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 (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).

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 128 semester hours is necessary for graduation with 47 semester hours in general requirements and 81 semester hours in social work and related electives, including 12 University-wide electives and 9 social work related electives. A copy of the social work curriculum is 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 Instructor's 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.
To assist the student in developing appropriate and competent professional oral and written communication skills.

To notify the faculty of any problems regarding a student's placement which seem to require the faculty's intervention.

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.

To conduct at least one, regularly scheduled supervisory conference each week with the student which serves as an instructional hour.

To be available for emergency situations or provide for qualified "back-up" staff when designated instructor is unavailable.

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.

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.

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 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 AND FIELD EXPERIENCE

Students may declare a major in social work as early as the freshman year. In order to become formally accepted into the program, students must 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 2.0 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 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.

ADMISSION TO THE FIELD PROGRAM

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. (19) 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 the 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 Educational Outcomes, which are the basis for determining the satisfactory completion of the Field Education Experience (see pp. 15-18).

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 recordkeeping.

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 auto 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 19 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  
[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
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.
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.

<table>
<thead>
<tr>
<th>Major Learning Area</th>
<th>Core Competencies</th>
<th>Educational Learning Outcomes (Practice Behaviors)</th>
</tr>
</thead>
</table>
| Area I: Professional Identity & Professional Conduct | 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; and  
6. use supervision and consultation. |

*The educational outcomes set forth here are intended as the minimum standards for the satisfactory completion of the Field Work Experience.*
<table>
<thead>
<tr>
<th>Major Learning Area</th>
<th>Core Competencies</th>
<th>Educational Learning Outcomes (Practice Behaviors)</th>
</tr>
</thead>
</table>
| Area II: Ethical Principles | Apply social work ethical principles to guide professional practice.              | 1. recognize and manage personal values in a way that allows professional values to guide practice;  
2. make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles  
3. tolerate ambiguity in resolving ethical conflicts; and  
4. apply strategies of ethical reasoning to arrive at principled decisions. |
| Area III: Critical Thinking | Apply critical thinking to inform and communicate professional judgments.          | 1. distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;  
2. analyze models of assessment, prevention, intervention, and evaluation; and  
3. demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues. |
| Area IV: Diversity       | Engage diversity and difference in practice.                                      | 1. recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;  
2. gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;  
3. recognize and communicate their understanding of the importance of difference in shaping life experiences; and  
4. view themselves as learners and engage those with whom they work as informants. |
<table>
<thead>
<tr>
<th>Major Learning Area</th>
<th>Core Competencies</th>
<th>Educational Learning Outcomes (Practice Behaviors)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Area V: Human Rights and Justice</td>
<td>Advance human rights and social and economic justice</td>
<td>1. understand the forms and mechanisms of oppression and discrimination;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. advocate for human rights and social and economic justice; and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. engage in practices that advance social and economic justice.</td>
</tr>
<tr>
<td>Area VI: Research</td>
<td>Engage in research-informed practice and practice-informed research</td>
<td>1. use practice experience to inform scientific inquiry and</td>
</tr>
<tr>
<td>Area VII: Human Behavior/Social Environment</td>
<td>Apply knowledge of human behavior and the social environment.</td>
<td>2. use research evidence to inform practice.</td>
</tr>
<tr>
<td>Area VIII: Policy</td>
<td>Engage in policy practice to advance social and economic well-being and to deliver effective social work services.</td>
<td>1. utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. critique and apply knowledge to understand person and environment.</td>
</tr>
<tr>
<td>Area IX: Social Contexts</td>
<td>Respond to contexts that shape practice.</td>
<td>1. analyze, formulate, and advocate for policies that advance social well-being; and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. collaborate with colleagues and clients for effective policy action.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.</td>
</tr>
<tr>
<td>Area X: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.</td>
<td></td>
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<tr>
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</tbody>
</table>
| **Engagement**  
1. Social workers substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;  
2. use empathy and other interpersonal skills; and  
3. develop a mutually agreed-on focus of work and desired outcomes.  
**Assessment**  
Social workers  
1. collect, organize, and interpret client data;  
2. assess client strengths and limitations;  
3. develop mutually agreed-on intervention goals and objectives; and  
4. select appropriate intervention strategies.  
**Intervention**  
Social workers  
1. initiate actions to achieve organizational goals;  
2. implement prevention interventions that enhance client capacities;  
3. help clients resolve problems;  
4. negotiate, mediate, and advocate for clients; and  
5. facilitate transitions and endings.  
**Evaluation**  
1. Social workers critically analyze, monitor, and evaluate interventions. |
APPENDICES

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APPENDIX I
ADVISOR:

FIELD WORK APPLICATION

Name: ____________________________________________

Address (during term): ___________________________ Tel. # ___________________________

Address (during summer): _________________________ Tel. # ___________________________

Anticipated Date of Graduation: ____________________

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

<table>
<thead>
<tr>
<th>Summer</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

Volunteer Placement: __________________________________________

Employer: ______________________________________________________

Telephone # of Supervisor: ________________________________

Projected # of work hours during field placement: __________

Current # of Work Hours: ________________________________

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

__________________________________________________________________________________________

__________________________________________________________________________________________

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

1. __________________________________________________________
2. __________________________________________________________
3. __________________________________________________________

Hagerstown _______ Martinsburg _______ Winchester _______ Other

If so, is location or setting more important to you? ___________________________
Indicate any type of setting or population in which you would prefer not to work and give reasons for this.

________________________________________________________________________

Do you speak a second language?  Spanish  _____  French  _______

Other (including American sign language)  ______________________

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

________________________________________________________________________

Have you ever been convicted of a felony?  _____  YES  _____  NO

If yes, please explain:

________________________________________________________________________

Are there any other factors that may affect clearing a background check?  _____  Yes  _____  No

If yes, please explain:

________________________________________________________________________

ALL APPLICANTS, PLEASE READ BELOW, SIGN AND DATE:

I understand that the unlawful use of drugs or alcohol will subject me to penalties outlined in the Social Work Program Policies and Regulations, up to and including termination from field experience. I agree to abide by the degree requirements and policies including recommendations of my advisor and field instructor upon placement in a field agency.

______________________________  ______________________________
Signature of applicant            date

______________________________  ______________________________
Signature of faculty              date

Placements are completed on Mondays, Wednesdays and Fridays, generally during business hours approximately 19 hours per week over two semesters.

PROGRAM USE ONLY
Field placement interviews:
1. 
2. 
3. 
4. 

Finalized Field Placement Agency:

Supervisor:

Date:
GUIDELINES FOR FIELD PORTFOLIO

Each field candidate is to develop a portfolio to be used in assisting 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 and include the following:

Your Name Here
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 practica.

