

DEPARTMENT OF
UNDERGRADUATE SOCIAL WORK
WEST CHESTER UNIVERSITY
COLLEGE OF EDUCATION AND SOCIAL WORK



2018- 2019

STUDENT HANDBOOK
AND
FIELD MANUAL

Revised July 2018

BSW Program Accredited by the Council on Social Work Education through 2019

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UNDERGRADUATE SOCIAL WORK STUDENT HANDBOOK

INTRODUCTION

West Chester University is located in Chester County, Pennsylvania, about twenty-five miles west of Philadelphia. It is one of fourteen institutions serving Pennsylvania and out-of-state students. The Undergraduate Social Work Program was founded in 1970 and is located in the College of Education and Social Work. The Undergraduate Social Work Program is accredited by the Council on Social Work Education through the year 2019 and seeks to maintain the high standards required to remain accredited.

The Undergraduate Social Work Department offices are located at 114 W. Rosedale Avenue in West Chester. The building houses faculty and staff offices, a conference room, and a computer resource room.

During the 2013-14 academic year, the University launched a satellite BSW program in Philadelphia. The campus is located at 701 Market Street in Center City. The program has the same curriculum and standards as the West Chester campus, but is offered in a part-time format. The Philadelphia BSW program is designed to meet the needs of degree completers and working professionals with classes that are offered in the evening. All policies and procedures outlined in this handbook apply to Philadelphia-based students as well as those based in West Chester.

Social Work majors are prepared as entry-level generalist social workers upon graduation with a Bachelor's (BSW) degree from West Chester University. Our graduates are highly regarded by the social service community and are successful in finding jobs as entry-level generalist practitioners in urban, suburban, and rural contexts. Our graduates traditionally get jobs in the fields of child welfare, aging and adult services, residential and in-home services, homeless and housing services, community mental health, crime victims' assistance, and social justice advocacy. Moreover, students are prepared for graduate study for the Masters in Social Work (MSW) upon successful completion of the BSW Program and, if eligible, may qualify for the one-year Advanced Standing MSW program of study.

Changing demographic, practice and funding contexts demand that future social workers demonstrate the ability to work in a diversity of setting with diverse individuals, families, groups, and communities. In taking 60 credits of social work coursework that include three semesters of field practicum, students learn to view difference as a strength rather than to perpetuate negative stereotypes about diverse groups in society. Particular emphasis is placed on the unique contributions and potential of groups of people who have suffered from discrimination, oppression, or restricted opportunity based upon their race, ethnicity, religion, immigration status, gender expression, sexual orientation, physical, mental, or intellectual ability, and socioeconomic status.

In addition to developing competency in social work practice skills, students must develop competency in written communication, research, and critical-thinking. The curriculum is designed to help students integrate theory with practice; to this end, students write papers, engage in service-learning assignments, complete a research and policy practice project, and learn to evaluate their own practice. Professors and field instructors assist students in thinking through their questions and suggest sources of information as they relate to practice in each course.

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Non-Discrimination

The Social Work Department conducts all aspects of the educational program without discrimination on the basis of race, color, gender, age, creed, ethnic or national origin, religion, disability, political affiliation, gender expression, or sexual orientation.

THE UNDERGRADUATE SOCIAL WORK PROGRAM

Generalist Social Work Practice

The primary objective of the undergraduate social work department is to develop students' competence in generalist social work practice with individuals, families, groups, organizations, communities, and larger societal systems.

The curriculum has been designed to ensure a high-quality educational experience. Consistent with the program's mission and goals, both classroom learning and a range of required field activities systematically expose students to entry-level generalist practice with multiple-sized social systems. Attention is paid to assisting students with the integration of curriculum content and experiences, and with taking increasing responsibility for evaluation of their own professional development and personal growth.

The BSW Program at West Chester University defines generalist practice as practice that is grounded in a liberal arts foundation upon which a generic and integrated social work knowledge base is developed, and informed by social work values. From this grounding, generalist practitioners utilize a professional problem-solving process to engage, assess, broker services, advocate, counsel, educate, and organize with and on behalf of clients and client systems. Generalist practitioners work with individuals, families, groups, communities and organizations in a variety of social work and host settings. They view clients and client systems from a strengths perspective to recognize, support, and build upon the uniqueness of all groups of people as well as the innate capabilities of all human beings. Finally, generalist practitioners evaluate service outcomes to continually improve the provision and quality of services most appropriate to client needs. Generalist social work practice is guided by the NASW Code of Ethics and is committed to improving the well-being of individuals, families, groups, communities and organizations and furthering the goals of human rights and social justice in a global society. [Informed by the Association of Baccalaureate Social Work Program Director's definition of Generalist Practice as cited in Mizrahi, T.M. & Davis, L.E. (2008). *The Encyclopedia of Social Work* (20th ed.). Washington, DC: NASW Press; New York: Oxford University Press.]

Mission of the Undergraduate Social Work Department

The mission of the undergraduate social work program is to prepare students for beginning social work practice and lifelong learning. To this end, the program teaches the knowledge, values, and skills of generalist social work, with an emphasis on self-evaluation, critical thinking, information literacy, and understanding the intersections of people and their environments. Students apply micro, mezzo, and macro frameworks for assessment and intervention through experiential learning that includes two field placements over the course of three semesters. The program prepares students to adhere to the ethical standards of social work, to advocate for social and economic justice, and to promote the strengths and well-being of diverse individuals, families, groups, organizations and communities. Students graduate with the core competencies appropriate to entry-level generalist social work as well as the foundation for graduate social work education.

