



WRIGHT STATE UNIVERSITY

**SW 4860/4870/4880/4890
BSW Field Manual
Revised Spring 2021**

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I. THE DEPARTMENT OF SOCIAL WORK

The Department of Social Work is located in the College of Liberal Arts, one of the six undergraduate colleges/schools at Wright State University (WSU). The program is accredited by the Council on Social Work Education (CSWE). This ensures that the curriculum and faculty meet established, national standards. As of October, 1992, a social work degree from an approved program is a prerequisite to apply for your state social work license.

The department has ten full-time faculty. This includes the department chair and nine full-time classroom faculty. Additionally, there are several adjunct faculty. Students may take the two required introductory courses, as well as Core requirements at the Dayton Campus or at the Lake Campus, located in Celina, Ohio.

II. DEFINITION OF GENERALIST SOCIAL WORK PRACTICE

The faculty in the Social Work Department at Wright State University adhere to the following definition of generalist social work practice:

“Generalist social workers work directly with client systems at all levels, connect clients to available resources, intervene with organizations to enhance the responsiveness of resources systems, advocate just social policies to ensure the equitable distribution of resources, and research all aspects of social work practice.

Generalist Social Work Practice:

- Utilizes generic practice processes to organize work with client systems
- Recognizes the potential for change at multiple system levels-within human systems, between systems, and among environmental systems
- Views human behavior in the context of the social environment
- Integrates direct practice with social policy and social work research activities”

Taken from Miley, B., & Dubois, K. (2013). *Social work: An empowering profession* (8th ed.). Boston: Pearson/Allyn & Bacon, p. 7.

Generalist Social Work Practice

- Uses a systems or person-in-environment perspective
- Uses the strengths and client empowerment perspectives
- Requires multi-systems level intervention
- Involves the application of critical thinking skills to the planned change approach/process
- Integrates direct practice with social policy and social work research
- Is guided by the professional code of ethics
- Provides the core competencies (knowledge and skills) for beginning level practice in a variety of social and human service settings
- Serves as the foundation for advanced practice

Students will learn more about generalist social work practice as they progress through the first few

courses. By way of introduction, generalist practice prepares students for beginning practice with individuals, small groups, families, and organizations and communities in a wide variety of social problem areas. Students will develop basic knowledge of human behavior in the social environment, social welfare policy and services, practice and research and evaluation. Students will develop beginning skills in socio-behavioral assessment, social problem solving, intervention planning, interviewing, leading groups, etc.

Students will be prepared to practice with different types of clients and client groupings in a variety of social service settings. Thus, upon graduation, students will not be specialists in any one kind of social work within a specific client-problem arena. Rather, students will start out as generalist practitioners.

Students may pursue special interest by the specific topics chosen for term papers in senior classes and through their requests relative to the setting for the senior practicum.

III. SOCIAL WORK PROGRAM MISSION STATEMENT

The Social Work Program's mission aligns well with the WSU Vision and Mission Statements*:

Wright State University Mission Statement

We transform the lives of our students and the communities we serve.

*The full WSU Strategic Plan is available at [Strategic Plans | Wright State University](#)

Wright State University Vision Statement

Wright State University, inspired by the creative spirit of the Wright brothers, will be Ohio's most learning-centered and innovative university, known and admired for our inclusive culture that respects the unique value of each of our students, faculty, staff, and alumni and for the positive transformative impact we have on the lives of our students and the communities we serve.

Social Work Program Mission Statement

The Social Work Department at Wright State University is dedicated to preparing ethical, competent, creative, and critically thinking generalist practitioners who pursue their work from a social justice perspective. The program strives to prepare students who are self-awared life-long learners, who deliver culturally competent interventions, and who are optimistic about their abilities to promote well-being through all levels of social intervention.

Social Work Program Goals

The Goals of the Social Work Program meet the Program Mission are:

1. Prepare students to be professional, ethical, and competent generalist social workers as measured by Competencies and Practice Dimensions.
2. Prepare students to practice without discrimination and be advocates for social justice as measured by Competencies and Practice Dimensions.
3. Prepare students with a generalist knowledge, skills, and values foundation as measured by

Competencies and Practice Dimensions.

IV. BSW SOCIAL WORK COMPETENCIES AND PRACTICE DIMENSIONS

9 Competencies and 31 Practice Dimensions

Competency 1 –Demonstrate Ethical and Professional Behavior

Students will:

1. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.
2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.
3. Demonstrate professional demeanor in behavior, appearance, and oral, written, and electronic communication.
4. Use technology ethically and appropriately to facilitate practice outcomes.
5. Use supervision and consultation to guide professional judgment and behavior.

Competency 2 –Engage Diversity and Difference in Practice

Students will:

6. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.
7. Present themselves as learners and engage clients and constituencies as experts of their own experiences.
8. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 3 –Advance Human Rights and Social, Economic, and Environmental Justice

Students will:

9. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.
10. Engage in practices that advance social, economic, and environmental justice.

Competency 4 –Engage in Practice-informed Research and Research-informed Practice

Students will:

11. Use practice experience and theory to inform scientific inquiry and research.
12. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.
13. Use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5 –Engage in Policy Practice

Students will:

14. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.
15. Assess how social welfare and economic policies impact the delivery of and access to social services.

16. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Competency 6 –Engage with Individuals, Families, Groups, Organizations, and Communities

Students will:

17. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.
18. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

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

Students will:

19. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
20. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.
21. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.
22. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

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

Students will:

23. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.
24. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.
25. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.
26. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.
27. Facilitate effective transitions and endings that advance mutually agreed-on goals.

Competency 9 –Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Students will:

28. Select and use appropriate methods for evaluation of outcomes.
29. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.
30. Critically analyze, monitor, and evaluate intervention and program processes and outcomes.
31. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

V. FIELD EDUCATION POLICIES/PROVISIONS

Field Supervisor Minimum Qualifications

Senior practicum field supervisors must have at least a Bachelor's Degree in Social Work (BSW) from a CSWE accredited program and two years post-degree professional work experience. Those with a Master's Degree in Social Work (MSW) from a CSWE accredited program are not required to have a minimum number of years of work experience. Social work licensure (i.e., LSW or LISW) is not required (unless the state requires it). Nonetheless social work licensure is not a substitute for the BSW or MSW. Exceptions may be granted with the instructor's and/or field director's approval. In such cases, field supervisors must commit to reinforcing a social work perspective and the NASW Code of Ethics with training from the field coordinator and ongoing guidance from the faculty field liaison.

Reasonable Accommodations

If needed, students with physical, mental, and/or learning disabilities may ask the director of their field agency for specific and reasonable accommodations for their disabilities.

Professional Liability Insurance

Senior practicum students are required to purchase liability insurance through the group plan offered to the Department of Social Work at Wright State University. The non-refundable, annual premium is paid in full as a course fee when enrolling in SW 4860.

Placement Process for the Senior Field Education

Students must meet the following requirements before they can formally apply for the senior practicum (SW4860)

1. Students must have a grade point average of 2.25 or better.
2. Students must have completed liberal arts courses that are pre-requisites for the 4000 level social work courses.
3. Students must have completed all 2000 and 3000 level social work courses (SW 2700, 2710, 2720, 3700, 3800) as well as SW 4700 and 4900.
4. Student must be able to concurrently enroll in SW 4810 Social Work Practice II and SW 4860 Social Work Field Practicum I.

When the above requirements are met, students are able to start the official process. In order to enroll in the practicum (SW 4860) for the Fall Semester, students must apply during the preceding Spring Semester. Students must complete the application form which is called the Student Profile (available online at the department website liberal-arts.wright.edu/social-work). Once the Student Profile is completed, students then schedule a screening interview with the Field Education Director. The purpose of the screening interview is to determine the readiness of the student to enter practicum and the appropriate agency for the practicum site.

Readiness of students for senior practicum is based on the student's completion of prerequisites, expressed readiness, and input from the social work faculty. If it is felt that the student is not ready to do a field practicum, the Field Education Director reserves the right to not accept the student for practicum at that time.

The actual placement site is a negotiable matter between student, the Field Education Director, and the desired agency, based on the student's interest and practice goals, and the availability of an appropriate agency to meet these goals.

The identified agency for desired placement will have the final decision to accept the student for placement, based on an interview between the student and the designated supervisor and/or agency designee. The student also has the right to accept or reject the agency for placement. The Field Education Director will finalize the agreed upon placement in written form, clearly delineating the starting and ending dates of the practicum experience.

Responsibilities and Functions of the Department of Social Work, the Agency, and the Student

The Field Education Director has the following responsibilities:

- A. To screen students making application for practicum.
- B. To provide students with information about placement opportunities including specific agencies and programs.
- C. To provide agencies with information about particular students.
- D. To match students with agencies keeping the interests and needs of both in mind.
- E. To assess student's performance/progress during visits to agency, including the assessment of at least one observation of a student activity in the agency.
- F. To keep students and field supervisors aware of all dates and related expectations that effect practicum. This includes dates, times, and location of seminars, dates evaluations are due, etc.
- G. To arbitrate issues that may arise where either agency or student is experiencing difficulty, and to make and carry out decisions to remove students when necessary.
- H. To provide assistance as deemed appropriate, to the faculty-field liaisons/seminar instructors, field supervisor, agency, and/or student upon request.
- I. To identify and evaluate agencies as potential practicum settings for students.
- J. To plan and implement orientation and other seminars for field supervisors.
- K. To carry out other duties as identified as being related to practicum.

The Faculty-Field Seminar Instructor has the following responsibilities:

- A. To attend annual orientation.
- B. To read and evaluate student's logs.
- C. To maintain ongoing contact with assigned students and agencies and arbitrate issues that may arise between them.
- D. To plan and conduct the seminar in which students participate during practicum at specified intervals.
- E. To assign grades based on logs, participation in seminars, and/or other clearly specified criteria.
- F. To keep Field Education Director apprised of any major problems.
- G. To notify the Field Education Director whenever arbitration necessitates intervention at or above the Director level.

The Agency has the following responsibilities:

- A. To provide learning experiences that adhere to the Social Work Program's purpose and outcomes.
- B. To provide the supervisory/instructional personnel to ensure quality learning experiences for students, that is, to select a person with the MSW or BSW from a CSWE accredited social work program and a minimum of two years of supervisory experience for BSW level supervisors. (Exceptions must be arranged with the Field Education Director.)
- C. To provide travel reimbursement for student expenses incurred while performing agency business or to explore the feasibility of reimbursement if such a policy does not exist.
- D. To provide opportunities to work with members of different ethnic groups.
- E. To provide adequate space and supplies for students.
- F. To prepare the agency personnel for the arrival of students.
- G. To participate in the selection of students assigned to agency, including interviewing students prior to placement and submitting forms indicating acceptance or non-acceptance.
- H. To provide learning experiences that insure students' direct involvement with clients in a manner consistent with Practicum course outcomes, professional social work practice, and the NASW Code of Ethics.
- I. To provide learning experiences that expose students to the total operation of the agency.

The Field Supervisor (Field Instructor) has the following responsibilities:

- A. To develop the learning/contract activities of the students that ensure achievement of the expected field outcomes.
- B. To meet with students for at least an hour each week for an instructional conference, and at other times as needed.
- C. To complete the mid-point and end of term evaluations.
- D. To serve as a professional role model for the students.
- E. To attend orientation and special meetings convened for field supervisors.