VOLUNTEER/COMMUNITY SERVICE:
*list any type of service you do; be sure to discuss your placement for Community Service Learning and your group work experience in Methods II

• Use verbs to describe your work….such as facilitated administrative tasks, completed client interviews; assisted with individual clients, assisted with fund-raising.
• Start with a verb to 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:
*list college only; include any memberships in professional honor organizations

DESCRIPTION OF RELEVANT COURSE WORK:
*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 YOU HELPING SKILLS:
Examples: Interviewing, Assessments, Policy Analysis, Social Histories, Group Work Skills, Research, Community Organization Skills, Grant Writing, etc.
*Discuss Bilingual in Spanish, ASL, any Computer Proficiencies

YOUR EXPECTATIONS FOR FIELD EDUCATION:
*Examples: What do expect to learn? What do you expect to have responsibility for? What do you expect to become aware of?
THE GENERAL CLIENT POPULATION OR TYPE OF PROBLEM WITH WHICH YOU ARE INTERESTED IN WORKING:
*Indicate the reasons for your selection

*INCLUDE ANY PAPERS OR OTHER WORK YOU FEEL REPRESENTS YOUR ABILITY

*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.

- Keep font size .10-.12pt (go up to .14 for name in heading)
- Avoid decorative or fancy fonts that may not copy or scan well (Arial or Times New Roman is standard)
### Student Field Performance Evaluation

**Student:** ____________________________  **Evaluation Date:** ________________

**Agency:** ____________________________  **Semester/Year:** ________________

**Supervisor:** _________________________  (Circle One)  **Mid-term**  **Final**

Rate the student’s performance and understanding using the following rating system:

- 1 = Not acceptable
- 2 = Needs improvement
- 3 = Satisfactory
- 4 = Good
- 5 = Excellent
- 0 = Not applicable
- 6 = No opportunity to date

**AREA 1:**

**PROFESSIONAL IDENTITY:** Identify as a professional social worker and conduct oneself accordingly

<table>
<thead>
<tr>
<th><strong>Advocate for client access to the services of social work</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Works with staff members to identify potential sources of assistance for clients</td>
</tr>
</tbody>
</table>

**Practice personal reflection and self-correction to assure continual professional development**

| 1. When faced with a trying situation first thinks it out for themselves. |
| 2. Turns to staff members if problem seems unsolvable and too urgent to be delayed. |
| 3. Understands the central place of relationship in the helping process |
| 4. Objectively assesses her/his effectiveness as a beginning level professional and can identify areas requiring further development and exploration |
| 5. Demonstrates movement from being “just a student” to more independent beginning level practice |

**Attend to professional roles and boundaries**

| 1. Uses a variety of social work roles, such as: conferee; broker; mediator; advocate; social change agent; teacher. |
| 2. Sorts out her/his strengths and weaknesses in performing social work roles |
| 3. Makes distinctions among roles of agency personnel |
| 4. Uses the student-staff relationships to promote the goals of the agency |
| 5. Utilizes the appropriate role in a given situation with a particular client |
| 6. Expresses role limitations |
| 7. Works well with others |
| 8. Represents agency appropriately |
| 9. Exercises an appropriate level of responsibility |
| 10. Maintains professional boundaries with clients and colleagues. |
**Demonstrate professional demeanor in behavior, appearance, and communication**

1. Attendance  
2. Punctuality  
3. Complies with agency standards of dress  
4. Plans schedule well  
5. Manages time effectively  
6. Completes tasks in a timely manner  
7. Takes initiative  
8. Makes use of agency personnel in development of professional self

**Engage in career-long learning:**

1. Identifies areas of practice interests and requests opportunities in that area  
2. Participates in workshops and conferences available in the agency and community

**Use supervision and consultation.**

1. Expresses uncomfortable feelings to supervisor.  
2. Identifies new ways of coping and new insights about human behavior and feelings.  
3. Recognizes the importance of relationships with colleagues and supervisor  
4. Utilizes weekly supervision appropriately

**Comments:**
### AREA II

**ETHICAL PRINCIPLES:** Apply social work ethical principles to guide professional practice.

<table>
<thead>
<tr>
<th>Recognize and manage personal values in a way that allows professional values to guide practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Relates to clients and staff having different values, life experience, and ways of coping</td>
</tr>
<tr>
<td>2. Appreciates the perspective of other disciplines</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Uses helping relationship to enhance client’s feeling of dignity and self-worth</td>
</tr>
<tr>
<td>2. Recognizes distinction between voluntary and involuntary clients</td>
</tr>
<tr>
<td>3. Uses agency services to help client enhance and improve her/his social functioning and self-concept</td>
</tr>
<tr>
<td>4. Respects client’s right to disagree and decline the offer of service</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tolerates ambiguity in resolving ethical conflicts</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Is able to verbalize competing values and feelings</td>
</tr>
<tr>
<td>2. Holds the tension of opposing goods</td>
</tr>
<tr>
<td>3. Adapts ethical decision making/judgements to practice realities</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Apply strategies of ethical reasoning to arrive at principled decisions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Accurately conveys the client’s point of view and perception of her/his problem to other staff members to individualize client treatment plans</td>
</tr>
<tr>
<td>2. Suggests, without bias, various alternatives for the client’s consideration</td>
</tr>
<tr>
<td>3. Identifies multiple plans of action and evaluates each</td>
</tr>
</tbody>
</table>

**Comments:**
### AREA III:

**CRITICAL THINKING**: Apply critical thinking to inform, and communicate professional judgments

<table>
<thead>
<tr>
<th>Distinguish, appraise, and integrate multiple sources of knowledge, including research based knowledge, and practice wisdom</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Finds that in practice social work is somewhat different than s/he imagined from readings and classroom experience.</td>
</tr>
<tr>
<td>2. Asks questions of faculty instructor and field work supervisor to integrate concepts and ideas in field work practice</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Analyze models of assessment, prevention, intervention, and evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Participates in multidisciplinary venues</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Demonstrate effective oral and written communication in working with individuals and families</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Maintains log, writes letters, social histories, case presentations, etc. in an organized and concise manner.</td>
</tr>
<tr>
<td>2. Knows which forms must be completed</td>
</tr>
<tr>
<td>3. Can complete necessary paperwork</td>
</tr>
<tr>
<td>4. Uses computer and other technologies appropriately</td>
</tr>
<tr>
<td>5. Generates inter-agency communication – written and verbal – as needed</td>
</tr>
<tr>
<td>6. Keeps documentation current</td>
</tr>
<tr>
<td>7. Follows protocols for safeguarding client confidentiality in both paper and electronic documents</td>
</tr>
<tr>
<td>8. Contacts in both written and/or verbal form appropriate people in the agency to accomplish a referral</td>
</tr>
</tbody>
</table>

**Comments:**
<table>
<thead>
<tr>
<th>AREA IV:</th>
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</thead>
<tbody>
<tr>
<td><strong>DIVERSITY: Engage diversity and difference in practice</strong></td>
</tr>
<tr>
<td><strong>Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power</strong></td>
</tr>
<tr>
<td>1. Verbalizes the ways in which this is evident in the lives of clients and their own lives</td>
</tr>
<tr>
<td>2. Identifies hierarchical elements in the organization of the agency.</td>
</tr>
<tr>
<td>3. Recognizes mechanisms of oppression and privilege in the community</td>
</tr>
<tr>
<td><strong>Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups</strong></td>
</tr>
<tr>
<td>1. Sees problems, not only from her/his point of view, but from several different points of view</td>
</tr>
<tr>
<td><strong>Recognize and communicate their understanding of the importance of difference in shaping life experiences</strong></td>
</tr>
<tr>
<td>1. Moves from being threatened by differences in viewpoints to appreciating the richness of diversity</td>
</tr>
<tr>
<td><strong>View themselves as learners and engage those with whom they work as informants</strong></td>
</tr>
<tr>
<td>1. Recognizes the client as a legitimate source of information</td>
</tr>
<tr>
<td>2. Demonstrates flexibility in adapting intervention style to unique needs conveyed by the client.</td>
</tr>
<tr>
<td><strong>Comments:</strong></td>
</tr>
</tbody>
</table>
### Area V:
**HUMAN RIGHTS AND JUSTICE:** Advance human rights and social and economic justice