Goals of the Undergraduate Social Work Program at West Chester University

Goals for the Undergraduate Social Work Program are linked to core practice competencies as set forth in the Council on Social Work Education's 2015 Educational Policy and Accreditation Standards (EPAS). With the liberal arts as its foundation, BSW graduates are prepared to engage in entry-level social work practice

through mastery of these nine core competencies. As such, it is our goal that by completion of the program, students will be prepared to:

1. Engage in evidence-based entry-level social work practice with individuals, families, groups, communities and organizations within a multicultural society (Competencies 1, 2, 3, 4, 5, 6, 7, 8, 9)
2. Practice according to the principles, values, and ethics that guide the social work profession (Competency 1).
3. Influence social policies with the goal of alleviating poverty, oppression, and social injustice as well as advocating for human rights (Competencies 1, 2, 3, 4, 5)
4. Identify and affect the bio-psycho-social, spiritual, and cultural functioning of people (Competencies 6, 7, 8, 9)
5. Engage in evidence-based practice from a culturally-competent perspective which recognizes, appreciates and applies the knowledge of diverse cultures, particularly those that differ from one's own (Competency 2, 4).

EPAS Core Competencies

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 with 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, Communities

Program Goals, Core Competencies, and Generalist Practice

The Bachelor of Social Work Program at West Chester University implements its goals via its curriculum and organization of its resources. All aspects of the program focus on preparing students for effective beginning generalist social work practice. Faculty recruitment, student recruitment and retention, curriculum development, and administrative planning and advocacy are directed toward these objectives. As shown below, there is consistency between the BSW program's goals, the nine core competencies delineated in the 2015 EPAS, and the program's working definition of generalist social work practice. Each goal is listed, along with a short narrative that describes the corresponding competencies.

1. *Engage in evidence-based entry-level social work practice with individuals, families, groups, communities and organizations within a multicultural society.*

The first program goal is consistent with several core competencies specified in the 2015 EPAS. In order to engage in evidence-based entry-level social work practice with client systems of all sizes, students must: demonstrate ethical and professional behavior (Competency 1); apply critical thinking to inform judgements and engage in research-informed practice and practice-informed research (Competency 4), both of which are consistent with the program goal's use of the term "evidence-based;" engage in policy practice to advance social and economic well-being and to deliver effective social work services (Competency 5) which prevents the false dichotomization of policy and practice and emphasizes the systems orientation of generalist practice; and engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities (Competencies 6, 7, 8, 9), which delineates the steps in the generalist intervention model consistent with the program goal's use of the term "entry-level social work practice."

2. *Practice according to the principles, values, and ethics that guide the social work profession.*

The second program goal is consistent with the first competency specified in the 2015 EPAS. Social workers must 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. The National Association of Social Workers' (NASW) Code of Ethics as well as the International Federation of Social Workers' (IFSW) Statement of Principles provide guidelines for professionals, but do not offer clear-cut answers to resolve challenging and often ambiguous ethical dilemmas in practice. Students must learn the professional social work principles, values, and ethics, but they must also learn to think critically and apply their knowledge and values with discernment.

3. Influence social policies with the goal of alleviating poverty, oppression, and social injustice as well as advocating for human rights.

The third program goal is consistent with four core competencies specified in the 2015 EPAS. In order to influence social policies with the goal of social justice and human rights, social workers must: use and translate research evidence to inform and improve practice, policy and service delivery (Competency 4); engage diversity and difference in practice (Competency 2) in order to understand the life experiences of poverty and oppression that are a consequence of difference, and seek to redress them through the advancement of human rights and social and economic justice (Competency 3); engage in practice-informed research and research-informed practice (Competency 4) to advocate for just social policies based in client experiences as well as the research evidence; and engage in policy practice to advance social and economic well-being (Competency 5), which is the practical application of social work knowledge and values in the broader arena of legislative advocacy.

4. Identify and affect the bio-psycho-social, spiritual, and cultural functioning of people.

The fourth program goal is consistent with the final four core competencies specified in the 2015 EPAS. In order to both identify and affect the intersecting bio-psycho-social, spiritual and cultural spheres that impact individual functioning, social workers must apply their knowledge of human behavior and the social environment to engage with clients and constituencies, assess, intervene and evaluate outcomes in practice (Competencies 6,7,8,9). In responding proactively to the environments that impact clients and workers alike, social workers are flexible enough to adapt to changing service-environments but also have the knowledge, values, and skills to create change in environments that do not support the adaptive functioning of people.

5. Evidence practice from a culturally-competent perspective which recognizes, appreciates and applies the knowledge of diverse cultures, particularly those that differ from one's own.

The fifth program goal is consistent with the competency devoted to the engagement of diversity and difference in practice (Competency 2), as well as Competencies 6 through 9. Educating social workers for a dynamic and multicultural society requires focused attention to the impact of difference, and whether that difference creates privilege and power or social and economic oppression and marginalization. A culturally-competent perspective starts with self-evaluation and self-knowledge and builds towards not only an understanding of others, but a valuation of difference. Moreover, a culturally-competent perspective appreciates and applies the knowledge of diverse cultures at multiple levels of practice and is not relegated to the individual client-worker engagement. A culturally-competent perspective is applied at mezzo and macro levels of practice as well, which is consistent not only with the program's mission and goals, but the principles of generalist practice as well.

Assessing One's Aptitude and Motivation for a Career in Social Work

We provide our students with extensive opportunities to assess their motivation for a career in social work and their aptitude for the profession in both academic and fieldwork areas. Through informal discussions with faculty and field staff, agency staff, fellow students, classroom discussion, field seminar and independent papers or projects, students are challenged to re-examine their attitudes, expectations and motivations. The

Undergraduate Social Work faculty members spend time talking with students individually and in small groups about their capacities and abilities and how they fit with their interest areas in the social work field. This continuing emphasis on self-awareness and self-direction is brought about through classroom assignments focusing on one's personal philosophy of helping, role-plays, simulations, audio and videotaping in the classroom (with verbal and written feedback), oral course evaluations, meetings preparing students for field, weekly field instruction with site field instructors, and final written field evaluations and conferences. All students meet with an undergraduate faculty advisor regularly and discuss their aptitude and motivation for a career in Social Work and review their current transcript and G.P.A.