The Student has the following responsibilities:

- A. To be present at the agency during the times arranged for the practicum. If, for any reason, the student is unable to adhere to the designated dates and/or times, the student is to immediately notify their field supervisor and the Field Education Director.
- B. To make and comply with arrangements made to cover any missed time.
- C. To spend a minimum of 420 clock hours in the practicum agency.
- D. To conduct themselves in a responsible and professional manner at all times while carrying out the assigned duties of the agency. This includes promptness, neatness in personal appearance, and working cooperatively with other staff members.
- E. To comply with the NASW Code of Ethics and to conform to the agency rules to protect client rights, particularly with regard to confidentiality of case material and other information the student may have access to because of the practicum assignment.
- F. To work within the framework of the agency established by its policies and procedures.
- G. To attend each scheduled practicum seminar.
- H. To actively participate in case assignments (individual, family and group work), conferences, and all other activities deemed appropriate by the agency.
- I. To be part of the learning experience, doing each assignment to the best of their ability.
- J. To keep a log of the actual hours in practicum and be able to document that the total hours required have actually been fulfilled.
- K. To keep the Field Education Director and faculty-field liaison aware of any problems they are concerned about and/or are unable to resolve in cooperation with the field supervisor.

- L. To not make initial contacts with agencies regarding practicum placement possibilities, without the specific permission of the Field Education Director.
- M. To complete all expectations, contractual agreements, and assignments that are defined as part of the practicum experience.
- N. To meet all the obligations the student has to the University, agency, and clients.

Grievance Procedures

The grievance procedures are developed for use by students, faculty, agency based field supervisors, and clientele. The grievance procedures are designed to deal with discrepancies that may emerge during the field practicum experience. A step-by-step procedure is outlined and must be followed in order and timetable outlined.

Step 1. Whenever there is a discrepancy, the two parties involved should take every precaution to try to resolve the matter. If the matter cannot be resolved, then the matter should be brought to the attention of the agency based field supervisor. If the matter cannot be resolved at this level, the grieving person must inform the other party of their intention to proceed to Step 2. This should be communicated in writing with a copy being forwarded to the Field Education Director within five working days following the meeting between the student and agency based field supervisor.

Discrepancies between clientele and students will be resolved and handled in Step 1 only. If additional action is required, the procedures of the agency will be followed. The agency based field supervisor will inform and keep the Field Education Director and the faculty-field liaison/seminar instructor apprised of all developments.

Step 2. The student, field supervisor, faculty-field liaison/seminar instructor, and Field Education Director will meet to resolve the matter. If satisfactory resolution is not obtained, then the grieving parties may initiate action within five working days following the meeting by written communication to the Chair of the Department.

Step 3. The Chair of the Department of Social Work will meet with parties to try to satisfactorily resolve the matter. If a satisfactory agreement cannot be reached, the parties will move to the final step.

Step 4. The final step will involve meeting with a panel of three. Each party in conflict will select a representative from a developed list to hear grievance. This panel of three (Department Chair and two selected representatives) will make a final decision to which parties must agree.

Evaluation Process for the Student in Senior Field Education

The evaluation of the student in field education is a joint assessment of the field supervisor and faculty-field liaison/seminar instructor.

Both the student and the agency field supervisor have an integral part in the evaluation. Each has a

particular level of responsibility in making it an educational part of the practicum. Communication between the agency field supervisor and the student should be such that both are aware of the level of performance of the student at any given point in time. Ongoing and regularly scheduled conferences between student and supervisor are necessary in order for this to be achieved.

Students are evaluated twice during the first semester, and once at the end of the second semester. For the first semester practicum experience, students will receive a midpoint evaluation at seven weeks and an end of the semester evaluation. The due date for each specific evaluation will be communicated to students and supervisors.

A contract/evaluation tool must be developed each semester based on the competencies and practice dimensions.

In addition to participating in the evaluation, each student is required to review and sign the evaluation before it is submitted. The student's signature does not denote agreement about its content but rather that the student has had an opportunity to read and discuss the evaluation with the supervisor. Students may submit a written addendum to the evaluation if there are disagreements with respect to the ratings and comments. The addendum must be reviewed and signed by the supervisor.

Evaluations are considered the property of the Department of Social Work. However, students may make a written request that a copy be given to them or sent to an employer or a graduate school.

Grading Process

Each student will receive a letter grade (A, B, C, D, or F) each semester for the Field Education seminar (SW 4870 and SW 4890) and a Pass/Fail grade for the Field Placement (SW 4860 and SW 4880).

The faculty-field liaison/seminar instructor is responsible for determining the final grade of each student in practicum, during any given term. The final grade is based upon the following factors:

- 1) Practicum evaluation completed by field supervisor.
- 2) Well-documented logs submitted at specified intervals, to the faculty-field liaison/seminar instructor.
- 3) Attendance and participation at scheduled practicum seminars.
- 4) Completion of a major paper during the final semester --contents to be delineated by the faculty-field liaison/seminar instructor).
- 5) Completion of additional practicum assignments each semester.

PLEASE NOTE:

SW 4860, 4870, 4880 and 4890 assignments are described in detail in the course syllabus.

University Non Discrimination Policy

Wright State University is committed to achieving full equal opportunity in all aspects of university life. We are proud of the diversity of the university community and strive to make all members of the community feel welcome.

The policy of Wright State University is to not discriminate against any persons on the basis of race, religion, color, sex, sexual orientation, disability, veteran status, national origin, age, or ancestry. In addition, we take affirmative action to recruit and assist members of various racial or ethnic groups, women, Vietnam-era veterans, and persons with disabilities whose ability to achieve academic success might otherwise be unrecognized because of cultural barriers. Our policy is fully consistent with the various federal and Ohio statutes which prohibit discrimination.

VI. GENERAL POLICIES

Hours

Students enrolled in the concurrent practicum must complete 420 clock hours. For the two term practicum, students must complete an average of 15 hours per week.

Attendance

Students are expected to be punctual and observe the regular agency working hours. When students are absent or tardy for reasons beyond their control (death in family, illness), they must call their field supervisor by 9:00 a.m. and give reason for absence or tardiness. Students should speak directly to the supervisor; a message should be left only if the supervisor is not accessible. Students are expected to make up missed time. This is to be structured in conjunction with the agency field supervisor.

Holidays

Students are expected to complete the 420 clock hours. Students can take agency holidays and university holidays. However, these holidays are to be negotiated at the beginning of each semester. Assignments and responsibilities to clients should guide the decisions relative to holidays.

Inclement Weather

Students are not allowed to use the Wright State policy on inclement weather for their internship. Inclement weather concerns and policies are to be discussed at the time of your onboarding with your supervisor.

Professional Meetings

Students are encouraged to attend professional meetings. The field supervisor can determine the appropriateness of such a meeting and whether practicum hours can be used. The Social Work Program may also encourage students to attend certain professional meetings and will allow time to count for practicum hours. Such a decision will be made in conjunction with the field supervisor.

Time Records

Students are required to maintain written documentation of practicum hours completed. These hours will be maintained in the students' logs and should be maintained at the agency. The field supervisor is to document hours on the evaluations submitted at the end of each semester.

Withdrawal from SW 4860, 4870, 4880, 4890

Students have the right to drop the practicum within the University approved period. However, this decision must be discussed in detail with the Field Education Director and the field supervisor. Termination of the practicum may be initiated by the student, agency, or Field Education Director and must be done in a planned way to minimize damage to agency services and clients, the student, and the future working relationship between the agency and the Department of Social Work.

Practicum and Employment

CSWE accreditation standards emphasize that the field practicum must demonstrate a "clear differentiation between work and student learning assignments." Thus, the WSU program makes every attempt to have students complete their practicum at an agency where the students are not employed. For the exception - practicum at the same agency where the student is employed, the following conditions must be satisfied: 1) student must be assigned to a unit/division that differs from the regular work assignment, 2) student must be assigned a field supervisor who is not the work supervisor, and 3) the agency must provide release time for the practicum. Students must complete the Place of Employment Proposal application, available from the Field Education Director, and submit this for prior approval of an employment-based practicum.

VII. DEPARTMENT OF SOCIAL WORK STUDENT CARE AND CONCERN POLICY

Students in the Social Work program, at new student orientation, are given a list of expected positive behaviors to become healthy, responsible, and ethical students. Students are also given a list of resources on campus to assist them in meeting these behavioral expectations. Students are directed to the on-line version of the Social Work Student Handbook which outlines the curricular expectations and supportive resources available in the department and university.

All WSU students are expected to abide by the Code of Student Conduct as specified by the Office of Community Standards and Student Conduct. The Code of Student Conduct specifies behaviors expected in and outside of the classroom. For a complete list of behaviors that are in violation of the Code of Student Conduct go to [Conduct Policies: Code of Student Conduct | Student Affairs | Wright State University](#). The faculty of the Social Work Department follows the procedures outlined by the Office of Community Standards and Student Conduct ([Non-academic Violations Process | Student Affairs | Wright State University](#)) to report violations of student conduct, take actions in response to the violations, notify students of the reported violation and recommended action, inform students of their right to appeal the faculty decision, and cooperate with the appeal process if taken by the student. Some severe violations of student conduct and repeated violations of student conduct can result in dismissal from the University by the Office of Community Standards and Student Conduct.

There are expectations of student behavior in the Social Work Department that are outside of the auspices of the Office of Community Standards and Student Conduct. There are times when a student's behaviors prevents them from being able to complete the expectations in the Social Work curriculum, especially the application of course work in the field education setting. The WSU Social Work Department's Dismissal Policy focuses

on responses to student concerns when that behavior prevents a student from completing the Social Work requirements.

Minimally, the Social Work requirements are:

- * Students must maintain a 2.25 GPA to be accepted into the program and to begin field education.
- * Students must receive a “C” or higher in all Social Work classes.
- * Students may NOT repeat a Social Work course more than two (2) times.
- * Students must follow the student responsibilities outlined in the Social Work Handbook and Social Work Field Manual.

The Social Work Department’s Care and Concern Policy attempts to help students overcome concerns that may affect their ability to meet the Department requirements. The Care and Concern Policy below defines student concerns, the procedure to report student concerns, a plan of action to address the concern, consequences of not meeting the Social Work requirements, and the appeal process for the student if they disagree with the actions taken by the Department.

Definition of Student Concerns

Wright State University’s Department of Social Work adheres to the following definition of concern: Students who show an inability to insightfully understand and resolve their own issues so that these issues do not interfere with generalist social work practice is a student concern (adapted from Bemak, Epp, & Keys, 1999, p. 21). The student concern can be reflected in one or more of the following ways: “ (a) an inability and/or unwillingness to acquire and integrate professional standards into one’s repertoire of professional behavior , (b) an inability to acquire professional skills in order to reach an acceptable level of competency, and (c) an inability to control personal stress, psychological dysfunction, and/or excessive emotional reactions that interfere with professional functioning” (Lamb, Presser, Pfost, Baum, Jackson, & Jarvis, 1987, p.598).

This definition of student concern is in sync with the *NASW Code of Ethics, Section 4.05*:

- (a) Social Workers should not allow their own personal problems, psychological distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility.
- (b) Social Workers whose personal problems, psychological distress, legal problems, substance abuse, or mental health difficulties interfere with their professional judgment and performance should immediately seek consultation and take appropriate remedial action by seeking professional help, making adjustments in workload, terminating practice, or taking any other steps necessary to protect clients and others.