<table>
<thead>
<tr>
<th>Understand the forms and mechanisms of oppression and discrimination</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Able to verbalize barriers to service</td>
</tr>
<tr>
<td>2. Able to identify social roles, institutions, values and beliefs that perpetuate oppression and discrimination</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Advocate for human rights and social and economic justice</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Speaks for the right of client self-determination</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Engage in practices that advance social and economic justice</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Creates and atmosphere that is intellectually safe and open to clients</td>
</tr>
<tr>
<td>2. Can analyze nuances and indirect forms violating human rights within the agency or community.</td>
</tr>
<tr>
<td>3. Advocates for socially necessary services</td>
</tr>
<tr>
<td>4. Engage in legislative/political advocacy to further social causes</td>
</tr>
</tbody>
</table>

**Comments:**

### Area VI:
**RESEARCH:** Engage in research-informed practice and practice-informed research

<table>
<thead>
<tr>
<th>Use practice experience to inform scientific inquiry</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Sees each client as unique, but is also able to see commonalities with other clients with similar problems.</td>
</tr>
<tr>
<td>2. Student begins to conceptualize from her/his own experiences and test out the validity of her/his deductions</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Use research evidence to inform practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Talks to staff members of different disciplines about concepts and theories of behavior, development and treatment</td>
</tr>
<tr>
<td>2. Uses case staffings to integrate theory and practice and to apply theory to actual practice situations</td>
</tr>
<tr>
<td>3. Conveys results of term research project to agency for future applications</td>
</tr>
<tr>
<td>4. Generates statistics about the level of need and scope of the problem to identify gaps in service</td>
</tr>
</tbody>
</table>

**Comments:**
## AREA VII: HUMAN BEHAVIOR/SOCIAL ENVIRONMENT

Apply knowledge of human behavior and the social environment

<table>
<thead>
<tr>
<th>Utilize conceptual frameworks to guide the processes of assessment, intervention, and Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Assesses behavior from an identified theoretical perspective</td>
</tr>
<tr>
<td>2. Utilizes classroom learning to help form successful interventions</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Critique and apply knowledge to understand person and environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Describes influences on behavior of membership in a family, group, society and culture</td>
</tr>
<tr>
<td>2. Relates what s/he sees in interviews with clients and their families to what s/he has read about cause and effect as it relates to mental illness, delinquency and adult crime, aging, poverty, human growth and development, etc.</td>
</tr>
</tbody>
</table>

Comments:

## AREA VIII: POLICY

Engage in policy practice to advance social and economic well being and to deliver effective social services

<table>
<thead>
<tr>
<th>Analyze, formulate, and advocate for policies that advance social well-being</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Understands and articulates relevant agency policies</td>
</tr>
<tr>
<td>2. Assesses where agency policies promote individual dignity and privacy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Collaborate with colleagues and clients for effective policy action</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Knows agency policies and procedures</td>
</tr>
</tbody>
</table>

Comments:
### AREA IX: SOCIAL CONTEXTS

Respond to contexts that shape practice

<table>
<thead>
<tr>
<th>Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Utilizes the appropriate roles and methods in developing additional community alternatives</td>
</tr>
</tbody>
</table>

Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services

| 1. Recognize areas of weakness or gaps in community social welfare services |
| 2. Describes agency relationship to service delivery network |

**Comments:**

### AREA X: ENGAGE, ASSESS, INTERVENE, EVALUATE

A. Engagement

Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities

| 1. Looks at herself/himself in new ways and translate her/his intellectual understanding into meaningful relationships with clients |
| 2. Faces and learns to manage her/his own feelings (i.e. sadness, confusion, anger, etc.) and goes on to help client find effective ways of meeting his/her needs |

**Use empathy and other interpersonal skills**

| 1. Demonstrates her/his own style of interviewing clients and families |
| 2. Recognizes one’s own use of verbal and non-verbal communication |

**Develop a mutually agreed-on focus of work and desired outcomes.**

| 1. Contracting is used both verbally and/or in writing |

**B. Assessment-collect, organize, and interpret client data**

| 1. Gets adequate information from appropriate staff members |
| 2. Locates the information to accomplish social work tasks |

**Assess client strengths and limitations:**

| 1. Asks questions about the influence of social, emotional, psychological, physical, and environmental factors that affect interviews and interventions |
| 2. Interviews the client to assess the needs |

**Develop mutually agreed on intervention goals and objectives**

<p>| 1. Interviews clients with a minimum of self-consciousness so that s/he becomes involved in a client’s problems and begins to look at various social work approaches to problems- i.e. casework, group work, community organization |</p>
<table>
<thead>
<tr>
<th>Select appropriate intervention strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Uses the appropriate method for making and handling referrals including follow-up</td>
</tr>
<tr>
<td>2. Applies knowledge of services to casework</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C. Intervention-initiate actions to achieve organizational goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Describes agency functions</td>
</tr>
<tr>
<td>2. States clearly agency purpose</td>
</tr>
<tr>
<td>3. Describes the agency pattern of organization and hierarchy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Help clients resolve problems</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Begins to experience the satisfaction of helping a client by using her/his own emotional and intellectual capacities to promote the social functioning of the client takes appropriate steps to meet client need through the agency</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Implement prevention interventions that enhance client capacities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Uses preventive interventions in practice</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Negotiate, mediate, and advocate for clients</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. contacts appropriate agencies in the community and determines what steps are necessary for referral</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Facilitate transitions and endings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. follows through with treatment plan and/or referral</td>
</tr>
<tr>
<td>2. submits necessary written material to document transfers/terminations of cases</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>D. Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social workers critically analyze, monitor, and evaluate interventions.</td>
</tr>
<tr>
<td>1. Asks questions that help develop new concepts of herself/himself, people, and the field of social work based on her/his own field work experiences</td>
</tr>
<tr>
<td>2. Feels useful and helpful as s/he experiences feedback from clients, staff members from other disciplines and the social work staff</td>
</tr>
<tr>
<td>3. Asks questions about the application of various interviewing techniques. She/he is able to apply them and begin to assess their appropriateness and effectiveness</td>
</tr>
<tr>
<td>4. Documents her/his opinions and impressions so that the staff members have a comprehensive view of the client and family and the work of the student</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Comments:</th>
</tr>
</thead>
</table>
Supervisor’s Comments:

Recommended Grade
Attendance and Punctuality
Number of Scheduled Supervisory Conferences Held
Number of Hours completed to date

Student’s Comments: [Comments may include your response to the evaluation, the field agency, practicum experience and any other feedback you may have for the agency or the program.]

I have completed and reviewed this evaluation with the intern.

/s/ ____________________________
Field Education Supervisor

I have reviewed this evaluation and had the opportunity to provide feedback.