Our focus is to help students see that they are part of the change system in the social work profession. To be effective in such a role, one must have self-awareness about one's prejudices, strengths, challenges, unique skills and talents. Students are consistently given the message that challenges are opportunities for further growth.

Our students learn that self-evaluation is essential for effective, professional social work practice. In expecting feedback from students on our teaching style, course content, assignments, and program, we both model and maintain our philosophy that we all need continuous evaluation and feedback. Only through feedback, educational resources, and lifelong learning can we change and grow to our fullest potential.

THE STRUCTURE OF THE BACCALAUREATE SOCIAL WORK PROGRAM

The Baccalaureate Social Work Program at West Chester University has two phases for the delivery of the undergraduate social work program. As declared undergraduate social work majors, the first year is classified as the "*Pre-Candidacy*" track for majors. The last three years of the social work major is the "***Professional Social Work Foundation***" track for majors. The ***professional social work*** phase begins in the second year and combines academic course work and field practice. The Bachelor in Social Work (BSW) is conferred on undergraduates who complete all the academic requirements of the program and West Chester University. The BSW is recognized as the first professional level of social work practice. ***Certain criteria are, therefore, established for admission to and continued matriculation in the professional program.*** These policies and procedures are outlined in this handbook and the West Chester University Undergraduate Course Catalog, which all students receive when admitted to the University.

The admissions standards strengthen the baccalaureate program by providing close monitoring of the students' academic progress. Also, this procedure clearly outlines the academic requirements for students' admission and continued matriculation in the department.

Study Abroad Opportunities

Students interested in international study abroad opportunities can consult with the University's office of international programs, their academic advisor, and social work faculty. While it is generally recommended that students complete cross-cultural programs prior to the junior year, the Department has developed a partnership with the Center for Global Education in Cuernavaca, Mexico where students can complete the junior spring semester coursework and field placement abroad. Having bilingual, bicultural competency is highly valued by the Department, the social work profession, and future employers, particularly if students are proficient in Spanish. Students interested in the Social Work in a Mexican Context Program can visit the department webpage, speak with their academic advisor, and/or contact Dr. Michele Belliveau for further information at mbelliveau@wcupa.edu.

Undergraduate Social Work Requirements

In compliance with the Council on Social Work Education (CSWE), the national accrediting body for social work, the Program only accepts upper division social work courses from accredited programs, which correspond with the West Chester University Undergraduate Social Work Program. No social work credits are granted for life or work experience. Applicants must meet University requirements for admission. Students must also achieve the professional standards of behaviors that were adopted by the Undergraduate Social Work Department (see Undergraduate Social Work Professional Behavior Standards). The following is our sequence of BSW courses:

First Year

Fall

SWO 200 - Intro to Social Welfare (3)
SWO 225 - Race Relations (3)

Spring

SWO 220 – Introduction to Generalist Practice (3)
SWO 300 – Family Systems (3)

Second Year

Fall

SWO 332 – Social Welfare Policies & Services (3)
SWO 350 – Human Beh. In the Social Environ. I (3)

Spring

SWO 320 – Generalist Practice I (3)
SWO 351 – Human Beh. In the Social Environ. II (3)

Third Year

(Students apply for candidacy by 10/1; the year to apply for candidacy may differ for internal and external transfer students. Please see your advisor or the chair to confirm to date to apply)

Fall

SWO 321 - Generalist Social Work Practice II (3)
SWO 431 – Methods of Social Inquiry (3)

Spring

SWO 375 – Field Experience I (6)
SWO 395 – Junior Seminar (3)
SWO 432 – Advanced Policy Practice (3)

Fourth Year

Fall

SWO 495 - Senior Seminar I (3)
SWO 450 -Field Experience II (6)

Spring

SWO 496 - Senior Seminar II (3)
SWO 451 - Field Experience III (6)

******Please note that the course sequence may differ for internal and external transfer students.**

Transfer students will meet with their advisor to create a feasible academic schedule.

ELECTIVES may vary per semester and campus.

ELECTIVES may vary semester to semester

SWO 421 - Mental Health and Social Work (3)
SWO 423 - Child Welfare Practice and Policy (3)
SWO 491 – Human Sexuality (3)
SWO 410 - Independent Study (3)
SWO 490 - Topical Seminar (3)

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POLICIES AND PROCEDURES

Admission to the Undergraduate Social Work Program

Students must meet all University requirements for admission to West Chester University.

A student may declare the social work major at any time, although it is better to declare the major as early as possible in order to take the pre-candidacy social work, general education, and liberal arts courses in a timely manner.

Transfer Students

Individuals who have been enrolled in any post-secondary institution after graduation from high school and/or have attended West Chester University on a non-degree basis must apply as transfer students.

Applicants whose secondary school credentials would not warrant admissions consideration must complete the equivalent of one full academic year prior to attempting a transfer. A minimum cumulative Grade Point Average (GPA) of 2.5 is required for transfer consideration. However, the University's modified rolling admissions policy gives priority to applicants with the strongest academic credentials. Specific information may be obtained from the Office of Admissions.

Transfer applicants for the fall semester should begin the application process early in the preceding spring semester, preferably by February 1, despite the recommended May 1 deadline. Spring semester applications should be completed by October 1. If enrollment limits are met before these dates, admissions will be closed.

The Registrar's Office conducts a transfer analysis and West Chester University credits equivalence is assigned; the student is then referred to the Social Work Department for advisement. The undergraduate program director (chairperson) will review the general education requirements, which have already been evaluated and accepted by the University. The undergraduate program director (chairperson) has a two-fold purpose (1) to review social work courses that are transferred to the University; and (2) to advise those courses needed for completion of the social work major.

In compliance with the Council on Social Work Education, the national accrediting body for social work, the program only accepts upper-division social work courses from accredited programs that correspond with West Chester University BSW program sequencing. No social work credits are granted for life experience.