First Identification of Student Concern

The identification of a concern is a necessary entity in order to maintain the integrity of the social work program. This identification can happen in one of the following ways:

- 1) A **student** can self identify for issues regarding concern.
- 2) A **student** may observe a concern in a fellow student.

- 3) A **faculty member** may observe a concern in a student.
- 4) A **field supervisor** may observe a concern in a student.
- 5) A **staff person** may observe a concern in a student.

There are 3 possible options when a student concern is identified to the social work faculty for the first time:

- 1) The student and at least one social work faculty meet to discuss the concern and develop a Plan of Action to resolve the concern.
- 2) An Ad Hoc Committee intervenes if the student does not agree that there is a student concern and develops a Plan of Action to resolve the concern.
- 3) Dismissal from the major is recommended if the concern is severe.

Procedures for Care and Concern Form when a student agrees there is a concern

If a faculty member or field supervisor has cause for concern for issues of student concern, the faculty member/field supervisor is to complete the Plan of Action form and meet with the student privately to discuss the matter. If a student self-identifies issues of concern, or if a student or staff member observes a concern in a student, the student or staff member is to take the issue to the Chair of the Department of Social Work. The Plan of Action form is Appendix G.

Examples of concerns warranting a Plan of Action are: students habitually coming late to or missing class; students having difficulty with writing assignments, or students not demonstrating professional behavior in the field education setting.

If all agree that the student behavior causes concern, the student, faculty member, and if necessary, the Chair, will write a Plan of Action form in order to remediate the concern. The plan could include, but is not limited to: a referral to the WSU Office of Community Standards and Student Conduct for a Health and Wellness Conference, self-monitored behavioral change, taking additional course work, or repeating field experiences.

The methods and goals discussed at the meeting will be written on the Plan of Action form, and all pertinent parties will sign the document. The Chair will monitor the plan of action and follow up as the agreed upon timeline indicates. The faculty will also be aware of the plan. The Plan of Action form will become part of the student's departmental record. Students may have no more than two Plan of Action forms during their academic time in the Department of Social Work.

Procedures for Plan of Action Form when a student does not agree there is a concern

If the meeting between student and faculty member/field supervisor has not resolved the issue, then either/both parties are free to notify the chair that they want to bring the issue to a review by an Ad Hoc Committee. The committee will consist of three voting members and the Chair of the Department of Social Work, who will facilitate the committee. Membership will include: one member of the Professional Advisory Council and/or the Social Work Alumni Society, one member of the faculty, and a representative from the Office of Community Standards and Student Conduct.

- Ideally, within two weeks (but up to thirty days) of notification to the Chair, the Ad Hoc Committee will have a formal meeting with the student. Documentation, from written notice of the meeting to written notice of the allegations, will be made available to all parties.
- All parties present will discuss the student's behavior of concern, and all parties present will agree

on time-based/outcome-focused goals. Possible methods that could be recommended by the Ad Hoc Committee for the attainment of these goals could include, but are not limited to: a referral to the

WSU Office of Community Standards and Student Conduct for a Health and Wellness Conference, self-monitored behavioral change, additional course work, or additional field experiences.

- The methods and goals discussed at the meeting will be written on the Plan of Action form, and all pertinent parties will sign the document. In the event that the parties still cannot agree, the Department Chair will be the final decision maker of the Plan of Action.
- The student's Social Work advisor will monitor the plan of action and consult as needed with the Department Chair for two weeks following the meeting.
- All faculty will be informed at the next faculty meeting of the student concern and the Plan of Action.

Procedures for Recommended Dismissal after first student concern:

Given the severity of the behavioral concern (eg., incidences when criminal charges would be pressed, significant confidentiality breaches, or a social work license revoked), the Social Work Department may suggest immediate dismissal. Students who disagree with the recommendation for dismissal can follow the appeal procedures described later.

Second Identification of Student Concern

Once the Plan of Action Outcomes/Goals are met and the student and faculty agree, students will be able to end the Plan of Action. However, a student may be asked to develop their second and last Plan of Action under the following circumstances:

- 1) The student is not meeting the Plan of Action 1 Outcomes/Goals within the stated timeline and agrees to a second Plan of Action;
- 2) A second concern has been identified that warrants a Plan of Action and the student agrees to a second Plan of Action;
- 3) The student is not meeting the Plan of Action 1 and/or a second concern arises and the student does not agree there are concerns.
- 4) A second concern occurs that is severe and warrants a recommendation for dismissal from the major.

The same procedures described for the identification of the first student concerns apply here:

- 1) & 2) Students who agree there are concerns will develop a second Plan of Action with their faculty advisor.
- 3) If sufficient student progress is not made in the time that was set forth in the Plan of Action and the student denies there are concerns, the student will meet again with the Ad Hoc Committee to discuss consequences for not rectifying the concerns, including dismissal from the program.
- 4) Dismissal or voluntary withdrawal from the major will be discussed for severe concerns. (eg. incidences when criminal charges would be pressed, significant confidentiality breaches, or a social work license revoked).

Student Appeal of Decision for Plan of Action or for Dismissal

Students may withdraw from the major voluntarily based on not being able to resolve the areas of concern. If students disagree with the Plan of Action and/or the recommendation for dismissal, they may request an appeal meeting with the Ad Hoc Committee. The student will be given 14 days from the date of receipt of the letter of written notification from the Chair to appeal a decision.

The student may bring witnesses in their own defense to that meeting. Students may not bring an attorney to represent them, and if they do so, the meeting will be cancelled and the student and attorney will be referred to the WSU counsel. The possibility to termination or extended probation for the student will be discussed at this time. The student is free to voluntarily resign from the program at any time.

All meetings/decisions should contain humanist values, with the understanding that the University is to balance the well-being of the student as well as future clients.

All student concern actions will fully comply with state and federal anti-discrimination laws and regulations.

Academic decisions or decisions of clinical insufficiency will be made in good faith by the members of the Ad Hoc Committee. The decision at this time may include recommendation for dismissal from the program. All decisions/proceedings will be documented, and all documentation will be signed by the student and members of the Ad Hoc Committee. This documentation will be presented as a suggested course of action to the Chair of Social Work. Upon receipt of the written recommendations from the Ad Hoc Committee, the Chair of Social Work will consult with all social work faculty and with the Associate Dean for Students and Curriculum in the College of Liberal Arts. The decision including recommendations will be determined by the Department Chair. A letter detailing the decision made by the Chair will be sent to the student, ideally within two weeks but up to thirty days after the Chair's receipt of the Committee's recommendations.

If the student disagrees with the appeal hearing decision, the student may proceed with the College of Liberal Arts academic mediation process ([Policy and Procedure for Undergraduate Academic Mediation College of Liberal Arts](#)). Students should begin their process and pay specific attention to Phase Four of the CoLA appeal protocol.

Student Rights

Student records are handled according to the stipulations of the Family Educational and Privacy Act of 1974.

Students are permitted to inspect official records, files, and data directly related to them and may challenge the content of their records, to request correction or deletion of information which is inaccurate, misleading, or otherwise in violation of the privacy of other rights of the students. For more detailed information, copies of the statutes and implementing regulations are available in the Social Work Office. Social work majors can review their files by contacting the Social Work Office at (937) 775-2751.

Other student rights are detailed in the [WSU Student Handbook](#).

Students Who Do Not Pass Their Field Placement

Students who do not pass their field placement may work with the Field Education Director and Program Director to determine if a second field placement opportunity is warranted. If a student is asked to leave their field placement by the host agency for reasons such as attendance issues, failure to make satisfactory progress towards competencies, or other performance-related issues, the student will meet with their Field Supervisor, the Field Education Director, the Program Director, and the Department Chair. Depending on

the circumstances, students may be allowed to have a second chance at a new placement. Failing a field placement may result in changes to the academic plan and delayed program completion. If circumstances warrant, the student may be dismissed from the program due to the seriousness of the issue at hand. If the student received a second placement, they will automatically be placed on a Care and Concern Plan. Failure to comply with the Plan, under any circumstances, will result in termination of placement and dismissal from the program.

APPENDIX A

VII. Code of Ethics **of the National Association of Social Workers**

Approved by the 1996 NASW Delegate Assembly and revised by the 1999 NASW Delegate Assembly

Preamble

The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

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

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

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

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

Purpose of the NASW Code of Ethics

Professional ethics are at the core of social work. The profession has an obligation to articulate its basic values, ethical principles, and ethical standards. The *NASW Code of Ethics* sets forth these values, principles, and standards to guide social workers' conduct. The *Code* is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve.

The *NASW Code of Ethics* serves six purposes:

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

*For information on NASW adjudication procedures, see *NASW Procedures for the Adjudication of Grievances*.

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

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

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

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

Instances may arise when social workers' ethical obligations conflict with agency policies or relevant laws or regulations. When such conflicts occur, social workers must make a responsible effort to resolve the

conflict in a manner that is consistent with the values, principles, and standards expressed in this *Code*. If a reasonable resolution of the conflict does not appear possible, social workers should seek proper consultation before making a decision.

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

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

Ethical Principles

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

Value: *Service*

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

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

Value: *Social Justice*

Ethical Principle: *Social workers challenge social injustice.*

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

Value: *Dignity and Worth of the Person*

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

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

Value: *Importance of Human Relationships*

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

Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the well-being of individuals, families, social groups, organizations, and communities.

Value: *Integrity*

Ethical Principle: *Social workers behave in a trustworthy manner.*

Social workers are continually aware of the profession's mission, values, ethical principles, and ethical standards and practice in a manner consistent with them. Social workers act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated.

Value: *Competence*

Ethical Principle: *Social workers practice within their areas of competence and develop and enhance their professional expertise.*

Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.

Ethical Standards

The following ethical standards are relevant to the professional activities of all social workers. These standards concern (1) social workers' ethical responsibilities to clients, (2) social workers' ethical responsibilities to colleagues, (3) social workers' ethical responsibilities in practice settings, (4) social workers' ethical responsibilities as professionals, (5) social workers' ethical responsibilities to the social work profession, and (6) social workers' ethical responsibilities to the broader society.

Some of the standards that follow are enforceable guidelines for professional conduct, and some are aspirational. The extent to which each standard is enforceable is a matter of professional judgment to be exercised by those responsible for reviewing alleged violations of ethical standards.

1. Social Workers' Ethical Responsibilities to Clients

1.01 Commitment to Clients

Social workers' primary responsibility is to promote the well-being of clients. In general, clients' interests are primary. However, social workers' responsibility to the larger society or specific legal obligations may on limited occasions supersede the loyalty owed clients, and clients should be so advised. (Examples include when a social worker is required by law to report that a client has abused a child or has threatened to harm self or others.)

1.02 Self-Determination

Social workers respect and promote the right of clients to self-determination and assist clients in their efforts to identify and clarify their goals. Social workers may limit clients' right to self-determination when, in the social workers' professional judgment, clients' actions or potential actions pose a serious, foreseeable, and imminent risk to themselves or others.

1.03 Informed Consent

(a) Social workers should provide services to clients only in the context of a professional relationship based, when appropriate, on valid informed consent. Social workers should use clear and understandable language to inform clients of the purpose of the services, risks related to the services, limits to services because of the requirements of a third-party payer, relevant costs, reasonable alternatives, clients' right to refuse or withdraw consent, and the time frame covered by the consent. Social workers should provide clients with an opportunity to ask questions.