/s/ ____________________________
Intern
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 or 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 for graduation.................................................. 128
General Studies ..................................................................................... 47

Specific general studies requirements:
- BIOL 101 General Biological Science .............. 4
- BIOL 102 General Biological Science............. 4
- General Course or replace with 3 credit elective if qualified to take statistics).......3
- General Electives .................................................................12
- Social Work Electives.........................................................9

Social Work Curriculum requirements................................................... 69
- PSYC 103 Introduction to Psychology ......................... 3
- SOCI 205 Social Problems .............................................. 3
- SOCI 303 The Family ...................................................... 3
- SOCI 405 Research Methods ........................................... 3
- LBSC 103 Info Literacy for Social Sciences...................... 1
- 3 Options Statistics ......................................................... 3
- SOWK 201 Introduction to Social Work ...................... 3
- SOWK 300 Community Service Learning ................. 3
- SOWK 301 Social Welfare as a Social Institution .......... 3
- SOWK 305 Human Behavior in the Social Environment I ........ 3
- SOWK 306 Human Behavior in the Social Environment II ........ 3
- SOWK 325 Orientation to Field Practicum....................... 1
- SOWK 311 Social Work Methods I ......................... 3
- SOWK 312 Social Work Methods II ......................... 3
- SOWK 313 Social Work Methods III ......................... 3
- SOWK 404 Social Work Capstone ......................... 3
- SOWK 407 Field Experience in Social Work I ................. 3
- SOWK 408 Field Experience in Social Work II ................. 3
- SOWK 411 Field Experience in Social Work III ................. 3
- SOWK 412 Field Experience in Social Work IV ................. 3
- SOWK 409 Field Experience Seminar I ................... 2
- SOWK 410 Field Experience Seminar II ................... 2
APPENDIX V

COMPETENCY REVIEW

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.

Instructions

Your paper must adhere closely to the outline:
- Have ten 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 25 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 500 points (400 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 40-36 (A); 35-32 (B); 31-28 (C); 27-24 (D); 23 & below (F) for a total of 400 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 Review

COMPETENCY REVIEW OF:

BSW CANDIDATE

PLACEMENT

FIELD INSTRUCTOR

DATE SUBMITTED

DATE REVIEWED

Signatures: ________________________________________________________________

BSW Candidate

Field Instructor

Faculty Member

Faculty Member

Faculty Member
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 ORGANIZATION 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. **CASE BACKGROUND AND ASSESSMENT**
   A. Describe an episode of service—Who? What? When? How did you become involved? Who requested service? Who was the target of the desired service?
   B. Identify strengths and needs as perceived by the client, worker, agency, and others.
   C. What are the biopsychosocial variables you considered in making your assessment?
   D. What additional information did you seek and how did you go about obtaining it?
   E. Did your definition of the situation differ in any way from the conceptualization of others involved?

7. **SELECTION OF AN INTERVENTION PLAN**
   A. How did you and the client synthesize the information you obtained into a coherent intervention plan?
   B. What were the objectives of the intervention, and how were they determined? **Identify the theory that underlies your plans.** Provide a brief outline of the major concepts and methods espoused by the model. Explain why you chose this model rather than others.
C. What are the research findings in the literature concerning the efficacy and applicability of the model? How did these research findings affect your choice?
D. What additional avenues of intervention are suggested by the relevant social work literature?

8. IMPLEMENTATION OF THE PLAN
   A. What exactly did you do in carrying out your plan? What efforts were required to engage and maintain the active participation of those involved?
   B. What was the explicit contract (written or verbal) that determined the respective expectations and responsibilities of everyone involved in the change effort?
   C. What specific techniques did you employ to facilitate constructive change?
   D. What strengths did you, the client system, and other systems bring to bear on the situation and how were these utilized?
   E. What difficulties, including ethical/value dilemmas, arose and how did you deal with them?
   F. How was disengagement handled?

9. EVALUATION AND FEEDBACK REGARDING INTERVENTION PLAN
   A. Evaluate the effectiveness of your intervention with regard to immediate and long-range effects. To what extent were your objectives accomplished?
   B. How was supervision utilized during this intervention? What other procedures did you employ to assess the overall effectiveness of your change efforts?
   C. How did your experience strengthen and/or weaken your appreciation of the model (theory) upon which you based your intervention?
   D. Connect evaluative studies related to this type of intervention.

10. 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
Social Work Competency Exam Review Matrix

I. Professional Context of Practice

A. Connects services to generalist practice
B. Distinguishes professional roles
C. Connects values and ethics to practice
D. Connects values and ethics to professional use of self


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 and cultural diversity.
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.

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.

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 management theory to agency operation
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. 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. 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 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.
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 episode(s) of 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 and integrated 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. Rational for linkage 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.

VI. Problem Identification and Assessment

A. Describes episode of service
B. Identifies target, presenting problem and biopsychosocial variables
C. Identifies necessary additional information and method to obtain this information
D. Identifies alternative conceptual view of situation

4. Sophisticated analysis and integration of the presenting problem that identifies target, client, and action systems relevant to the service situation. Detailed assessment of biopsychosocial variables as core to the intervention. Integrated method to identify and solicit relevant outside information. Modifies assessment to integrate relevant insights of others.

2. Episode of service has been described but limited in depth and detail. Clarity of presenting problem is limited. Recognition of biopsychosocial variables without descriptions or integration. Recognition of need for additional information. Limited recognition/description of alternative conceptual views of presenting problems.

1. Episode of service tasks lacks description and detail. Target, action, and client systems not identified/described. Identification of biopsychosocial variables not provided.

VII. Selection of an Intervention Plan

A. Developed a coherent intervention plan with objectives and problem solving steps
B. Linkage and application of theory to intervention.
C. Research connected to intervention
D. Utilization of literature to identify alternative avenues of intervention.

4. Integrated, detailed plan linking objectives to theory and problem solving. Research based plan indicating clear and specific alternative approaches linked to the literature.

3. Intervention plan with objectives connected to problem-solving steps. Theoretical component provided with some linkage to intervention. Research implications noted with some attention to alternatives.

2. Intervention plan provided with limited connections to objectives and presenting problems. Theory recognized as connected to case plan yet no development of detail. Research connection made without detail or development of literature-based alternatives.

1. Limited intervention plan without objectives and/or problem solving component. Theory undeveloped and not applied. Lack of research component.

VIII. Implementation of the Plan

A. Describes activities of implementation and what was done to engage stakeholders
B. Describes contracting and related responsibilities
C. Presentation of constructive change and difficulties encountered in the intervention
D. Identification and descriptions of strengths of client and other relevant systems.

4. Detailed and thorough presentation of implementation efforts and connections made to relevant systems. Clear explication of contract with client and responsibilities of all parties. Clear presentation of positive developments with change efforts and difficulties encountered. Detailed description of client and other systems strengths.
3. Clear presentation of implementation phase and linkages with relevant systems. Contract with client and relevant parties is presented. Recognition of positive developments and difficulties. Description of client system strengths.

2. Implementation activities listed. Contract relationship established with client limited to responsibilities of the parties involved. Some attention to positive changes and difficulties.

1. Limited presentation of implementation plan. Contracting with client recognized but not described. Limited review of constructive change or limitations of plan provided. Strengths of client system not processed.