If the following criteria are met, the student is accepted:

- A) Students from accredited BSW programs will receive credit for all social work courses that they have successfully completed, if the course is similar in content and in sequence to the WCU social work department.
- B) Students from non-accredited programs shall have their previous coursework evaluated by the transfer analyst.
- C) Required social work courses are accepted from non-accredited programs as electives.
- D) No social work course with a grade of "C" or below will be accepted.
- E) Not all required social work courses will be accepted, unless the student transfers from an accredited social work program.
- F) The Social Work Program will not accept transfer credits for field placement and seminars since they are concurrent in the BSW program. (Credits will be accepted as elective courses.)

G) All other social work courses not meeting the requirements of the program may be accepted as SWO 199 course credit hours.

After determining acceptance to the Program, students are scheduled for classes, given an electronic copy of the Student Handbook/Field Manual in a Department-issued flash drive, an advisor is assigned and an outline of courses is given to the student to take each semester to fulfill social work graduation requirements at West Chester University.

This process occurs year-round, but the highest numbers of transfer students enter during the summer.

Transfer students must also apply for candidacy, completing the required information.

The University requires that transfer students complete at least 30 credit hours at the Institution (please see the Undergraduate Catalogue for an explanation of the residency requirement).

Please note: The Undergraduate Social Work Department offers some Pre-candidacy Social Work courses in the summer to assist transfer students to begin as a junior when they enter West Chester University in the fall. It is crucial that all transfer students be advised by the Undergraduate Program Chair as soon as they are admitted to the university.

Internal Transfers (Change of Major)

The Chairperson meets with all WCU students who have obtained a GPA of 2.5 or higher, and are interested in changing their major to social work in order to discuss interest, expectations, the requirements of the Social Work Program, the profession, and to customize a package that allows for credit from coursework already completed, maintaining standards for social work education. Particular attention is paid to degree candidates from other disciplines since they usually have worked predominantly on general education courses. Students must have obtained the minimum GPA required of 2.5 before they transfer into the department. Students are given a given a flash drive to download a copy of the Student Handbook and are made aware of Social Work Program policies and the courses needed to complete the major. Other procedures are discussed and an advisor is assigned at this time. Internal transfer students must apply for candidacy, completing the required information.

Readmission. On occasion, BSW students are readmitted to the University after a long hiatus from school. All accepted students that are returning to complete their BSW degree must meet with the Chair of the Department, and if appropriate, the Director of Field Education prior to coming back into the program.

Undergraduate Social Work Candidacy Application

Students must submit a complete Candidacy Application (no partial applications accepted) to the Chair of the Candidacy Process, following the candidacy application instructions, by October 1st of the third year. Transfer students must submit a complete Candidacy Application to the Chair of the Candidacy Process by Oct 1 of the year specified by the chair or advisor during admittance. Incomplete applications will not be accepted and may place in jeopardy the student's ability to move into the junior field experience. Please obtain a Candidacy Packet from the Department D2L site, and or the Undergraduate Social Work Office.

The Candidacy Application must include the following:

- In order to enter junior field, students must have completed **SWO 200, 220, 225, 300, 320, 332, and 350.** SWO 321 and 351 may be taken concurrently. A substantial about of general education **requirements** (see the guidance sheet) for the BSW degree should be completed to be formally accepted into the program. *The candidacy review board will determine if the student needs to complete more general education requirements before moving on to junior year.*
- A candidacy application Personal Data form – Please see D2L-Social Work Department site.

- The following documents must be obtained and stored by the student: Verification of Liability Insurance, Criminal Background Check and Child Abuse History. These need to be available for potential field placement sites, upon their request. Please do not bring in or email any documents to the Undergraduate Social Work department.
- A copy of the student's "My WCU" unofficial transcript – a list of courses student has taken to date (a GPA of 2.5 or better is required)
- A signed form acknowledging that the student understands the professional behaviors expected prior to entering a field practicum
- A completed and signed volunteer certification form or similar letter verifying volunteer experience of a minimum **20** hours within the past **three** years. The volunteer requirement for students that have worked in a professional setting or have completed a community college human services practicum will be waived.
- Letter of recommendation for candidacy by someone (non-family member) who the student worked or volunteered with, supervised student, or who can honestly recommend that the student has the qualities to be a good social worker.

The Chair of the Candidacy Process and faculty review applications and recommend all candidates to the director/chair of the undergraduate social work program. Letters of acceptance/non-acceptance will be emailed to the student's WCU account from the director of the undergraduate social work department by December 1.

Please note: Although the Undergraduate Social Work Department does not require child abuse and criminal clearances for the candidacy process, students need to obtain them for their field placement.

Problematic background check reports may be cause to deny the student a field placement. If a student is concerned about something that might appear on their record, they should discuss any concerns in advance with the Director of Field Education.

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Standards of Professional Behavior

The BSW Program takes seriously the development of professional behavior in the students. Therefore, standards of the profession have been developed and are integrated into the curriculum in stages. These standards are considered a percentage of the grade for each respective course. Students who do not satisfactorily meet these expectations are discussed at faculty meetings. A plan is developed to assist the student in achieving satisfactory performance of the standards.

The standards are as follows:

EXPECTATIONS OF PROFESSIONAL BEHAVIOR:

- Professional Behavior**

Exhibits behaviors that are in compliance with program policies, institutional policies, professional ethical standards, and societal laws in classroom, field, and community. Appearance, dress, and general demeanor reflect a professional manner. Shows potential for responsible and accountable behavior by knowing and practicing within the scope of social work, respecting others, being punctual and dependable, prioritizing responsibilities, attending class regularly, observing deadlines, completing assignments on time, keeping appointments or making appropriate arrangements, and accepting supervision and criticism in a positive manner. Works effectively with others, regardless of level of authority. Advocates for him/herself in an appropriate and responsible manner and uses proper channels for conflict resolution. Shows a willingness to receive and accept feedback and supervision in a positive manner, as well as use such feedback to enhance professional development.