(b) In instances when clients are not literate or have difficulty understanding the primary language used in the practice setting, social workers should take steps to ensure clients' comprehension. This may include providing clients with a detailed verbal explanation or arranging for a qualified interpreter or translator whenever possible.

(c) In instances when clients lack the capacity to provide informed consent, social workers should protect clients' interests by seeking permission from an appropriate third party, informing clients consistent with the clients' level of understanding. In such instances social workers should seek to ensure that the third party acts in a manner consistent with clients' wishes and interests. Social workers should take reasonable steps to enhance such clients' ability to give informed consent.

(d) In instances when clients are receiving services involuntarily, social workers should provide information about the nature and extent of services and about the extent of clients' right to refuse service.

(e) Social workers who provide services via electronic media (such as computer, telephone, radio, and television) should inform recipients of the limitations and risks associated with such services.

(f) Social workers should obtain clients' informed consent before audiotaping or videotaping clients or permitting observation of services to clients by a third party.

1.04 Competence

- (a) Social workers should provide services and represent themselves as competent only within the boundaries of their education, training, license, certification, consultation received, supervised experience, or other relevant professional experience.
- (b) Social workers should provide services in substantive areas or use intervention techniques or approaches that are new to them only after engaging in appropriate study, training, consultation, and supervision from people who are competent in those interventions or techniques.
- (c) When generally recognized standards do not exist with respect to an emerging area of practice, social workers should exercise careful judgment and take responsible steps (including appropriate education, research, training, consultation, and supervision) to ensure the competence of their work and to protect clients from harm.

1.05 Cultural Competence and Social Diversity

- (a) Social workers should understand culture and its function in human behavior and society, recognizing the strengths that exist in all cultures.
- (b) Social workers should have a knowledge base of their clients' cultures and be able to demonstrate competence in the provision of services that are sensitive to clients' cultures and to differences among people and cultural groups.
- (c) Social workers should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, and mental or physical disability.

1.06 Conflicts of Interest

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

example, when a social worker is asked to testify in a child custody dispute or divorce proceedings involving clients) should clarify their role with the parties involved and take appropriate action to minimize any conflict of interest.

1.07 Privacy and Confidentiality

- (a) Social workers should respect clients' right to privacy. Social workers should not solicit private information from clients unless it is essential to providing services or conducting social work evaluation or research. Once private information is shared, standards of confidentiality apply.
- (b) Social workers may disclose confidential information when appropriate with valid consent from a client or a person legally authorized to consent on behalf of a client.
- (c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or other identifiable person. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.
- (d) Social workers should inform clients, to the extent possible, about the disclosure of confidential information and the potential consequences, when feasible before the disclosure is made. This applies whether social workers disclose confidential information on the basis of a legal requirement or client consent.
- (e) Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients' right to confidentiality. Social workers should review with clients circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. This discussion should occur as soon as possible in the social worker-client relationship and as needed throughout the course of the relationship.
- (f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual's right to confidentiality and obligation to preserve the confidentiality of information shared by others. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.
- (g) Social workers should inform clients involved in family, couples, marital, or group counseling of the social worker's, employer's, and agency's policy concerning the social worker's disclosure of confidential information among the parties involved in the counseling.
- (h) Social workers should not disclose confidential information to third-party payers unless clients have authorized such disclosure.
- (i) Social workers should not discuss confidential information in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or semipublic areas such as hallways, waiting rooms, elevators, and restaurants.
- (j) Social workers should protect the confidentiality of clients during legal proceedings to the extent permitted by law. When a court of law or other legally authorized body orders social workers to disclose confidential or privileged information without a client's consent and such disclosure could cause harm to the

client, social workers should request that the court withdraw the order or limit the order as narrowly as possible or maintain the records under seal, unavailable for public inspection.

(k) Social workers should protect the confidentiality of clients when responding to requests from members of the media.

(l) Social workers should protect the confidentiality of clients' written and electronic records and other sensitive information. Social workers should take reasonable steps to ensure that clients' records are stored in a secure location and that clients' records are not available to others who are not authorized to have access.

(m) Social workers should take precautions to ensure and maintain the confidentiality of information transmitted to other parties through the use of computers, electronic mail, facsimile machines, telephones and telephone answering machines, and other electronic or computer technology. Disclosure of identifying information should be avoided whenever possible.

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

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

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

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

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

1.08 Access to Records

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

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

1.09 Sexual Relationships

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

(b) Social workers should not engage in sexual activities or sexual contact with clients' relatives or other individuals with whom clients maintain a close personal relationship when there is a risk of exploitation or

potential harm to the client. Sexual activity or sexual contact with clients' relatives or other individuals with whom clients maintain a personal relationship has the potential to be harmful to the client and may make it difficult for the social worker and client to maintain appropriate professional boundaries. Social workers--not their clients, their clients' relatives, or other individuals with whom the client maintains a personal relationship--assume the full burden for setting clear, appropriate, and culturally sensitive boundaries.

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

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

1.10 Physical Contact

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

1.11 Sexual Harassment

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

1.12 Derogatory Language

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

1.13 Payment for Services

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

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

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

1.14 Clients Who Lack Decision-Making Capacity

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

1.15 Interruption of Services

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

1.16 Termination of Services

- (a) Social workers should terminate services to clients and professional relationships with them when such services and relationships are no longer required or no longer serve the clients' needs or interests.
- (b) Social workers should take reasonable steps to avoid abandoning clients who are still in need of services. Social workers should withdraw services precipitously only under unusual circumstances, giving careful consideration to all factors in the situation and taking care to minimize possible adverse effects. Social workers should assist in making appropriate arrangements for continuation of services when necessary.
- (c) Social workers in fee-for-service settings may terminate services to clients who are not paying an overdue balance if the financial contractual arrangements have been made clear to the client, if the client does not pose an imminent danger to self or others, and if the clinical and other consequences of the current nonpayment have been addressed and discussed with the client.
- (d) Social workers should not terminate services to pursue a social, financial, or sexual relationship with a client.
- (e) Social workers who anticipate the termination or interruption of services to clients should notify clients promptly and seek the transfer, referral, or continuation of services in relation to the clients' needs and preferences.
- (f) Social workers who are leaving an employment setting should inform clients of appropriate options for the continuation of services and of the benefits and risks of the options.

2. Social Workers' Ethical Responsibilities to Colleagues

2.01 Respect

- (a) Social workers should treat colleagues with respect and should represent accurately and fairly the qualifications, views, and obligations of colleagues.
- (b) Social workers should avoid unwarranted negative criticism of colleagues in communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues' level of competence or to individuals' attributes such as race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, and mental or physical disability.
- (c) Social workers should cooperate with social work colleagues and with colleagues of other professions when such cooperation serves the well-being of clients.

2.02 Confidentiality

Social workers should respect confidential information shared by colleagues in the course of their professional relationships and transactions. Social workers should ensure that such colleagues understand social workers' obligation to respect confidentiality and any exceptions related to it.

2.03 Interdisciplinary Collaboration

(a) Social workers who are members of an interdisciplinary team should participate in and contribute to decisions that affect the well-being of clients by drawing on the perspectives, values, and experiences of the social work profession. Professional and ethical obligations of the interdisciplinary team as a whole and of its individual members should be clearly established.

(b) Social workers for whom a team decision raises ethical concerns should attempt to resolve the disagreement through appropriate channels. If the disagreement cannot be resolved, social workers should pursue other avenues to address their concerns consistent with client well-being.

2.04 Disputes Involving Colleagues

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

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

2.05 Consultation

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

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

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

2.06 Referral for Services

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

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

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

2.07 Sexual Relationships

- (a) Social workers who function as supervisors or educators should not engage in sexual activities or contact with supervisees, students, trainees, or other colleagues over whom they exercise professional authority.
- (b) Social workers should avoid engaging in sexual relationships with colleagues when there is potential for a conflict of interest. Social workers who become involved in, or anticipate becoming involved in, a sexual relationship with a colleague have a duty to transfer professional responsibilities, when necessary, to avoid a conflict of interest.

2.08 Sexual Harassment

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

2.09 Impairment of Colleagues

- (a) Social workers who have direct knowledge of a social work colleague's impairment that is due to personal problems, psychosocial distress, substance abuse, or mental health difficulties and that interferes with practice effectiveness should consult with that colleague when feasible and assist the colleague in taking remedial action.
- (b) Social workers who believe that a social work colleague's impairment interferes with practice effectiveness and that the colleague has not taken adequate steps to address the impairment should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.10 Incompetence of Colleagues

- (a) Social workers who have direct knowledge of a social work colleague's incompetence should consult with that colleague when feasible and assist the colleague in taking remedial action.
- (b) Social workers who believe that a social work colleague is incompetent and has not taken adequate steps to address the incompetence should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.11 Unethical Conduct of Colleagues

- (a) Social workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues.
- (b) Social workers should be knowledgeable about established policies and procedures for handling concerns about colleagues' unethical behavior. Social workers should be familiar with national, state, and local procedures for handling ethics complaints. These include policies and procedures created by NASW, licensing and regulatory bodies, employers, agencies, and other professional organizations.
- (c) Social workers who believe that a colleague has acted unethically should seek resolution by discussing their concerns with the colleague when feasible and when such discussion is likely to be productive.

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

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

3. Social Workers' Ethical Responsibilities in Practice Settings

3.01 Supervision and Consultation

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

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

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

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

3.02 Education and Training

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

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

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

(d) Social workers who function as educators or field instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

3.03 Performance Evaluation

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

3.04 Client Records

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

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

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

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

3.05 Billing

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

3.06 Client Transfer

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

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

3.07 Administration

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

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

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

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

3.08 Continuing Education and Staff Development

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

3.09 Commitments to Employers

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

- (b) Social workers should work to improve employing agencies' policies and procedures and the efficiency and effectiveness of their services.
- (c) Social workers should take reasonable steps to ensure that employers are aware of social workers' ethical obligations as set forth in the NASW Code of Ethics and of the implications of those obligations for social work practice.
- (d) Social workers should not allow an employing organization's policies, procedures, regulations, or administrative orders to interfere with their ethical practice of social work. Social workers should take reasonable steps to ensure that their employing organizations' practices are consistent with the NASW Code of Ethics.
- (e) Social workers should act to prevent and eliminate discrimination in the employing organization's work assignments and in its employment policies and practices.
- (f) Social workers should accept employment or arrange student field placements only in organizations that exercise fair personnel practices.
- (g) Social workers should be diligent stewards of the resources of their employing organizations, wisely conserving funds where appropriate and never misappropriating funds or using them for unintended purposes.

3.10 Labor-Management Disputes

- (a) Social workers may engage in organized action, including the formation of and participation in labor unions, to improve services to clients and working conditions.
- (b) The actions of social workers who are involved in labor-management disputes, job actions, or labor strikes should be guided by the profession's values, ethical principles, and ethical standards. Reasonable differences of opinion exist among social workers concerning their primary obligation as professionals during an actual or threatened labor strike or job action. Social workers should carefully examine relevant issues and their possible impact on clients before deciding on a course of action.