IX. Evaluation and Feedback Regarding Intervention Plan

A. Evaluates effectiveness of intervention re: short/long-term goals
B. Describes use of supervision
C. Procedures described to access effectiveness
D. Evaluation of theoretical utilized for intervention.
E. Links evaluation research to type of intervention.

4. Thorough description and analysis of meeting short and long term goals and objectives for interventions. Description and application of supervision to the intervention integrated with assessment of goals and objectives. Detailed linkage of methods to assess effectiveness with both the theoretical model and relevant evaluation research.

3. Description and accompanying analysis of both short and long-term objectives provided. Utilization of supervision in the intervention is described. Assessment of effectiveness is provided. Description with some evaluation of theoretical model is presented. Application of evaluation research to intervention is provided.


1. Description of accomplishment of some short/long term goals. Role of supervision not presented. Assessment of effectiveness not developed or tied to a theoretical model. Linkage to evaluation research not provided.

X. 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

____________________________________________
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 and should cover at least the following:

-- 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

-- provision of a regular work place for the student

-- agreement that the field instructor will carry out the following duties:
  -- plan orientation period for student
  -- suggest relevant reading materials for student
  -- assist student in furthering professional oral and written communications skills
  -- read and initial student's seminar case presentation
  -- notify faculty of student progress and/or problems
  -- conduct at least weekly supervisory conferences with the student
  -- provide mid-term and final grade evaluations
  -- participate in field instructors meetings each semester

Section III. This section should include an outline of the specific structured learning experiences to which the student could expect to be exposed in the particular agency setting, in keeping with the objectives of the field program.

Social Work Program Director - Shepherd University

Director of Field Education - Shepherd University

Agency Administrator

Agency Field Instructor
## APPENDIX VIII  
### FIELD EDUCATION PROGRAM CENTERS

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

**Martinsburg, WV Area 25401**

<table>
<thead>
<tr>
<th>Agency</th>
<th>Address</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult Services</td>
<td>Department of Health And Human Resources, P.O.Box 1247</td>
<td>304-267-0100</td>
</tr>
<tr>
<td>Berkeley County Senior Services</td>
<td>217 North High St.</td>
<td>304-263-8873</td>
</tr>
<tr>
<td>Big Brothers/Big Sisters</td>
<td>P.O. Box 2355</td>
<td>304-263-5522</td>
</tr>
<tr>
<td>Canterbury Nursing Home</td>
<td>Shepherdstown, 25443</td>
<td>304-876-9422</td>
</tr>
<tr>
<td>Care Haven Center</td>
<td>2720 Charles Town Road</td>
<td>304-263-0933</td>
</tr>
<tr>
<td>City Hospital</td>
<td>Dry Run Road</td>
<td>304-264-1000</td>
</tr>
<tr>
<td>Child Protective Services</td>
<td>Department of Health And Human Resources, P.O.Box 1247</td>
<td>304-267-0100</td>
</tr>
<tr>
<td>Gateway Program</td>
<td>City Hospital</td>
<td>304-264-1230</td>
</tr>
<tr>
<td>Hospice of the Panhandle</td>
<td>122 Wayverly Ct</td>
<td>304-264-0406</td>
</tr>
<tr>
<td>Little Eagle Child Care Center</td>
<td>Rt. 9, Kearneysville, WV</td>
<td>304-264-7132</td>
</tr>
<tr>
<td>Potomac Highland Support Services New Beginning Program</td>
<td>510 Butler Ave.</td>
<td>304-263-6035</td>
</tr>
<tr>
<td>Probation Department</td>
<td>Berkeley Co. Judicial Ctr. 380 W. South St</td>
<td>1-304-258-7303</td>
</tr>
<tr>
<td>RESA VIII Head Start</td>
<td>109 S. College St.</td>
<td>304-267-3595</td>
</tr>
<tr>
<td>Safe Haven Child Advocacy Ctr.</td>
<td>201 North High St.</td>
<td>304-596-2022</td>
</tr>
<tr>
<td>Shenandoah Valley Medical Ctr.</td>
<td>99 Tavern Road.</td>
<td>304-264-0660</td>
</tr>
<tr>
<td>Shenandoah Women’s Center</td>
<td>236 W. Martin St.</td>
<td>304-263-8522</td>
</tr>
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</table>
VA Medical Ctr.  Rt. 9  304-263-0811

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

Shenandoah Center  50 Mulberry Tree St.  304-724-1101

Telamon Corporation  129 South Queen St.  304-263-0916

Victims Assistance Program  Charles Town  304-725-6550

Winchester, Virginia Area 22601

Northwestern Regional Educational Programs (NREP)  1481 Senseny Road
Winchester, VA 22602  540-665-0103

Frederick Co. Public Schools

National Counseling Group  Winchester, VA  540-664-2511

Winchester Medical Ctr.  P.O.Box 3340  540-722-8190

Hagerstown, Maryland Area 21740

Adult Services  Washington Co. DSS
122 N. Potomac St  240-420-2150

CAMEO  1302 Pennsylvania Ave.  240-313-3480

CASA  116 W. Baltimore St.  301-739-4990

Foster Care Services  Washington Co. DSS
122 N. Potomac St
Hagerstown, MD 21740  240-420-2180
<table>
<thead>
<tr>
<th>Name</th>
<th>Address</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head Start of Washington Co.</td>
<td>Martin Luther King Jr. Ctr</td>
<td>301-797-5231</td>
</tr>
<tr>
<td>Maryland Correctional Training Center</td>
<td>18800 Roxbury Rd.</td>
<td>301-791-7200</td>
</tr>
<tr>
<td>Potomac Case Management</td>
<td>140 W. Franklin St Suite 101</td>
<td>301-791-3087</td>
</tr>
<tr>
<td>Potomac Center</td>
<td>1380 Marshall St.</td>
<td>301-791-4613</td>
</tr>
<tr>
<td>Roxbury Correctional Institute</td>
<td>Rt.3 Box 4444</td>
<td>301-797-2250</td>
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<tr>
<td>School Family Liaison Program</td>
<td>Washington Co. DSS</td>
<td>240-420-2358</td>
</tr>
<tr>
<td></td>
<td>122 N. Potomac St</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hagerstown, MD 21740</td>
<td></td>
</tr>
<tr>
<td>Turning Point</td>
<td>25 E. North Ave.</td>
<td>301-733-6063</td>
</tr>
<tr>
<td>UCP of Central Maryland- Western</td>
<td>118 East Oak Ridge Drive</td>
<td>301-790-1493</td>
</tr>
<tr>
<td></td>
<td>Hagerstown MD 21740</td>
<td></td>
</tr>
<tr>
<td>Washington Co. Hospital</td>
<td>251 E. Antietam St.</td>
<td>301-790-8150</td>
</tr>
<tr>
<td>Washington Co. ARC</td>
<td>820 Florida Ave.</td>
<td>301-797-3380</td>
</tr>
<tr>
<td>Washington Co. Mental Health Service</td>
<td>1180 Professional Ct.</td>
<td>301-791-3045</td>
</tr>
<tr>
<td><strong>Fredrick, Maryland Area</strong></td>
<td></td>
<td></td>
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<tr>
<td>Fred. Co. Dept. Of Social Services</td>
<td>P.O.Box 237</td>
<td>240-694-4551</td>
</tr>
<tr>
<td>Frederick Co. Hospital</td>
<td>400 West Seventh Street</td>
<td>240-566-4317</td>
</tr>
<tr>
<td></td>
<td>Frederick, MD 21793</td>
<td></td>
</tr>
<tr>
<td>Heartly House</td>
<td>P.O. Box 857</td>
<td></td>
</tr>
<tr>
<td>Way Station Inc.</td>
<td>P.O Box 3826</td>
<td>301- 662-0099</td>
</tr>
<tr>
<td></td>
<td>Frederick, MD 21705</td>
<td></td>
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</table>
### OTHER LOCATIONS