- Self-Awareness**

Exhibits knowledge of how one's values, attitudes, beliefs, emotions and past experiences affect thinking, behavior, and relationships. Accurately assesses one's own strengths, limitations, and suitability for professional practice. Shows awareness of self and how one is perceived by others. Reflects on one's own limitations as they relate to professional capacities. Is willing to examine and change behavior when it interferes in working with clients and other professionals.

- Communication Skills**

Demonstrates sufficient written and oral skills to comprehend information and communicate ideas and feelings.

a) **Written:** Writes clearly, uses correct grammar and spelling, and applies appropriate writing style, including American Psychological Association (APA) referencing, appropriate source citation, and documentation. Demonstrates sufficient skills in written English to understand content presented in the program and to complete adequately all written assignments, as specified by faculty.

b) **Oral:** Communicates effectively & sensitively with other students, faculty, staff, clients, & professionals. Expresses ideas and feelings clearly and demonstrates a willingness and an ability to listen to others. Demonstrates sufficient skills in spoken English to understand content presented in the program, to complete adequately all oral assignments, and to meet the objectives of field placement experiences, as specified by faculty.

PROFESSIONAL BEHAVIOR & CLASSROOM ETIQUETTE:

In class participation, presentations, interviews, & written work, you are expected to exhibit:

- Respect for the dignity of others, even if you disagree
- Respect for group processes in class
- Respect for confidentiality of information shared in class
- Acceptance of & respect for differences & diversity in class
- Intellectual curiosity & a scientific attitude; Reasonable openness & honesty
- Accountability (meeting course expectations; completing projects; professionalism)

- Entering &/or leaving the room after class has started is distracting. Use time between classes to address personal concerns and bathroom needs.
- You should be participating in class and not be on phones or other devices. Photos &/or any recording of class are prohibited (see below).

ELECTRONIC DEVICES IN THE CLASSROOM, AUDIO-VISUAL, PHOTOGRAPHY & AUDIO OR VISUAL RECORDING

Most class PPT slides are available on D2L. Social work classes are very interactive and we want you to engage with the professor and your classmates about the content. Occasionally, computers may be used to support learning activities in the classroom such as taking notes and accessing course readings under discussion. However, non-academic use of laptops and other devices is distracting and disrupts the learning process for everyone. This class covers content that will require you to think and answer questions in class. Please tell friends & family that you are “not available” during class time, except in cases of real emergency (crisis). E-mailing, texting, social networking & use of the internet for non-academic reasons in the classroom are inappropriate & unprofessional. The use of cell phones during class time is prohibited; cell phones should be set on silent before class begins. In case of an emergency, please step out of the room to take the call. If a student does not meet these expectations, he or she may lose participation points, or may be asked to leave the class.

PLEASE NOTE: No one is permitted to photograph, video, audio-record or take/post any other representations of the professors, students, or others without discussing it with the professor in advance & obtaining explicit WRITTEN permission. You do not have permission to take, use or share images or recordings of the professor or your classmates; you do not have permission to post pictures, videos, audio recordings or other representations on the internet, any social media sites (public or private), or on any social media or other technology space. Students with ADA accommodations should present their documentation to me in advance. To respect the privacy of all in the course, the concept of INFORMED CONSENT applies here. You must obtain written consent in advance for any of the above. If you are not clear, please ask me. Thank you!

Electronic Devices in the Classroom: Computers may be used to support learning activities in the classroom. These include such activities as taking notes and accessing course readings under discussion. However, non-academic use of laptops and other devices is distracting and disrupts the learning process for everyone. **Emailing, texting, social networking, and use of the internet for non-academic reasons, in the classroom, are also inappropriate and unprofessional. The use of cell phones during class time is prohibited; cell phones should be set on silent before class begins.** In case of an emergency, please step out of the room to take the call. If a student does not meet these expectations, he or she may lose participation points, or may be asked to leave the class.

Each time the professor notices you on your cell-phone during class, you may be marked as absent for that day. The class time will not be interrupted in order to ask you to put away your electronic device. Your accumulated absences due to in-class cell-phone use will not be disclosed until the last week of class.

Official Evaluation of Professional Behaviors

The evaluation of Professional Behaviors of candidates/students is conducted through the CESW's online assessment software system Tk20. The evaluation is administered to candidates in every social work course every semester. The evaluation must be completed by the end of the semester by a faculty member and, if appropriate, the Field Instructor. University staff also have the option of submitting a concern.

Professional Behaviors in the Classroom and Field

All students in the Undergraduate and Graduate Social Work program within the College of Education and Social Work (CESW) must adhere to the code of ethics as outlined by the [National Association of Social Workers](#). CESW views its students as mature individuals who are either preparing to be members of the profession or continuing to develop their knowledge and skills within the profession. Students are expected to exhibit a high level of integrity, humility and empathy when working with others (client, peers, instructors, etc) all while upholding the professional standards of conduct. Students are also expected to adhere to additional expectations set forth by Faculty and Field Instructors.

Problematic behaviors refer to a student's behaviors, attitudes, or characteristics that may require remediation, but are perceived as not excessive or unexpected for professionals in training. Performance anxiety, discomfort with clients' diverse lifestyles and ethnic backgrounds, and lack of appreciation of agency norms are examples of problematic behaviors that are usually remedied and not likely to progress into ethical misconduct, impairment, or incompetence.

Ethical misconduct occurs when the NASW Code of Ethics is not followed. This code is intended to provide both the general principles and the specific decision rules to cover most situations encountered by professional social workers in their professional activities. It has as its primary goal the welfare and protection of individuals, families, groups, organizations, and communities. It is the individual responsibility of each social worker to aspire to achieve the highest possible standards of conduct. Social workers promote social justice and social change, respect, protect human and civil rights, and do not knowingly participate in or condone unfair discriminatory practices.

