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

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

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

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

- use practice experience to inform scientific inquiry and

- use research evidence to inform practice.

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

Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers

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

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

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers

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

**Educational Policy 2.1.9—Respond to contexts that shape practice.**

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

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

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

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

**Educational Policy 2.1.10(a)—Engagement**

Social workers:

- substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
- use empathy and other interpersonal skills; and
- develop a mutually agreed-on focus of work and desired outcomes.

**Educational Policy 2.1.10(b)—Assessment**

Social workers:

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

- select appropriate intervention strategies.

### **Educational Policy 2.1.10(c)—Intervention**

Social workers:

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

### **Educational Policy 2.1.10(d)—Evaluation**

Social workers critically analyze, monitor, and evaluate interventions.

### **Educational Policy B2.2—Generalist Practice**

Generalist practice is grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. BSW practice incorporates all of the core competencies.

### **Educational Policy M2.2—Advanced Practice**

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

### **Educational Policy 2.3—Signature Pedagogy: Field Education**

Signature pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner. Professionals have pedagogical norms with which they connect and integrate theory and practice.<sup>4</sup> In social work, the signature pedagogy is field education. The intent of field education is to connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies.

### **Accreditation Standard B2.0—Curriculum**

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

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

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

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

**B2.0.4** Provides a rationale for its formal curriculum design demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field (EP 2.0).

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

#### **Accreditation Standard M2.0—Curriculum**

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

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

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

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

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

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

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

#### **Accreditation Standard 2.1—Field Education**

The program discusses how its field education program

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

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

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

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

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

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

**2.1.6** Specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program competencies. Field instructors for baccalau-



reate students hold a baccalaureate or master's degree in social work from a CSWE-accredited program. Field instructors for master's students hold a master's degree in social work from a CSWE-accredited program. For cases in which a field instructor does not hold a CSWE-accredited social work degree, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.

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

**2.1.8** Develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student's employment.

### **3. Implicit Curriculum**

#### **Educational Policy 3.0—Implicit Curriculum: The Learning Environment**

The implicit curriculum refers to the educational environment in which the explicit curriculum is presented. It is composed of the following elements: the program's commitment to diversity; admissions policies and procedures; advisement, retention, and termination policies; student participation in governance; faculty; administrative structure; and resources. The implicit curriculum is manifested through policies that are fair and transparent in substance and implementation, the qualifications of the faculty, and the adequacy of resources. The culture of human interchange; the spirit of inquiry; the support for difference and diversity; and the values and priorities in the educational environment, including the field setting, inform the student's learning and development. The implicit curriculum is as important as the explicit curriculum in shaping the professional character and competence of the program's graduates. Heightened awareness of the importance of the implicit curriculum promotes an educational culture that is congruent with the values of the profession.<sup>5</sup>

#### **Educational Policy 3.1—Diversity**

The program's commitment to diversity—including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation—is reflected in its learning environment (institutional setting; selection of field education settings and their clientele; composition of program advisory or field committees; educational and social resources; resource allocation; program leadership; speaker series, seminars, and special programs; support groups; research and other initiatives; and the demographic make-up of its faculty, staff, and student body).

#### **Accreditation Standard 3.1—Diversity**

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

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

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

#### **Educational Policy 3.2—Student Development**

Educational preparation and commitment to the profession are essential qualities in the admission and

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

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

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

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

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

**M3.2.3** BSW graduates entering MSW programs are not to repeat what has been mastered in their BSW programs. MSW programs describe the policies and procedures used for awarding advanced standing. These policies and procedures should be explicit and unambiguous.

Advanced standing is awarded only to graduates holding degrees from baccalaureate social work programs accredited by CSWE, those recognized through its International Social Work Degree Recognition and Evaluation Service, or covered under a memorandum of understanding with international social work accreditors.

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

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

#### **Advisement, retention, and termination**

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

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

**3.2.8** The program submits its policies and procedures for terminating a student's enrollment in the social work program for reasons of academic and professional performance.

#### **Student participation**

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

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

### **Educational Policy 3.3—Faculty**

Faculty qualifications, including experience related to the program's competencies, and an appropriate student-faculty ratio are essential for developing an educational environment that promotes, emulates, and teaches students the knowledge, values, and skills expected of professional social workers. Through their teaching, scholarship, and service—as well as their interactions with one another, administration, students, and community—the program's faculty models the behavior and values expected of professional social workers.

### **Accreditation Standard 3.3—Faculty**

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

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

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

**M3.3.3** The master's social work program identifies no fewer than six full-time faculty with master's degrees in social work from a CSWE-accredited program and whose principal assignment is to the master's program. The majority of the full-time master's social work program faculty has a master's degree in social work and a doctoral degree preferably in social work.

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

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

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

### **Educational Policy 3.4—Administrative Structure**

Social work faculty and administrators, based on their education, knowledge, and skills, are best suited to make decisions regarding the delivery of social work education. They exercise autonomy in designing an administrative and leadership structure, developing curriculum, and formulating and implementing

policies that support the education of competent social workers.

### **Accreditation Standard 3.4—Administrative Structure**

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

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

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

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

**B3.4.4(a)** The program describes the BSW program director’s leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master’s degree in social work from a CSWE-accredited program with a doctoral degree preferred or a baccalaureate degree in social work from a CSWE accredited program and a doctoral degree, preferably in social work.

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

**B3.4.4(c)** The program describes the procedures for determining the program director’s assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions of the program, a minimum of 25% assigned time is required at the baccalaureate level. The program demonstrates this time is sufficient.

**M3.4.4(a)** The program describes the MSW program director’s leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master’s degree in social work from a CSWE-accredited program. In addition, it is preferred that the MSW program director have a doctoral degree, preferably in social work.

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

**M3.4.4(c)** The program describes the procedures for determining the program director’s assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions of the program, a minimum of 50% assigned time is required at the master’s level. The program demonstrates this time is sufficient.

**3.4.5** The program identifies the field education director.

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

**3.4.5(b)** The program documents that the field education director has a master's degree in social work from a CSWE-accredited program and at least 2 years of postbaccalaureate or postmaster's social work degree practice experience.

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

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

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

### **Educational Policy 3.5—Resources**

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

### **Accreditation Standard 3.5—Resources**

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

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

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

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

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

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

## **4. Assessment**

### **Educational Policy 4.0—Assessment**

Assessment is an integral component of competency-based education. To evaluate the extent to which

the competencies have been met, a system of assessment is central to this model of education. Data from assessment continuously inform and promote change in the explicit and implicit curriculum to enhance attainment of program competencies.

#### **Accreditation Standard 4.0—Assessment**

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

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

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

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

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

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