<table>
<thead>
<tr>
<th>Location</th>
<th>Address</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department of Family Services</td>
<td>102 Heritage Way, N.E. Suite 200</td>
<td>703-771-5870</td>
</tr>
<tr>
<td>Foster Care Services</td>
<td>Loudoun County</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Leesburg, VA, 20176</td>
<td></td>
</tr>
<tr>
<td>Healthy Families</td>
<td>759 Main St.</td>
<td>540-477-3602</td>
</tr>
<tr>
<td></td>
<td>Woodstock, VA</td>
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</tr>
<tr>
<td>Montgomery Co. Correctional Facility</td>
<td>22880 Whelan Lane</td>
<td>240-773-9982</td>
</tr>
<tr>
<td>Boyds, MD 20841</td>
<td></td>
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</tr>
<tr>
<td>San Mar Children’s Home</td>
<td>Boonsboro, MD</td>
<td>240-625-9445</td>
</tr>
<tr>
<td>Winter Growth</td>
<td>18110 Prince Philip Dr.</td>
<td>301-774-7501</td>
</tr>
<tr>
<td></td>
<td>Olney, MD 20832</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX IX    CURRENT FIELD PLACEMENTS

FINALIZED FIELD PLACEMENTS BY STUDENT
2010-2011

1. Sarah Bryan
   Way Station Inc.
   P.O Box 3826
   Frederick, MD 21705

   Field Instructor: Tara Funkhouser, LCSW-C
   ACT Treatment Coordinator
   Tel. # (301) 662-0099 ext. 5002
   tfunkhouser@waystationinc.org

   Field Liaison: Geri Crawley-Woods

2. Jessica Fancher
   Washington Co. DSS
   School Family Liaison School Program
   122 N. Potomac St
   Hagerstown, MD 21740

   Field Instructor: April Faith, BSW
   Tel. # 240-420-2358
   afaith@dhr.state.md.us

   Field Liaison: Geri Crawley-Woods

3. Sara Hall
   Frederick Co. Hospital
   400 West Seventh Street
   Frederick, MD 21793

   Field Instructor: Kim Roelke
   Tel # 240-566-4317
   kroelke@fmh.org

   Field Liaison: Geri Crawley-Woods

4. Amanda James
   San Mar Children’s Home
   Boonsboro, MD

   Field Instructor: Ellen Savoy
   240-625-9445 ext. 220
   esavoy@sanmarhome.org
Field liaison: Geri Crawley-Woods

5. Misty Jett
UCP of Central Maryland- Western
118 East Oak Ridge Drive
Hagerstown MD 21740

Field Instructor: Sarah Hardin, LSWA
Admissions Director
301-790-1493 Ext 133
Shardin@ucp-cm.org

Field liaison: Karen Green

6. Allison Keeney
Washington County Dept. of Social Services
Foster Care Unit
P.O. Box 1419
Hagerstown, MD, 21741

Field Instructor: Amanda Royal, LGSW
240-420-2192
Email: aroyal@dhr.state.md.us

Field liaison: Karen Green

7) Amber Knuckles
Victim Assistance Program
P.O. Box 729
Charles Town, WV 25414

Field Instructor: Debbie Young, BSW
dyoung25401@yahoo.com
tel. # 304- 725-6550 (voice mail)

Field liaison: Geri Crawley-Woods

8. Sara Rae Koontz
Shenandoah Valley Medical Center
99 Tavern Road
Martinsburg, WV 25401

Field Instructor: Dale Bradfield, BSW
263-4999, ext. 1084
Email address: dbradfield@svms.net
Tina Burns 596-2610 ext 1066

Field liaison: Geri Crawley-Woods

9. Jamie LeHew
DHHR - Berkeley County
Youth Services
PO Box 1247
Martinsburg, WV

Field Instructor: Victoria Hansen, BSW
Email: Victoria.Hansen@wv.gov
Tel. # 304-267-0100 ext. 214

Field liaison: Karen Green

10. Caitlin Michael
Montgomery Co. Correctional Facility
22880 Whelan Lane
Boyds, MD 20841

Field Instructors: Wendy Miller
Tel. #240-773-9982
wendy.miller@montgomerycountymd.gov

Field liaison: Karen Green

11. Heather Morrison
DHHR – Jefferson County-CPS
Charles Town, WV

Field Instructor: Candace Gibson
Tel # 304-724-2600, ext.2024
Email: Candace.N.Gibson@wv.gov

Field Liaison: Geri Crawley-Woods

12. Tamarra Murray
Head Start of Washington Co.
Martin Luther King Jr. Center
131 W. North Avenue
Hagerstown, MD, 21740

Field Instructor: Vicki Robinson, MSW
vrobinson@headstartwashco.org
Tel. #: 301-797-5231 ext 105

Field liaison: Karen Green
13. Sarah Radcliff -TITLE IV-E Scholar
DHHR Berkeley County
CPS Unit
Martinsburg, WV

Field Instructor: Bill Connolly, BSW
Tel# 304-267-0100,
Email: William.M.Connolly@wv.gov

Field liaison: Geri Crawley-Woods

14. Jamie Rizzari
City Hospital
Dry Run Road
Martinsburg, WV

Field Instructor: Jessica Smith, BSW
Tel. # 304-264-1000
Email: Jessmith@cityhospital.org

Field liaison: Karen Green

15. Laura Sheffield
Berkeley County Senior Services
217 North .High St.
Martinsburg, WV

Field Instructor: Kathy McIntrye, BSW
304-263-8873
Email: bssads1@berkeleyseniorservices.org

Field liaison: Karen Green

16. Samantha Sixma
Jefferson County DHHR Home Finding Unit
WVDHHR-Region III
P.O. Box 984
Charles Town, WV  25414

Field Instructor: Diana Collins, BSW, LSW
Home Finding Specialist
Tel. # 304/724-2600 ext.2028
Fax # 304/728-0529
diana.collins@wv.gov

Field Liaison:  Karen Green
17. Maggie Wolford
Gateway Program
City Hospital
Martinsburg, WV

Field Instructor: Karis Baker
Tel.# 304-264-1230
kbaker@cityhospital.org

Field liaison: Geri Crawley-Woods
APPENDIX X  FIELD WORK EXPERIENCE PRACTICUM

<table>
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<th>Course Code</th>
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<tr>
<td>SOWK 411</td>
<td>3</td>
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<td>SOWK 412</td>
<td>3</td>
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</table>

Instructors

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Office Tel.</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>G.R. Crawley-Woods, Ph.D.</td>
<td>White Hall 316</td>
<td>304-876-5337</td>
<td><a href="mailto:gcwoods@shepherd.edu">gcwoods@shepherd.edu</a></td>
</tr>
<tr>
<td>Karen Green, MSSW</td>
<td>White Hall 333A</td>
<td>304-876-5458</td>
<td><a href="mailto:kgreen@shepherd.edu">kgreen@shepherd.edu</a></td>
</tr>
</tbody>
</table>

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 19 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.