Impairment is defined as an interference in professional functioning that is reflected in one or more of the following ways:

- Inability or unwillingness to acquire and integrate professional standards into one's repertoire of professional behavior;
- Inability or unwillingness to acquire professional skills and reach an accepted level of competency; or
- Inability or unwillingness to control personal stress, psychological disorder, or emotional reactions that may affect professional functioning.

Incompetence is defined as a lack of ability. This lack of ability may include inadequate professional or interpersonal skills, or academic deficiency. When students continue to provide social work services beyond their current level of competence they are violating the ethical standard of competence.

The following is a list of some, but not all, practice behaviors that can be used to infer students' ability to demonstrate the competencies outlined by the Council on Social Work Education (CSWE). Candidates are provided opportunities to demonstrate these behaviors in a variety of settings. Behaviors can be displayed through the quality of assignments candidate completes, their interactions with instructors, staff, and colleagues, and through experiences in field practicum settings. This document will be used in every course or when a student exhibits problematic behaviors, ethical misconduct, impairment or incompetence. These behaviors may also be in violation of West Chester University policy (academic integrity, honesty).

Students are expected to:

- 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 and behavior; appearance; and oral, written, and electronic communication

- Use technology ethically and appropriately to facilitate practice outcomes
- Use supervision and consultation to guide professional judgment and behavior
- 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 experience
- Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies

For a more thorough description of the **Professional Behaviors and Expectations** of the Undergraduate Social Work Program – please refer to the **Social Work Professional Behaviors TK20 Guideline** located on your class's D2L page

Electronic Devices in at the Field Site

Emailing, texting, social networking, cell phone use and any other use of electronic devices, including computers, for non-field related reasons is unprofessional and not permitted. Inappropriate use of electronic devices at the field site can result in removal from the field practicum. If it is a practice of your field site to use email to communicate with clients, you should only use the email address that was assigned to you by your field site. All emails and texts whether to clients or other professionals should be communicated professionally and in a manner that maintains the client's confidentiality. You should not use or give your personal email or phone number to your clients.

Social Media

The Undergraduate Social Work Department recognizes the everyday uses of social media. It can be a great tool for staying connected and informed; however it is important to use it professionally. Confidentiality in the field extends to Facebook, Twitter, Blogs and other forms of social media. It is an ethical violation to share information about your work with clients, including pictures, or confidential information about your field site on social media sites unless it is part of your role at your field site and all of the necessary release of information forms have been signed. When referring to the Undergraduate Social Work Department, your field site, clients, colleagues, classmates or client populations, you should use respectful, professional language without misrepresenting or misleading information. In addition, it is important that you represent yourself accurately and identify yourself as a student.

When using social media, it is important to maintain good professional boundaries. You should not "friend" your current or former clients. If you receive a "friend" request from a client, you will need to have a conversation with your client to inform them why you cannot "friend" and the importance of maintaining appropriate boundaries.

Web Searches

It is not unusual for clients to become curious about the professionals who work with them. Hence, you should set your security settings so that your clients cannot obtain access to your personal social media sites. Since there are limitations to the security of the internet and social media, you should make sure that you are represented on the web in a professional manner, in case your client does a web search on you. In turn, it would not be appropriate for you to do a web search on your client without your client's informed consent.

Evaluation of Student Development

The pre-candidacy courses, [Intro to Social Welfare (200) Race Relations (225), Family Systems (SWO 300) and Intro to Generalist Practice (220)], have been designed to invite students to reflect on their own values and attitudes, and whether these are consistent with the social work profession. These are also known as “gatekeeping” courses in that they provide an opportunity for the student and professor to examine together the suitability of the student for the social work profession. The values and attitudes addressed in each of these courses are depicted in the table below.

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INTRODUCTORY GATEKEEPING COURSES

<u>Course</u>	<u>Content Addressed</u>
Introduction to Social Welfare (SWO 200)	Exploration of Professional and Personal Values Social Work Profession and Services History of Social Work and Social Justice Introduction to Contemporary Social Problems Global Awareness
Race Relations (SWO 225)	Discrimination Institutional and Internalized Racism Oppression of Diverse Groups Cultural Competence Self-Reflection and Awareness
Family Systems (SWO 300)	Family Systems Theory Intergenerational and Structural Models of Assessment Personal/Family/Cultural Value Systems Normative Versus Non Normative Stressors
Introduction to Generalist Practice (SWO 220)	Personal and Professional Values Interviewing Process Role Conflict and Resolution Bio/Psy/Soc/Spiritual/Cultural Assessment The Roles of a Generalist Practitioner The Helping Process Beginning Skills of Social Work Oral Histories Critical Thinking Ethical Dilemmas: Conflicts and Decision Making

Gatekeeping: An Ongoing Process

Student progress, both academic achievement and the development of professional behavior, is monitored and evaluated in several ways:

- 1) Faculty meetings devoted to student review at least once per semester.

- 2) Student-Faculty Advisory Meetings (students are assigned an advisor upon acceptance into the major). Face-to-face advising meetings are required at least once per semester with the social work advisor.
- 3) Course performance evaluation. The program standards of professional behavior have been integrated into the relevant course objectives are counted as a percentage of the course grade.
- 4) Field evaluation completed in both the junior and senior year.
- 5) Successful completion of the candidacy process.

Termination for Academic Reasons

The Undergraduate Social Work Program endorses all West Chester University rules on termination of students based on academic performance (see *WCU Undergraduate Catalogue* and *Ram's Eye View*). In summary, the Academic Standards Policy has three categories: Good Academic Standing - maintain a 2.00 GPA for all work taken at the University; Probation and Dismissal are actions taken by the University when a student's GPA falls below an acceptable level at the end of a semester or summer term.