4. Social Workers' Ethical Responsibilities as Professionals

4.01 Competence

- (a) Social workers should accept responsibility or employment only on the basis of existing competence or the intention to acquire the necessary competence.
- (b) Social workers should strive to become and remain proficient in professional practice and the performance of professional functions. Social workers should critically examine and keep current with emerging knowledge relevant to social work. Social workers should routinely review the professional literature and participate in continuing education relevant to social work practice and social work ethics.
- (c) Social workers should base practice on recognized knowledge, including empirically based knowledge, relevant to social work and social work ethics.

4.02 Discrimination

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

4.03 Private Conduct

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

4.04 Dishonesty, Fraud, and Deception

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

4.05 Impairment

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

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

4.06 Misrepresentation

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

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

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

4.07 Solicitations

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

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

4.08 Acknowledging Credit

- (a) Social workers should take responsibility and credit, including authorship credit, only for work they have actually performed and to which they have contributed.
- (b) Social workers should honestly acknowledge the work of and the contributions made by others.

5. Social Workers' Ethical Responsibilities to the Social Work Profession

5.01 Integrity of the Profession

- (a) Social workers should work toward the maintenance and promotion of high standards of practice.
- (b) Social workers should uphold and advance the values, ethics, knowledge, and mission of the profession. Social workers should protect, enhance, and improve the integrity of the profession through appropriate study and research, active discussion, and responsible criticism of the profession.
- (c) Social workers should contribute time and professional expertise to activities that promote respect for the value, integrity, and competence of the social work profession. These activities may include teaching, research, consultation, service, legislative testimony, presentations in the community, and participation in their professional organizations.
- (d) Social workers should contribute to the knowledge base of social work and share with colleagues their knowledge related to practice, research, and ethics. Social workers should seek to contribute to the profession's literature and to share their knowledge at professional meetings and conferences.
- (e) Social workers should act to prevent the unauthorized and unqualified practice of social work.

5.02 Evaluation and Research

- (a) Social workers should monitor and evaluate policies, the implementation of programs, and practice interventions.
- (b) Social workers should promote and facilitate evaluation and research to contribute to the development of knowledge.
- (c) Social workers should critically examine and keep current with emerging knowledge relevant to social work and fully use evaluation and research evidence in their professional practice.
- (d) Social workers engaged in evaluation or research should carefully consider possible consequences and should follow guidelines developed for the protection of evaluation and research participants. Appropriate institutional review boards should be consulted.
- (e) Social workers engaged in evaluation or research should obtain voluntary and written informed consent from participants, when appropriate, without any implied or actual deprivation or penalty for refusal to participate; without undue inducement to participate; and with due regard for participants' 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.

- (f) When evaluation or research participants are incapable of giving informed consent, social workers should provide an appropriate explanation to the participants, obtain the participants' assent to the extent they are able, and obtain written consent from an appropriate proxy.
- (g) Social workers should never design or conduct evaluation or research that does not use consent procedures, such as certain forms of naturalistic observation and archival research, unless rigorous and responsible review of the research has found it to be justified because of its prospective scientific, educational, or applied value and unless equally effective alternative procedures that do not involve waiver of consent are not feasible.
- (h) Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.
- (i) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.
- (j) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.
- (k) Social workers engaged in the evaluation of services should discuss collected information only for professional purposes and only with people professionally concerned with this information.
- (l) Social workers engaged in evaluation or research should ensure the anonymity or confidentiality of participants and of the data obtained from them. Social workers should inform participants of any limits of confidentiality, the measures that will be taken to ensure confidentiality, and when any records containing research data will be destroyed.
- (m) Social workers who report evaluation and research results should protect participants' confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.
- (n) Social workers should report evaluation and research findings accurately. They should not fabricate or falsify results and should take steps to correct any errors later found in published data using standard publication methods.
- (o) Social workers engaged in evaluation or research should be alert to and avoid conflicts of interest and dual relationships with participants, should inform participants when a real or potential conflict of interest arises, and should take steps to resolve the issue in a manner that makes participants' interests primary.
- (p) Social workers should educate themselves, their students, and their colleagues about responsible research practices.

6. Social Workers' Ethical Responsibilities to the Broader Society

6.01 Social Welfare

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

6.02 Public Participation

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

6.03 Public Emergencies

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

6.04 Social and Political Action

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

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

(c) Social workers should promote conditions that encourage respect for cultural and social diversity within the United States and globally. Social workers should promote policies and practices that demonstrate respect for difference, support the expansion of cultural knowledge and resources, advocate for programs and institutions that demonstrate cultural competence, and promote policies that safeguard the rights of and confirm equity and social justice for all people.

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



COUNCIL ON SOCIAL WORK EDUCATION

Commission on Accreditation

Commission on Educational Policy

2015

EDUCATIONAL POLICY AND ACCREDITATION STANDARDS

for Baccalaureate and Master's Social Work Programs

Developed by the Council on Social Work Education (CSWE) Commission on Educational Policy and the CSWE Commission on Accreditation; Educational Policy approved by the CSWE Board of Directors on March 20, 2015; Accreditation Standards approved by the CSWE Commission on Accreditation on June 11, 2015.

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INTRODUCTION

Accreditation is a system for recognizing educational institutions and professional programs affiliated with those institutions as having a level of performance, integrity, and quality that entitles them to the confidence of the educational community and the public they serve. The Commission on Accreditation (COA) of the Council on Social Work Education (CSWE) is recognized by the Council for Higher Education Authority to accredit baccalaureate and master's degree programs in social work education in the United States and its territories. The COA is responsible for formulating, promulgating, and implementing the accreditation standards for baccalaureate and master's degree programs in social work, for ensuring the standards define competent preparation, and for confirming that accredited social work programs meet the standards. To this end, CSWE's COA administers a multistep accreditation process that involves program self-studies and benchmarks, site visits, and COA reviews.

The accreditation review process provides professional judgments on the quality of a social work education program in an institution. These findings are based on applying the Educational Policy and Accreditation Standards (EPAS) promulgated by the Commission on Educational Policy (COEP) and the COA. The essential purpose of the accreditation process is to provide a professional judgment of the quality of the program offered and to encourage continual improvement. Moreover, systematic examination of compliance with established standards supports public confidence in the quality of professional social work education and in the competence of social work practice.

EPAS Revision Process

The COA and the COEP are responsible for revising the EPAS. The revision takes place in accordance with the CSWE bylaws, which mandate that the policy statement be reviewed by COEP "at periodic intervals not to exceed 7 years." CSWE's recognition by the Council for Higher Education Authority also requires that accreditors have a process whereby standards are reviewed periodically by the COA.

The most recent standards review process took more than 5 years and resulted in three drafts issued for public review and comment. The intent of the COA and the COEP was to solicit feedback from as many constituents as possible in as many ways as possible. The COEP and the COA would like to thank the programs, individuals, organizations, and communities of interest that provided feedback on all of the drafts.

The educational policy, which details the new social work competencies for the 2015 EPAS, was developed by COEP and approved by the CSWE Board of Directors on March 20, 2015. The accreditation standards were developed and approved by the COA on June 11, 2015. Programs that have reaffirmation reviews in October 2017 or later will use the 2015 EPAS to prepare their self-studies. Programs applying for candidacy in 2016 and beyond would use the 2015 EPAS for their benchmark documents.

For updated information about the 2015 EPAS, please visit www.cswe.org/Accreditation or send an e-mail to accreditation@cswe.org.

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PURPOSE: SOCIAL WORK PRACTICE, EDUCATION, AND EDUCATIONAL POLICY AND ACCREDITATION STANDARDS

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

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

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

EPAS describe four features of an integrated curriculum design: (1) program mission and goals, (2) explicit curriculum, (3) implicit curriculum, and (4) assessment. The educational policy and the accreditation standards are conceptually linked to each other. Educational Policy describes each curriculum feature. Accreditation standards 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.



It permits programs to use traditional and emerging models and methods of curriculum design by balancing requirements that promote comparable outcomes across programs with a level of flexibility that encourages programs to differentiate.

In 2008 CSWE adopted a competency-based education framework for its EPAS. As in related health and human service professions, the policy moved from a model of curriculum design focused on content (what students should be taught) and structure (the format and organization of educational components) to one focused on student learning outcomes. A competency-based approach refers to identifying and assessing what students demonstrate in practice. In social work this approach involves assessing students' ability to demonstrate the competencies identified in the educational policy.

Competency-based education rests upon a shared view of the nature of competence in professional practice. Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being. EPAS recognizes a holistic view of competence; that is, the demonstration of competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social worker's critical thinking, affective reactions, and exercise of judgment in regard to unique practice situations. Overall professional competence is multi-dimensional and composed of interrelated competencies. An individual social worker's competence is seen as developmental and dynamic, changing over time in relation to continuous learning.

Competency-based education is an outcomes-oriented approach to curriculum design. The goal of the outcomes approach is to ensure that students are able to demonstrate the integration and application of the competencies in practice. In EPAS, social work practice competence consists of nine interrelated competencies and component behaviors that are comprised of knowledge, values, skills, and cognitive and affective processes.

Using a curriculum design that begins with the outcomes, expressed as the expected competencies, programs develop the substantive content, pedagogical approach, and educational activities that provide learning opportunities for students to demonstrate the competencies.

Assessment of student learning outcomes is an essential component of competency-based education. Assessment provides evidence that students have demonstrated the level of competence necessary to enter professional practice, which in turn shows programs are successful in achieving their goals. Assessment information is used to improve the educational program and the methods used to assess student learning outcomes.

Programs assess students' demonstration of competence. The assessment methods used by programs gather data that serve as evidence of student learning outcomes and the demonstration of competence. Understanding social work practice is complex and multi-dimensional, the assessment methods used by programs and the data collected may vary by context.



Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being.

The nine Social Work Competencies are listed below. Programs may add competencies that are consistent with their mission and goals and respond to their context. Each competency describes the knowledge, values, skills, and cognitive and affective processes that comprise the competency at the generalist level of practice, followed by a set of behaviors that integrate these components. These behaviors represent observable components of the competencies, while the preceding statements represent the underlying content and processes that inform the behaviors.

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

- make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice

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

- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

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

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Engage Diversity and Difference in Practice

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Competency 4: Engage In Practice-informed Research and Research-informed Practice

Competency 5: Engage in Policy Practice

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

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

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

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

- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- engage in practices that advance social, economic, and environmental justice.

Competency 4: Engage In Practice-informed Research and Research-informed Practice

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

- use practice experience and theory to inform scientific inquiry and research;
- apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- assess how social welfare and economic policies impact the delivery of and access to social services;
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness.

Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

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

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

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- facilitate effective transitions and endings that advance mutually agreed-on goals.

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

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

- select and use appropriate methods for evaluation of outcomes;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

PROGRAM MISSION AND GOALS

Educational Policy 1.0—Program Mission and Goals

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

Values

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

Program Context

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

Accreditation Standard 1.0—Program Mission and Goals

- 1.0.1 The program submits its mission statement and explains how it is consistent with the profession's purpose and values.
- 1.0.2 The program explains how its mission is consistent with the institutional mission and the program's context across all program options.
- 1.0.3 The program identifies its goals and demonstrates how they are derived from the program's mission.



Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work.