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.
<table>
<thead>
<tr>
<th>Competencies</th>
<th>Expected Learning Outcomes (aka: Practice Behaviors)</th>
</tr>
</thead>
</table>
| **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.  
13. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues. |
| **4.** Engage diversity and difference in practice | 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 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 | 25. Analyze, formulate, and advocate for policies that advance social well-being. |
well-being and to deliver
effective social work services

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,
opinions, 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 Outcomes

(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 and function, their abilities to enhance or restore social functioning, 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 situation, 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, 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 interventive methods, skills and techniques necessary to effective professional practice, and to demonstrate their application with 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**

A detailed [learning contract](#) for the student’s placement which includes: a description of the student’s role in the agency; the student’s learning and practice expectations in the form of goals and objectives; the student’s work assignments in terms of specific tasks to be completed, plan for self-care; class and work schedules, and any special arrangements which have been made regarding field work assignments. If the student is experiencing any problems in class or fieldwork, s/he is to indicate the nature of these problems along with the actions that have been taken to resolve the same. Learning contracts are to be completed by September 15th for the first semester and by January 30th in the second semester. The contract is to be signed by the student, the field instructor and the Director of Field Education and the agency liaison. Suggested formats for the learning contracted will be provided as a general guideline, though each contract is to be individualized and tailored to the needs of the student in their particular agency placement.

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.
APPENDIX XI  FIELD EDUCATION SEMINAR

SOWK 409 2 CREDIT HOURS

Instructors
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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

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. 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 interventive 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.

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.

<table>
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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, IFSSH/IAASSW 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. |
| 13. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues. |

4. Recognize the extent to which a culture’s structures and values may oppress,
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<th>marginalize, alienate, or create or enhance privilege and power.</th>
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<tr>
<td><strong>INCLUDES:</strong> 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</td>
<td>15. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.</td>
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</tr>
<tr>
<td>8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services</td>
<td>25. Analyze, formulate, and advocate for policies that advance social well-being.</td>
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<td>26. Collaborate with colleagues and clients for effective policy action.</td>
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</tbody>
</table>

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 Outcomes

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 for application in actual case situations.
3. To become familiar with a variety of service systems and different organizational contexts of practice.
4. To understand and evaluate a range of interventional approaches and techniques, including those used in interviewing.
5. To appreciate the role of the professional within the context of a working group to enhance both the process and purpose of the group.
6. To utilize the experiences and expertise of peers to expand knowledge and enhance effectiveness in the practicum setting.
7. To examine one’s own readiness and ability to enter and identify with the profession.

Required Texts

Shepherd University. (2010). The Field Education Handbook. (available on line)

Students are required to purchase the Field Education Handbook (available on line through the Sakai system). 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


Maguire, Lambert. Social Support Systems in Practice: A Generalist Approach


Parry, Joan. Social Work Theory and Practice With the Terminally Ill

Payne, Malcolm. Modern Social Work Theory


Tripodi, Tony .A Primer on Single-Subject Design for Clinical Social Workers

Turner, Francis J. Social Work Treatment(4th 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. 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. Note: Students are responsible for providing sufficient copies of the case presentation for all seminar students and the faculty. Alternatively, case presentations may be posted on Sakai by the instructor.

2. A review of the student’s learning contract should be submitted during finals week of the fall semester. Discuss the extent to which you have met your learning objectives and identify any factors which have impeded progress. Indicate what areas of learning you wish to explore in the following semester. This assignment will provide preparation for the submission of a revised/updated learning contract in January.

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 44 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. Instructions for each will be given in seminar. Guidelines for these are provided in the Field Education Handbook.

5. Three group observation scales will be due each semester. These are to assist the student in enhancing group process skills and monitoring the dynamics of the seminar group. Scales will be distributed to students by the instructor. An example can be found in the handbook.

6. Four process recordings (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.

<table>
<thead>
<tr>
<th>Process Recording #</th>
<th>DUE-Target dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>October 15th</td>
</tr>
<tr>
<td>2</td>
<td>December 1st</td>
</tr>
<tr>
<td>3</td>
<td>February 15th</td>
</tr>
<tr>
<td>4</td>
<td>April 15th</td>
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</tbody>
</table>

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.

| Case Presentation | 25% |
| Field Logs/Timesheets | 25% |
| Process Recordings | 25% |
| Participation | 25% |

Logs should be submitted every two weeks with your timesheets. Three group observation sheets must be submitted as an element of participation.

**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.

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.

Class Calendar:

Presentation dates for each field student will be scheduled at the beginning of the semester. Area practitioners, including field faculty, will also participate in the seminar. Case material will be organized according to areas of practice as well as availability. These will include but not be limited to: public welfare, geriatrics, development disabilities, health care, mental health, AIDS, hospice, child welfare services, and corrections. 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.

The seminar schedule will include review and discussion of cases from the field agencies.
Seminar Schedule
1st semester SOWK 409
Overview

Week 1 & 2  Orientation to and issues in field agency
            Readings: As assigned by field faculty
            e.g. agency manuals, case records, other background materials
            process recording role-play

Week 3   Generalist Practice
            Practice Theories

Week 4   The use of groups
            Due: Learning Contract, including proposed group

Week 5   Case Background and case contacts
            - types of cases
            - Number and kinds of contacts

Week 6   Contracting
            - use of types of contract agreements
            - informed consents/release of information
            - service/intervention plans

Week 7   Assets and Liabilities within Clients and Communities
            Including Macro factors

Weeks 8   Agency Case presentations *
Thru 15   Including examination of the strengths and challenges for both client systems and change agent systems

* Order of presentations to be arranged based on availability of case materials in specific field placements
Seminar Schedule  
2nd Semester SOWK 410  
Overview

Specific topics will be developed by co-facilitators in consultation with the faculty. This may include but are not limited: to cultural competence; transference and countertransference; supervision; relationships with colleagues and collateral contacts; ethical dilemmas; self-care; policy and research issues.

<table>
<thead>
<tr>
<th>Week 1 &amp; 2</th>
<th>Reorientation/reentry issues in the field practicum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weeks 3 to 15</td>
<td>Case/Process Recording Presentations begin this week, alternating with open group discussions on topics listed above</td>
</tr>
</tbody>
</table>
| Weeks 15 & 16 | Issues related to termination  
Summary Evaluation of Group Project |

* Order of presentations to be arranged based on availability of case materials in specific field placements
CASE PRESENTATION OUTLINE

Student ___________________________ Presenting date: ________________

Signature of presenting student: __________________________________________

Signature of field faculty: ______________________________________________
(N.B. no case will be allowed to be presented without the permission of the field faculty)

I.  Practice Theory: (description and application to case)

II.  Case Background (Identifying Information, other agencies involved, significant case history)

III.  Description of Case Contact (Interaction with client, intervention on behalf of client, may include process recordings)

IV.  Contract Agreement Form (to be completed and attached to case)

V.   Assets within client(s) and community

VI.  Liabilities and special obstacles

VII.  Macro level forces influencing the case

VIII. Challenges student is encountering, including:
      a) areas of interpersonal and intrapersonal processing
      b) case management
      c) utilization/securing resources

IX.   Skills and strengths student brings to working with this case, including what has already been successful in the intervention effort.