In addition, the following Undergraduate Social Work Program policy on termination of majors for academic performance is meant to supplement the University policy:

- ❖ Students must maintain an overall GPA of 2.5 or higher.
- ❖ Students must receive a grade of C or better in SWO 320, 321, 375, 395, 450, 451, 495, and 496.
- ❖ Students who receive less than a 2.5 (cumulative) average are not able to graduate with a BSW degree.
- ❖ Students may retake courses only twice. If after the third time a student fails to receive a C grade, the student will be terminated from the Program.

Students are informed of the minimum grade point average expectations and are advised. If it appears that students are struggling, they should see their advisor immediately. A student who is falling below the University and/or Department's required GPA will meet with their academic advisor to develop an academic recovery plan. Students that are unable to maintain the minimum grade point average for social work of 2.5 are notified if they 1) must repeat a course; 2) are unable to progress into the next sequence of courses and/or 3) must select another major other than social work. If a student does not maintain a 2.5 after two consecutive semesters, they will be transferred out of the social work major. If it becomes necessary for a student to change majors because of their inability to perform at the expected level, the Chairperson meets with them to provide academic guidance to locate another major that is suitable for the academic and professional needs of the student and facilitates the internal transfer.

Grade Appeals and Violations of Academic Integrity

The BSW Program adheres to the University Policies on Grade Appeals and Violations of Academic Integrity (see *WCU Undergraduate Catalog*). In addition, the Program's gatekeeping mechanism is in accordance with the University's position on "Maintenance of Academic Standards: Probation and Dismissal." If a situation arises that a student's academic performance, field performance and/or adherence to the NASW Code of Ethics and Professional Values and/or the Program's Standards of Professional Behavior has not been remedied by the above process, the student may be counseled by the appropriate faculty advisor and/or the Director to seek another degree program. The advisor and/or the Director will assist in facilitating this process.

Students have the right to discuss and/or appeal this process. To do so, students should (in the following order):

- (1) Contact their Faculty Advisor
- (2) Contact the Director/Chair of the Undergraduate Social Work Program
- (3) Contact the Dean of the College of Education and Social Work

(4) Request a hearing as outlined in the *Ram's Eye*

Students who have a grade of NG (incomplete) and/or a grade of D+ or below in required social work courses (C- in 300-level practice courses) must repeat these courses and achieve a satisfactory grade before entering both the junior and senior field placement. Not achieving at least a 2.5 cumulative average in all social work required courses is considered grounds for dismissal from the Social Work Program.

Grievance Procedures Related to a Field Practicum

Social work students should take the following steps in the order listed with regard to any grievance related to field practicum:

- Step 1: Discuss the grievance with the person immediately involved; if not resolved,
- Step 2: Discuss the grievance with Faculty Field Liaison; if not resolved,
- Step 3: Discuss the grievance with Director of Field Education; if not resolved,
- Step 4: Discuss the grievance with Director/Chair of the Undergraduate Social Work Department
- Step 5: If the grievance is related to a grade, the student follows the procedures outlined in Student Handbook/Field Manual and the *Ram's Eye*.

IMPORTANT TO NOTE: Students may be removed from their field practicum immediately for any of the following reasons:

- ❖ Serious breach of the Field Education Agreement.
- ❖ Physical, mental or academic incapacity that seriously interferes with the work required in field placement.
- ❖ Intentional breach of social work ethics as detailed in the NASW Code of Ethics.
- ❖ Request from the field practicum site due to concerns about the student's ability to perform the expectations of the field site.

If there is a need to remove a student from the field placement for any of the above reasons, the faculty will address the concern, following the above procedure, in an expedited way in order to resolve the issue.

The Undergraduate Social Work Program follows the University's policy on Grievance and Appeal Procedures (See *Ram's Eye*).

The results of all evaluation conferences and meetings with the student are recorded in the file of the student. In addition, if a student has a concern about a faculty or staff member, after fully discussing the concerns with the faculty or staff member, the student may make an appointment with the Undergraduate Social Work Director/Chair to address and resolve the concerns. If a student has a concern with the Undergraduate Social Work Director/Chair after fully discussing the concerns with the Director/Chair, the student may make an appointment with the Dean or Associate Dean of the College of Education and Social Work.

Student Rights and Responsibilities

The Undergraduate Social Work Program believes that protection of students' rights and responsibilities is necessary for a vital program. Students have a right to a quality education from faculty who are committed to excellence in learning. Students also have a responsibility to participate actively in all educational areas such as the classroom, Field, Social Work Club, University activities, and the larger community.

Students' rights and responsibilities, as well as programs and services for students, are described in the *Ram's Eye*. A copy of specific student's rights/responsibilities is included in the *Ram's Eye* (http://www.wcupa.edu/_services/stu/ramsEyeView/). Grade appeals, Termination, and Sexual Harassment are examples of policies found in the *Ram's Eye*. The University offers many programs and services such as a

Health Insurance Program and Health Services, Mail Service, Career Planning and Placement Services, Counseling Services, and writing and study assistance (through the Writing Center and Learning Assistance Resource Center), to name a few. Any students' rights specific to the Social Work Department are outlined in the Social Work Student Handbook/Field Manual, found on the WCU website and the Undergraduate Social Work Department D2L site. Any new policies or revisions of existing policy are clarified in Faculty/Student Meetings, posted on the Department website, and available to all students.

WEST CHESTER UNIVERSITY POLICIES

A. Evaluations

1. Faculty teaching below the 400 level should examine student academic progress by means of at least three major evaluations during a semester. However, in a skills-based course, a student's final mark may be determined by either: 1) three major evaluations; or 2) a combination of intermediate evaluations and the final level of skills attained as established by the instructor or department at the beginning of the course. This policy does not apply to unique situations such as off-campus and field experience.
2. Faculty should inform students at the beginning of a course of the nature and number of evaluations.
3. The student is to be notified of the results of each evaluation during the course. Normally, this should be done prior to the next scheduled major evaluation.
4. One major evaluation should be given prior to the end of the eighth week of the semester or its equivalent in summer school.
5. Faculty members are requested to retain the results of all evaluations, including final examinations, for a period of six months before discarding them.