The explicit curriculum constitutes the program's formal educational structure and includes the courses and field education used for each of its program options. Social work education is grounded in the liberal arts, which provide the intellectual basis for the professional curriculum and inform its design. Using a competency-based education framework, the explicit curriculum prepares students for professional practice at the baccalaureate and master's levels. Baccalaureate programs prepare students for generalist practice. Master's programs prepare students for generalist practice and specialized practice. The explicit curriculum, including field education, may include forms of technology as a component of the curriculum.

Educational Policy 2.0—Generalist Practice

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

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

Accreditation Standard B2.0—Generalist Practice

- B2.0.1** The program explains how its mission and goals are consistent with generalist practice as defined in EP 2.0.
- B2.0.2** The program provides a rationale for its formal curriculum design demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field.
- B2.0.3** The program provides a matrix that illustrates how its curriculum content implements the nine required social work competencies and any additional competencies added by the program.

Accreditation Standard M2.0—Generalist Practice

- M2.0.1** The program explains how its mission and goals are consistent with generalist practice as defined in EP 2.0.
- M2.0.2** The program provides a rationale for its formal curriculum design for generalist practice demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field.
- M2.0.3** The program provides a matrix that illustrates how its generalist practice content implements the nine required social work competencies and any additional competencies added by the program.

Educational Policy M2.1—Specialized Practice

Specialized practice builds on generalist practice as described in EP 2.0, adapting and extending the Social Work Competencies for practice with a specific population, problem area, method of intervention, perspective or approach to practice. Specialized practice augments and extends social work knowledge, values, and skills to engage, assess, intervene, and evaluate within an area of specialization. Specialized practitioners advocate with and on behalf of clients and constituencies in their area of specialized practice. Specialized practitioners synthesize and employ a broad range of interdisciplinary and multidisciplinary knowledge and skills based on scientific inquiry and best practices, and consistent with social work values. Specialized practitioners engage in and conduct research to inform and improve practice, policy, and service delivery.

The master's program in social work prepares students for specialized practice. Programs identify the specialized knowledge, values, skills, cognitive and affective processes, and behaviors that extend and enhance the nine Social Work Competencies and prepare students for practice in the area of specialization.

Accreditation Standard M2.1—Specialized Practice

- M2.1.1** The program identifies its area(s) of specialized practice (EP M2.1), and demonstrates how it builds on generalist practice.
- M2.1.2** The program provides a rationale for its formal curriculum design for specialized practice demonstrating how the design is used to develop a coherent and integrated curriculum for both classroom and field.
- M2.1.3** The program describes how its area(s) of specialized practice extend and enhance the nine Social Work Competencies (and any additional competencies developed by the program) to prepare students for practice in the area(s) of specialization.
- M2.1.4** For each area of specialized practice, the program provides a matrix that illustrates how its curriculum content implements the nine required social work competencies and any additional competencies added by the program.

Educational Policy 2.2—Signature Pedagogy: Field Education

Signature pedagogies are elements of instruction and of socialization that teach future practitioners the fundamental dimensions of professional work in their discipline—to think, to perform, and to act ethically and with integrity. Field education is the signature pedagogy for social work. The intent of field education is to integrate the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the Social Work Competencies. Field education may integrate forms of technology as a component of the program.

Accreditation Standard 2.2—Field Education

- 2.2.1** The program explains how its field education program connects the theoretical and conceptual contributions of the classroom and field settings.
- B2.2.2** The program explains how its field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities and illustrates how this is accomplished in field settings.
- M2.2.2** The program explains how its field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities and illustrates how this is accomplished in field settings.
- M2.2.3** The program explains how its field education program provides specialized practice opportunities for students to demonstrate social work competencies within an area of specialized practice and illustrates how this is accomplished in field settings.
- 2.2.4** The program explains how students across all program options in its field education program demonstrate social work competencies through in-person contact with clients and constituencies.
- 2.2.5** The program describes how its field education program provides a minimum of 400 hours of field education for baccalaureate programs and a minimum of 900 hours for master's programs.
- 2.2.6** The program provides its criteria for admission into field education and explains how its field education program admits only those students who have met the program's specified criteria.
- 2.2.7** The program describes how its field education program specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; supporting student safety; and evaluating student learning and field setting effectiveness congruent with the social work competencies.
- 2.2.8** The program describes how its field education program maintains contact with field settings across all program options. The program explains how on-site contact or other methods are used to monitor student learning and field setting effectiveness.
- B2.2.9** The program describes how its field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program social work competencies. Field instructors for baccalaureate students hold a baccalaureate or master's degree in social work from a CSWE-accredited program and have 2 years post-social work degree practice experience in social work. For cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.
- M2.2.9** The program describes how its field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program social work competencies. Field instructors for master's students hold a master's degree in social work from a CSWE-accredited program and have 2 years post-master's social work practice experience. For cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.
- 2.2.10** The program describes how its field education program provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.
- 2.2.11** The program describes how its field education program 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.

The implicit curriculum refers to the learning 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 and fair distribution 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 and the mission, goals, and context of the program.

Educational Policy 3.0—Diversity

The program's expectation for diversity is reflected in its learning environment, which provides the context through which students learn about differences, to value and respect diversity, and develop a commitment to cultural humility. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. The learning environment consists of the program's institutional setting; selection of 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 3.0—Diversity

- 3.0.1 The program describes the specific and continuous efforts it makes to provide a learning environment that models affirmation and respect for diversity and difference.
- 3.0.2 The program explains how these efforts provide a supportive and inclusive learning environment.
- 3.0.3 The program describes specific plans to continually improve the learning environment to affirm and support persons with diverse identities.

Educational Policy 3.1—Student Development

Educational preparation and commitment to the profession are essential qualities in the admission and development of students for professional practice. Student participation in formulating and modifying policies affecting academic and student affairs are important for students' professional development.

To promote the social work education continuum, graduates of baccalaureate social work programs admitted to master's social work programs are presented with an articulated pathway toward specialized practice.

Accreditation Standard 3.1—Student Development: Admissions; Advisement, Retention, and Termination; and Student Participation

Admissions

- B3.1.1** The program identifies the criteria it uses for admission to the social work program.
- M3.1.1** The program identifies the criteria it uses for admission to the social work program. The criteria for admission to the master's program must include an earned baccalaureate degree from a college or university accredited by a recognized regional accrediting association. Baccalaureate social work graduates entering master's social work programs are not to repeat what has been achieved in their baccalaureate social work programs.
- 3.1.2** The program describes the policies and procedures for evaluating applications and notifying applicants of the decision and any contingent conditions associated with admission.
- M3.1.3** The program describes the policies and procedures used for awarding advanced standing. The program indicates that advanced standing is awarded only to graduates holding degrees from baccalaureate social work programs accredited by CSWE, recognized through its International Social Work Degree Recognition and Evaluation Services,* or covered under a memorandum of understanding with international social work accreditors.
- 3.1.4** The program describes its policies and procedures concerning the transfer of credits.
- 3.1.5** The program submits its written policy indicating that it does not grant social work course credit for life experience or previous work experience. The program documents how it informs applicants and other constituents of this policy.

Advisement, retention, and termination

- 3.1.6** The program describes its academic and professional advising policies and procedures. Professional advising is provided by social work program faculty, staff, or both.
- 3.1.7** The program submits its policies and procedures for evaluating student's academic and professional performance, including grievance policies and procedures. The program describes how it informs students of its criteria for evaluating their academic and professional performance and its policies and procedures for grievance.
- 3.1.8** The program submits its policies and procedures for terminating a student's enrollment in the social work program for reasons of academic and professional performance. The program describes how it informs students of these policies and procedures.

Student participation

- 3.1.9** The program submits its policies and procedures specifying students' rights and opportunities to participate in formulating and modifying policies affecting academic and student affairs.
- 3.1.10** The program describes how it provides opportunities and encourages students to organize in their interests.

* This and all future references to degrees from social work programs accredited by CSWE, include degrees from CSWE-accredited programs or recognized through CSWE's International Social Work Degree Recognition and Evaluation Service, or covered under a memorandum of understanding with international social work accreditors.

Educational Policy 3.2—Faculty

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

Accreditation Standard 3.2—Faculty

- 3.2.1** The program identifies each full- and part-time social work faculty member and discusses his or her qualifications, competence, expertise in social work education and practice, and years of service to the program.
- 3.2.2** The program documents that faculty who teach social work practice courses have a master's degree in social work from a CSWE-accredited program and at least 2 years of post-master's social work degree practice experience.
- 3.2.3** The program documents a full-time equivalent faculty-to-student ratio not greater than 1:25 for baccalaureate programs and not greater than 1:12 for master's programs and explains how this ratio is calculated. In addition, the program explains how faculty size is commensurate with the number and type of curricular offerings in class and field; number of program options; class size; number of students; advising; and the faculty's teaching, scholarly, and service responsibilities.
- B3.2.4** The baccalaureate social work program identifies no fewer than two full-time faculty assigned to the baccalaureate program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. The majority of the total full-time baccalaureate social work program faculty has a master's degree in social work from a CSWE-accredited program, with a doctoral degree preferred.
- M3.2.4** The master's social work program identifies no fewer than six full-time faculty with master's degrees in social work from a CSWE-accredited program and whose principal assignment is to the master's program. The majority of the full-time master's social work program faculty has a master's degree in social work and a doctoral degree, preferably in social work.
- 3.2.5** The program describes its faculty workload policy and discusses how the policy supports the achievement of institutional priorities and the program's mission and goals.
- 3.2.6** Faculty demonstrate ongoing professional development as teachers, scholars, and practitioners through dissemination of research and scholarship, exchanges with external constituencies such as practitioners and agencies, and through other professionally relevant creative activities that support the achievement of institutional priorities and the program's mission and goals.
- 3.2.7** The program demonstrates how its faculty models the behavior and values of the profession in the program's educational environment.

Educational Policy 3.3—Administrative and Governance Structure

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

Accreditation Standard 3.3—Administrative Structure

- 3.3.1** The program describes its administrative structure and shows how it provides the necessary autonomy to achieve the program's mission and goals.
- 3.3.2** The program describes how the social work faculty has responsibility for defining program curriculum consistent with the Educational Policy and Accreditation Standards and the institution's policies.
- 3.3.3** The program describes how the administration and faculty of the social work program participate in formulating and implementing policies related to the recruitment, hiring, retention, promotion, and tenure of program personnel.
- 3.3.4** The program identifies the social work program director. Institutions with accredited baccalaureate and master's programs appoint a separate director for each.
 - B3.3.4(a)** The program describes the baccalaureate program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master's degree in social work from a CSWE-accredited program with a doctoral degree in social work preferred.
 - B3.3.4(b)** The program provides documentation that the director has a full-time appointment to the social work baccalaureate program.
 - B3.3.4(c)** The program describes the procedures for calculating the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions specific to responsibilities of the social work program, a minimum of 25% assigned time is required at the baccalaureate level. The program discusses that this time is sufficient.
 - M3.3.4(a)** The program describes the master's program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master's degree in social work from a CSWE-accredited program. In addition, it is preferred that the master's program director have a doctoral degree, preferably in social work.
 - M3.3.4(b)** The program provides documentation that the director has a full-time appointment to the social work master's program.
 - M3.3.4(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 specific to responsibilities of the social work program, a minimum of 50% assigned time is required at the master's level. The program demonstrates this time is sufficient.