X.    Summary, impressions, recommendations (one paragraph each)
CASE/PROCESS RECORDING PRESENTATION OUTLINE

Student __________________________________ Presenting date: ___________________

Signature of presenting student:__________________________________________

Signature of field faculty:_________________________________________________
(N.B. no case will be allowed to be presented without the permission of the field faculty)

Case Background
- biopsychosocial factors
- significant group memberships, including sociocultural elements
- macro factors

Conceptualization of Problem
- How do others, including the worker, view the problem?
- How does the client system view the problem?
- How is this different from how others view the problem?
- What was the precipitating event?

Case Contact
- with client system
- with collaterals (including telephone, correspondence, and face-to-face contact by social work intern and other workers)
- how was a constructive relationship established?

Description of Interview
- length
- number
- 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/interview?
- What was the worker’s inner experience in conducting 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?
# DAILY TIME LOG FOR FIELD EDUCATION

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**SEMESTER TOTAL**  ________
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 found 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
Process Recording

Recorder’s Name:______________________ Date of Interview: _________
Process Recording: # 1 2 3 4 (please circle one) 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:_____________________________________
________________________________________________________________________
Process Recording (con’t)

CONCLUSION:

Impressions:________________________________________________________________________
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Assessment of Interviewer Role:__________________________________________________________
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Plan:________________________________________________________________________________
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Signature of student/date            signature of field faculty/date
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<th>Field Instructor's Comments</th>
<th>Data: Content/Dialogue e.g. Worker Said/Client Said = verbatim</th>
<th>Analysis of Client Process and Dynamics of Interaction</th>
<th>Analysis of Worker’s Process (incl. skills used &amp; gut-level feelings encountered)</th>
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<td>Data: Content/Dialogue e.g. Worker Said/Client Said = verbatim</td>
<td>Analysis of Client and Process</td>
<td>Analysis of Worker’s Process (incl. gut-level feelings)</td>
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## Field education Seminar – Group Process Observation Scale

**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 with the code above. Each time a behavior is repeated, note with a checkmark. At the end of each seminar meeting, the type and incident of behavior should be reflected.

<table>
<thead>
<tr>
<th>COMMNICATING BEHAVIORS</th>
<th>PROBLEM SOLVING BEHAVIORS</th>
<th>UNPRODUCTIVE BEHAVIORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>C-1 reaching for facts</td>
<td>P-1 providing working data</td>
<td>U-1 absence</td>
</tr>
<tr>
<td>C-2 focused listening</td>
<td>P-2 confronting with contra reality</td>
<td>U-2 tardiness</td>
</tr>
<tr>
<td>C-3 reaching for a feeling link</td>
<td>P-3 pointing out obstacles</td>
<td>U-3 non-participation</td>
</tr>
<tr>
<td>C-4 redirecting a message</td>
<td>P-4 pointing out common ground</td>
<td>U-4 withdrawing</td>
</tr>
<tr>
<td>C-5 toning down strong messages</td>
<td>P-5 defining limits</td>
<td>U-5 monopolizing</td>
</tr>
<tr>
<td>C-6 amplifying subtle messages</td>
<td>P-6 defining contract</td>
<td>U-6 yes, but</td>
</tr>
<tr>
<td>C-7 reaching for feelings</td>
<td>P-7 partializing the problem</td>
<td>U-7 aggressiveness</td>
</tr>
<tr>
<td>C-8 waiting out feelings</td>
<td>P-8 making the problem the group’s</td>
<td>U-8 acting superior</td>
</tr>
<tr>
<td>C-9 reporting own feelings</td>
<td>P-9 waiting out the problem</td>
<td>U-9 submissiveness</td>
</tr>
<tr>
<td>C-10 getting with feelings</td>
<td>P-10 offering alternatives</td>
<td>U-10 intellectualizing</td>
</tr>
</tbody>
</table>
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

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.
14. My supervisor tends to assume that I know a lot more than I really do and often talks "over my head."

15. My supervisor seems more concerned that I learn from my cases and less concerned that I provide them with effective service.

16. My supervisor seems to know what he or she is talking about when it comes to dealing with case material.

17. My supervisor uses videotaped interviews as educational material in our conferences.

18. My supervisor uses audio tape recordings of interviews in our conferences.

19. My supervisor sits in on some of my own interviews as a means of gathering data to help me develop my professional skill.

20. My supervisor allows me to observe directly his or her own methods of working with individual cases.

21. My supervisor requires me to process record my cases.
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 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

EXIT INTERVIEW

Exit Interview – Suggested Protocol

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

- Review of elements (particular assignments, tasks, protocols, etc.) that the student found helpful at the beginning of the placement.

- Learning experiences the student found most useful throughout the placement

- Point at which the student began to feel she/he could operate more independently

- Aspects of the placement that might be reevaluated or eliminated

- Cases/issues the student found most difficult or challenging

- Experiences the student remembers as especially satisfying or rewarding

- Issues related to termination – closing or transferring of cases, preparation for termination, rituals of saying goodbye to the agency staff as well as clients

- Suggestions the outgoing intern would make to incoming students at the agency

- Area in which field instructor has seen the most growth in the intern

- Recommendations of the field faculty in terms of areas in which there remains room for growth

- Reminding all parties about termination date and requirement of formal letter of termination to be submitted two weeks prior

- 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,1 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 Ethics2 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. In social work, the signature pedagogy is field education. The intent of field education is to connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies.

**Accreditation Standard B2.0—Curriculum**

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

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

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

**B2.0.3** Provides an operational definition for each of its competencies used in its curriculum design and its assessment [EP 2.1 through 2.1.10(d)].
**B2.0.4** Provides a rationale for its formal curriculum design demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field (EP 2.0).

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

**Accreditation Standard M2.0—Curriculum**
The 10 core competencies are used to design the foundation and advanced curriculum. The advanced curriculum builds on and applies the core competencies in an area(s) of concentration. The program

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

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

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

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

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

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

**Accreditation Standard 2.1—Field Education**
The program discusses how its field education program

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

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

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

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

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

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

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

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

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

3. Implicit Curriculum

Educational Policy 3.0—Implicit Curriculum: The Learning Environment
The implicit curriculum refers to the educational environment in which the explicit curriculum is presented. It is composed of the following elements: the program’s commitment to diversity; admissions policies and procedures; advisement, retention, and termination policies; student participation in governance; faculty; administrative structure; and resources. The implicit curriculum is manifested through policies that are fair and transparent in substance and implementation, the qualifications of the faculty, and the adequacy of resources. The culture of human interchange; the spirit of inquiry; the support for difference and diversity; and the values and priorities in the educational environment, including the field setting, inform the student’s learning and development. The implicit curriculum is as important as the explicit curriculum in shaping the professional character and competence of the program’s graduates. Heightened awareness of the importance of the implicit curriculum promotes an educational culture that is congruent with the values of the profession.

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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