- 3.3.5** The program identifies the field education director.
- 3.3.5(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.
 - B3.3.5(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 post-baccalaureate or post-master's social work degree practice experience.
 - M3.3.5(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 post-master's social work degree practice experience.
 - B3.3.5(c)** The program describes the procedures for calculating the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field education program, at least 25% assigned time is required for baccalaureate programs. The program demonstrates this time is sufficient.
 - M3.3.5(c)** The program describes the procedures for calculating the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field education program at least 50% assigned time is required for master's programs. The program demonstrates this time is sufficient.
 - 3.3.6** The program describes its administrative structure for field education and explains how its resources (personnel, time and technological support) are sufficient to administer its field education program to meet its mission and goals.

Educational Policy 3.4—Resources

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

Accreditation Standard 3.4—Resources

- 3.4.1** The program describes the procedures for budget development and administration it uses to achieve its mission and goals. The program submits a completed budget form and explains how its financial resources are sufficient and stable to achieve its mission and goals.
- 3.4.2** The program describes how it uses resources to address challenges and continuously improve the program.
- 3.4.3** The program demonstrates that it has sufficient support staff, other personnel, and technological resources to support all of its educational activities, mission and goals.
- 3.4.4** The program submits a library report that demonstrates access to social work and other informational and educational resources necessary for achieving its mission and goals.
- 3.4.5** The program describes and demonstrates sufficient office and classroom space and/or computer-mediated access to achieve its mission and goals.
- 3.4.6** The program describes, for each program option, the availability of and access to assistive technology, including materials in alternative formats.

Educational Policy 4.0—Assessment of Student Learning Outcomes

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

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

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

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

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

Accreditation Standard 4.0—Assessment

- 4.0.1** The program presents its plan for ongoing assessment of student outcomes for all identified competencies in the generalist level of practice (baccalaureate social work programs) and the generalist and specialized levels of practice (master's social work programs). Assessment of competence is done by program designated faculty or field personnel. The plan includes:
- A description of the assessment procedures that detail when, where, and how each competency is assessed for each program option.
 - At least two measures assess each competency. One of the assessment measures is based on demonstration of the competency in real or simulated practice situations.
 - An explanation of how the assessment plan measures multiple dimensions of each competency, as described in EP 4.0.
 - Benchmarks for each competency, a rationale for each benchmark, and a description of how it is determined that students' performance meets the benchmark.
 - An explanation of how the program determines the percentage of students achieving the benchmark.
 - Copies of all assessment measures used to assess all identified competencies.
- 4.0.2** The program provides its most recent year of summary data and outcomes for the assessment of each of the identified competencies, specifying the percentage of students achieving program benchmarks for each program option.
- 4.0.3** The program uses Form AS 4(B) and/or Form AS 4(M) to report its most recent assessment outcomes for each program option to constituents and the public on its website and routinely up-dates (minimally every 2 years) its findings.
- 4.0.4** The program describes the process used to evaluate outcomes and their implications for program renewal across program options. It discusses specific changes it has made in the program based on these assessment outcomes with clear links to the data.
- 4.0.5** For each program option, the program provides its plan and summary data for the assessment of the implicit curriculum as defined in EP 4.0 from program defined stakeholders. The program discusses implications for program renewal and specific changes it has made based on these assessment outcomes.

APPENDIX: 2015 EPAS GLOSSARY

The 2015 EPAS glossary was developed by a subcommittee of the Commission on Educational Policy and the Commission on Accreditation and approved by each commission in February 2016. The glossary is an aid to understanding the EPAS and is not considered part of the educational policy or accreditation standards.

Educational Policy Terms

The following definitions were developed for use in the context of the 2015 educational policy:

Accreditation

A system for recognizing educational institutions and professional programs affiliated with those institutions for a level of performance and integrity based on review against a specific set of published criteria or standards. The process includes (1) the submission of a self-study document that demonstrates how standards are being met; (2) an onsite review by a selected group of peers; and (3) a decision by an independent board or commission that either grants or denies accredited status on the basis of how well the standards are met.

Behaviors

Observable actions that demonstrate an integration of knowledge, values, skills, and cognitive and affective processes.

Classroom

The organization of instruction including various face-to-face and/or e-learning methods of instruction.

Clients and constituencies

Those served by social workers including individuals, families, groups, organizations, and communities.

Cognitive and affective processes (includes critical thinking, affective reactions, and exercise of judgment)

- Critical thinking is an intellectual, disciplined process of conceptualizing, analyzing, evaluating, and synthesizing multiple sources of information generated by observation, reflection and reasoning.
- Affective reactions refer to the way in which our emotions influence our thinking and subsequently our behavior.
- Exercise of judgment is the capacity to perceive and discern multiple sources to form an opinion.

Competency-based education framework

A framework where the focus is on the assessment of student learning outcomes (assessing students' ability to demonstrate the competencies identified in the educational policy) rather than on the assessment of inputs (such as coursework and resources available to students).

Curriculum design

Curriculum design identifies the elements of the curriculum and states their relationships to each other. A design needs to be supported with a curriculum rationale to establish the means for competency attainment within the organization in which it operates.

Environmental justice

Environmental justice occurs when all people equally experience high levels of environmental protection and no group or community is excluded from the environmental policy decision-making process, nor is affected by a disproportionate impact from environmental hazards. Environmental justice affirms the ecological unity and the interdependence of all species, respect for cultural and biological diversity, and the right to be free from ecological destruction. This includes responsible use of ecological resources, including the land, water, air, and food. (*Adapted from CSWE Commission for Diversity and Social and Economic Justice and Commission on Global Social Work Education Committee on Environmental Justice, 2015*).

Holistic competence

The demonstration of competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social worker's critical thinking, affective reactions, and exercise of judgment in regard to unique practice situations.

Intersectionality

A paradigm for understanding social identities and the ways in which the breadth of human experiences are shaped by social structures.

Multidimensional assessment methods

Multidimensional assessment methods capture behaviors indicative of competence as well as one or more of the factors underlying behavior. Underlying factors may include knowledge, skills, and values as well as cognitive and affective processes.

Program options

Various structured pathways to degree completion by which social work programs are delivered including specific methods and locations such as on campus, off campus, and virtual instruction.

Signature pedagogy

Forms and styles of teaching and instruction that are central to a specific discipline, area of study or profession that help students build a habit of mind that allows them to think and act in the same manner as experts in the field. Field education is the signature pedagogy for social work.

Specialized practice

Specialized practice builds on generalist practice by adapting and extending the nine social work competencies for practice. Specialized practice is defined by programs and can be operationalized by programs as a concentration, area of specialized practice, track, focus on specific populations, problem area, method of intervention, or approach to practice.

Student learning outcomes

The stated behaviors, knowledge, values, skills, and cognitive and affective processes that students are expected to demonstrate as a result of engagement in the explicit and implicit curriculum.

Accreditation Standards Terms

The following definitions were developed for use in the context of the 2015 accreditation standards (AS):

Curriculum (AS B2.0.2, M2.0.2, 3.3.2)

All planned educational experiences under the direction of the social work program that facilitates student attainment of competencies. Social work curricula includes supervised field education learning experiences.

Full-time equivalent faculty-to-student ratio (AS 3.2.3)

Refers to the institution's calculation of full-time faculty workloads. Programs should calculate faculty ratios that include adjunct and part-time faculty (not field instructors at field settings) in the full time equivalency description. Programs should include part-time students in this calculation.

Goals (AS B2.0.1, M2.0.1):

General aims of the program that are consistent with both the institution and program missions and reflect the values and priorities of the social work profession.

In-person contact (AS 2.2.4):

Refers to interpersonal interactions with clients and constituencies, and may include the use of digital technologies.

Matrix (AS B2.0.3, AS M2.0.3, AS M2.1.4):

A table or chart that maps the social work curriculum content to the competencies.

Multiple dimensions of each competency (AS 4.0.1)

- Multiple refers to a minimum of at least two dimensions.
- The dimensions of the competency are knowledge, values, skills, and cognitive and affective processes.

Post-social work degree practice experience (AS B2.2.9, M2.2.9, 3.2.2, B3.3.5 (b), M3.3.5 (b))

- The minimum requirement of 2 years of post-baccalaureate or post-master's social work practice experience is calculated in relation to the total number of hours of full-time and equivalent professional practice experience.
- Social work practice experience is defined as providing social work services to individuals, families, groups, organizations, or communities.
- Social work services can include work in professional social work auspices under the supervision of professional social work supervisors, volunteer practice experience in a social service agency and paid experience as a consultant in the areas of the individual's practice expertise.

Simulated practice situations (AS 4.0.1):

Modalities that replicate practice situations to facilitate the demonstration of student competence.

Transfer of credits (AS 3.1.4)

The process of awarding student credit for courses earned at another institution(s) prior to admission to the social work program. The accreditation process respects the institution's policies and procedures concerning the transfer of credits.



COUNCIL ON SOCIAL WORK EDUCATION

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Strengthening the Profession of Social Work

APPENDIX D
Wright State University
Department of Social Work

BSW FIELD EDUCATION LEARNING CONTRACT/EVALUATION

Name of Student	
Name of Supervisor	
Agency	
Address	
Phone & Email	
Student Email	
Hours completed (at evaluation)	

The learning contract provides a broad framework for developing an individualized learning plan which is responsive to the needs of the student and the resources of the field agency. It is designed to give direction and learning structure to the field experience and is developed around the core practice competencies that are designated in the 2015 Educational Policy and Accreditation Standards (EPAS) by the Council on Social Work Education (CSWE).

It is the joint responsibility of the student and field supervisor to negotiate the learning contract content within the first weeks of the field placement. The student is responsible for providing a copy of the learning contract to the Seminar Instructor/Field Liaison.

This learning contract outlines the 9 core competencies and 31 practice dimensions that all accredited social work programs are required to measure. Each practice dimension has suggested tasks, which can be modified to fit the agency setting. Students and supervisors should choose between 13-15 practice dimensions, with at least one task each to address in the fall, with the remainder to be worked on in the spring. Students will receive a Pass for field education if they have been rated as Competent (scores a 2) in at least 70 percent of all practice dimensions, including the specific practice dimensions marked with an asterisk.

2-Competent	Student demonstrates entry level social work skills
1-Below Competent	Student demonstrates some difficulty but is capable of improving social work skills; at this time, the skills are below expectation for a beginning level social worker
0-Not Competent	Student demonstrates no ability to practice social work skill; meeting with faculty needed immediately

N/A-Did not observe	Behavior was not observed or worked on during this semester
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Competency #1: Demonstrate Ethical and Professional Behavior		
Practice Dimensions	Suggested/Possible Task(s)	Score
Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context*	<input type="checkbox"/> Demonstrate ability to understand and apply code of ethics as it applies to interaction with clients, other social workers and various members of the community <input type="checkbox"/> Identify two (real/imagined/potential) ethical dilemmas and discuss how/why the situations present as dilemmas <input type="checkbox"/> Discuss with supervisor potential conflicts between local laws and the NASW code of ethics	
Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations	<input type="checkbox"/> Identify at least one personal bias or personal value and discuss with supervisor its potential impact on clients <input type="checkbox"/> Discuss an area of discomfort with any client population and identify why this is presents as a discomfort <input type="checkbox"/> Maintain a journal and document personal reflections on professional growth and challenges	
Demonstrate professional demeanor in behavior, appearance, and oral, written, and electronic communication*	<input type="checkbox"/> Review and discuss with supervisor agency policies regarding professional conduct <input type="checkbox"/> Demonstrate knowledge and skills regarding professional attire, promptness, work-related notifications to supervisor, and in interpersonal interactions with agency staff <input type="checkbox"/> Discuss with supervisor any existing challenges the student worker faces in comfortably conducting oral (in person/via telephone), written or electronic communication with clients or collaterals	
Use technology ethically and appropriately to facilitate practice outcomes	<input type="checkbox"/> Discuss with supervisor agency policy on use of technology regarding communication on client matters <input type="checkbox"/> Discuss with supervisor benefits and challenges associated with use of technology to communicate with/about clients <input type="checkbox"/> Use technology to learn one new evidenced-based practice model/intervention and share with supervisor	
Use supervision and consultation to guide professional judgment and	<input type="checkbox"/> Provide an agenda/list of discussion points and questions for weekly supervision <input type="checkbox"/> Demonstrate an understanding of how informal	

behavior	supervision by colleagues can be helpful or hurtful <input type="checkbox"/> Discuss professional and career goals with supervisor	
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Comments:	
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Competency #2: Engage diversity and difference in practice

Practice Dimensions	Suggested/Possible Task(s)	Score
Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels*	<input type="checkbox"/> Reflect upon own race, culture and general background and their potential effect on relationships with clients <input type="checkbox"/> Discuss ways used by the agency to bridge cultural differences or backgrounds <input type="checkbox"/> Identify 2 existing clients within the agency and discuss the student worker's impressions on how difference may have shaped their life experience and identity	
Present themselves as learners and engage clients and constituencies as experts of their own experiences	<input type="checkbox"/> Identify how clients can serve as teachers for the student worker and discuss how this differs from learning from supervisor and colleagues <input type="checkbox"/> Demonstrate the ability to facilitate client self-determination in situations where differences exist between client and agency goals <input type="checkbox"/> Identify one client who presents as different/unique in some way. Take steps to learn about the client from his/her perspective	
Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies*	<input type="checkbox"/> Create a list of characteristics that summarize the perceived similarities and differences between the clients and the student social worker and discuss with supervisor <input type="checkbox"/> Discuss steps to be taken to manage personal bias when working with diverse clients <input type="checkbox"/> Solicit feedback from supervisor and/or colleague on their observations or perceptions of the student worker's interactions with diverse clients or new situations	

Comments:	
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Competency #3: Advance Human Rights and Social, Economic, and Environmental Justice		
Practice Dimensions	Suggested/Possible Task(s)	Score
Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels	<input type="checkbox"/> Identify agency procedures and activities that promote social, economic or environmental justice <input type="checkbox"/> Discuss community standards/values or state/federal regulations that may limit client rights <input type="checkbox"/> Learn about one agency/program that is focused on advocacy work	
Engage in practices that advance social, economic, and environmental justice	<input type="checkbox"/> Demonstrate an ability to advocate for a client to ensure that an identified need is met <input type="checkbox"/> Write a letter to a public official regarding client injustice and rights violation <input type="checkbox"/> Discuss with supervisor and implement strategies to empower clients regarding rights and justice	

Comments:	
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Competency #4: Engage In Practice-informed Research and Research-informed Practice		
Practice Dimensions	Suggested/Possible Task(s)	Score
Use practice experience and theory to inform scientific inquiry and research	<input type="checkbox"/> Identify practice issue within the agency for which the student worker needs information/data and propose a small-scale quantitative or qualitative research project <input type="checkbox"/> Develop a questionnaire or observation sheet to be used to gather client data on a specific issue <input type="checkbox"/> Locate at least two journal articles on a topic related to client issues and discuss with supervisor and staff	
Apply critical thinking to engage in analysis of	<input type="checkbox"/> Attend training/workshop on new research or policy and discuss the applicability and implications of the findings <input type="checkbox"/> Read a journal article on a client-related issue and discuss your	

quantitative and qualitative research methods and research findings	<p>perspective on the relevance of the findings to the agency's clients</p> <input type="checkbox"/> Meet with agency research/outcome measurement staff and discuss how they report and interpret findings	
Use and translate research evidence to inform and improve practice, policy, and service delivery	<input type="checkbox"/> Do a literature review of empirical research related to the field of practice and present findings to supervisor/staff <input type="checkbox"/> Identify an area of practice with new research made available. Compare agency practice against research findings <input type="checkbox"/> Discuss with supervisor how research findings that you have become aware of can improve agency practice	

Comments:		
Competency #5: Engage in Policy Practice		
Practice Dimensions	Suggested/Possible Task(s)	Score
Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services	<ul style="list-style-type: none">☐ Identify at least one local or state policy that has some bearing on the agency’s clientele☐ Identify one federal policy that has some bearing on the agency’s clientele☐ Discuss one local, state or federal policy that has undergone recent changes and identify the rationale and implication for changes	
Assess how social welfare and economic policies impact the delivery of and access to social services	<ul style="list-style-type: none">☐ Identify one social welfare/economic policy and discuss with supervisor its origin, purpose and impact on agency services/service delivery☐ Discuss with supervisor any potential gap in services or policy and propose possible resolutions☐ Discuss with supervisor the differential impact of policies on two different groups of client populations	
Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice	<ul style="list-style-type: none">☐ Interview a select number of clients regarding their satisfaction/recommendations for changes that would enhance their wellbeing and present a summary of findings to supervisor and staff☐ Participate in a meeting with legislators or policymakers and advocate for client-specific issues☐ Learn the process of writing a policy brief and present a draft for supervisor	

Comments:	
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Competency #6: Engage with Individuals, Families, Groups, Organizations, and Communities		
Practice Dimensions	Suggested/Possible Task(s)	Score
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies	<input type="checkbox"/> Discuss at least one social work theory, perspective, or concept and its relevance to understanding or working with the client population <input type="checkbox"/> Identify one client for discussion during supervision and detail important facts concerning his/her biological, social, cultural, psychological and spiritual development <input type="checkbox"/> Discuss a concrete example with supervisor how HBSE or theoretical knowledge can be used in the engagement process	
Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies*	<input type="checkbox"/> Describe the differences and implications between sympathy and empathy <input type="checkbox"/> Identify at least one interpersonal skill that the student worker will improve to be more effective at client engagement <input type="checkbox"/> Complete process/summary recording after a client interaction and identify examples of active listening, attending, reflective listening, use of empathy etc.	

Comments:	
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Competency #7: Assess Individuals, Families, Groups, Organizations, and Communities		
Practice Dimensions	Suggested Task(s)	Score
Collect and organize data, and apply critical thinking to	<input type="checkbox"/> Obtain permission and gather client data	

interpret information from clients and constituencies	<input type="checkbox"/> Complete agency documentation according to professional standards <input type="checkbox"/> Complete a client assessment/interview and summarize personal and professional impressions	
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies	<input type="checkbox"/> Observe at least three client assessments and process how needs are determined <input type="checkbox"/> Demonstrate the ability to use at least two different client assessment tools and identify the strengths and limitations of each <input type="checkbox"/> Demonstrate familiarity with at least two theoretical approaches and identify how they are helpful in understanding client development	
Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies	<input type="checkbox"/> Review a previously completed client assessment and discuss your suggestions for alternate intervention goals and objectives (other than those already chosen) <input type="checkbox"/> Develop a client care/treatment plan and discuss the rationale for the selection of goals <input type="checkbox"/> Demonstrate an ability to work collaboratively with clients to develop goals	
Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies	<input type="checkbox"/> Discuss with supervisor how selected intervention strategies relate to assessment and goals <input type="checkbox"/> Identify the difference between evidenced-based intervention strategies and those based on practice wisdom <input type="checkbox"/> Demonstrate an ability to incorporate client values and preferences into selection of intervention strategies	

Comments:		
Competency #8: Intervene with Individuals, Families, Groups, Organizations, and Communities		
Practice Dimensions	Suggested Task(s)	Score
Critically choose and implement interventions to	<div><input type="checkbox"/> Discuss with supervisor what prevention strategies may be applicable to work with clients to achieve goals and enhance capacities</div> <div><input type="checkbox"/> Demonstrate an ability to provide justification for selected</div>	

achieve practice goals and enhance capacities of clients and constituencies	<p>interventions</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review a previously completed intervention plan and discuss suggestions for alternate interventions 	
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate familiarity with at least two theoretical approaches and identify one specific intervention for each approach <input type="checkbox"/> Identify an intervention that is appropriate for clients within a specific age range and discuss why this is so <input type="checkbox"/> Demonstrate an ability to understand the difference between interventions that target individual change versus environmental change 	
Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes	<ul style="list-style-type: none"> <input type="checkbox"/> Participate in an inter-disciplinary team meeting and discuss observations with supervisor <input type="checkbox"/> Interview at least one non-social work agency colleague and learn how their role relates to the social worker's in facilitating client outcomes <input type="checkbox"/> Discuss your observations of the varying approaches used by different professionals within (or associated with) the agency 	
Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies	<ul style="list-style-type: none"> <input type="checkbox"/> Link a client with external resources for material assistance/support <input type="checkbox"/> Write a letter or place a phone call on a client's behalf to secure access to services/support <input type="checkbox"/> Discuss with supervisor your observations of how diverse clients may have unmet needs and suggest possible solutions 	
Facilitate effective transitions and endings that advance mutually agreed-on goals	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate an understanding of how to initiate and end client interactions appropriately <input type="checkbox"/> Plan and prepare clients for termination as intervention ends or as the student worker ends placement <input type="checkbox"/> Document student worker's emotional responses to transitions and termination and discuss potential impact on clients 	

Comments:	
<p align="center">Competency #9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</p>	

Practice Dimensions	Suggested Task(s)	Score
Select and use appropriate methods for evaluation of outcomes	<input type="checkbox"/> Design/use a basic pre- and post-test for clients <input type="checkbox"/> Discuss with supervisor tools the agency uses to evaluate client outcomes <input type="checkbox"/> Discuss with supervisor tools the agency uses to evaluate agency effectiveness and impact	
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes	<input type="checkbox"/> Learn about two types of evaluation <input type="checkbox"/> Use classroom acquired knowledge on evaluation to design a brief questionnaire to assess an agency program/service <input type="checkbox"/> Develop a logic model for a program/the agency	
Critically analyze, monitor, and evaluate intervention and program processes and outcomes	<input type="checkbox"/> Discuss with supervisor the effectiveness of interventions/services provided on at least two cases <input type="checkbox"/> Analyze the results from a client satisfaction interview/survey <input type="checkbox"/> Demonstrate the ability to monitor and adjust intervention plans due to implementation challenges	
Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels	<input type="checkbox"/> Interview a relevant staff member about evaluation procedures used by the agency and how data from evaluations are used to improve practice/services <input type="checkbox"/> Demonstrate an understanding of how positive individual client outcomes are impactful beyond the micro level <input type="checkbox"/> Assist in gathering data and/or writing the agency's monthly/annual report	

Comments:	
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Overall summary statement of student's strengths and areas needed for further development.

Overall Rating (0-2): _____(based on rating scale on page 1)

Signatures Upon Completion of Contract

Student **Date**

Supervisor **Date**

Field Education Instructor **Date**

Signatures Upon Completion of Evaluation

Student **Date**

Supervisor **Date**

Field Education Instructor **Date**