B. Final Examinations

1. Final examinations in a course below the 400 level should be assigned a weight not to exceed 33-1/3 percent of the final mark.
2. In accordance with college policy, no final examinations should be given before the scheduled final examination time.

C. Course Information

By the second class meeting, students in all courses except those given by individualized instruction or independent study, must receive a course syllabus containing at least the following information.

- a) Course name and number
- b) Instructor's name, office location, office telephone number, email address, and scheduled office hours
- c) Required textbook(s)
- d) Student learning outcomes (including General Education goals if course is an approved General Education course)
- e) Evaluation policy
- f) Course outline
- g) Attendance policy
- h) Policies concerning granting of No Grade, violation of academic integrity, and violation of student code of conduct.
- j) ADA policy statement

UNDERGRADUATE STUDENT ATTENDANCE POLICY

The Undergraduate Social Work Department will determine a class attendance policy and publish it in their syllabus at the beginning of each semester. When a student fails to comply with the policy, the professor has the right to assign a grade consistent with their policy as stated in a course. Social work is a profession; therefore, all students must comply with the standards of professional behavior. Excused absences, in accordance with the Excused Absence Policy for University-sanctioned events, will not result in a penalty, provided the student follows this policy. University departments or programs may establish attendance policies to govern their sections as long as those policies fall within these guidelines.

CURRICULUM

COURSES

Introduction

The academic classroom and field practicum components of the Undergraduate Social Work Department are designed to prepare the student for beginning level professional practice as a BSW social worker, as well as for graduate study. The purpose of the baccalaureate curriculum is to prepare students for beginning professional generalist practice with individuals, families, groups, communities, organizations and societal systems.

The curriculum has been developed from the mission of the institution, to be consistent with the Curriculum Policy Statement and accreditation standards for undergraduate social work programs established by the Council on Social Work Education (see Appendix for the Educational Policy Statement). The social work curriculum is composed of fourteen required social work courses and three courses of field practice. Please consult the Field Education section of this manual for a complete description of the practicum component of our program.

The curriculum design for the Social Work Program reflects an integrative approach to generalist social work practice. Intervention on three levels: the micro (individual), the mezzo (families and small groups), and the macro (agencies, communities, social policies and societal systems) is stressed throughout each core course. The integrative model of social work practice illustrates a multi-level approach to generalist practice with individuals, families, groups, communities, organizations, and societal systems.

Pre-Candidacy Courses and the First Year (*note: students in the Philadelphia BSW program will take the courses below on a part-time schedule and may transfer in many of the general education requirements*)

Pre-candidacy social work courses are designed to introduce students to the history and purposes of the social work profession, social work values and ethics, theories that help explain human behavior in the social environment, the generalist intervention model, the role of policy and research in social work practice, the importance of recognizing and appreciating diversity, and principles of social and economic justice. Collectively, they lay a foundation of knowledge, values, and skills towards the achievement of all five program goals and the corresponding nine core competencies. While taking pre-candidacy social work courses, students are also taking specified general education and liberal arts requirements that support the goals and objectives of the program.

Year One. Social work students take Introduction to Social Welfare (SWO 200) and Race Relations (SWO 225) in the first semester of their first year. SWO 200 serves to introduce students to the history and purposes of social work and social welfare, the fields of service, values and perspectives of the profession, and a beginning understand of the role of advocacy. Faculty determined that an introduction to policy and the professional aim of social and economic justice lays the foundation of a systems perspective and socializes students to the interdependence of policy and practice. Similarly, SWO 225, Race Relations, provides a comprehensive and interdisciplinary introduction to the examination of race relations in historical and contemporary society. Emphasis is placed on racial awareness by examining racial, ethnic, and cultural differences of people in the United States. Students are taught models of racial identity development and the effects of oppression on individuals and members of historically oppressed groups. Students are supported in examining their own beliefs, attitudes, and learned stereotypes in order to prepare them for practice that is culturally-competent in that it is both fundamentally non-discriminatory and values the strengths of people of color. In taking SWO 200 and 225 concurrently, students are simultaneously exposed to the concept of systematic oppression and a professional value system and history that seeks to redress it.

During this first semester, students also take their first English Composition course (academic foundation requirement, WRT 120), a sociology course (behavioral and social science requirement, introductory courses recommended), and the first of two department-required language courses. Effective writing is a basic requirement for professional social work practice and students must learn the mechanics of

writing prior to taking professional foundation, upper-level social work courses where expectations for writing assignments and professional writing are high. The sociology course helps to lay the foundation for the Human Behavior in the Social Environment content of the curriculum by initiating students in the fundamentals of the sociological perspective through a comparative, historical, and cross-cultural analysis of human behavior (Competency 2). The foreign language requirement helps to lay the foundation for diversity content by giving students the opportunity to learn a foreign language. Even for students that do not pursue foreign language study beyond the 6-credit department requirement (or for those who pursue a cultural cluster based on their challenges in learning a second language), this is seen as a valuable exercise in empathy-building to work with clients for whom English is a second language. It also provides a horizontal linkage with SWO 225, Race Relations, where the focus on racial and ethnic minority groups also looks discrimination from the standpoint of English-only legislation.

In the second semester of the first year, social work students take Introduction to Generalist Practice (SWO 220) and Family Systems (SWO 300). SWO 220 introduces students to the Generalist Intervention Model (the planned-change process), emphasizing that client system assessment and planning must occur at the individual, family, group, organizational, and community levels (micro, mezzo, and macro). Students are given the opportunity to begin development of interviewing skills through an assignment to obtain an oral history from an older adult. In addition, students are introduced to the NASW Code of Ethics and engage in exercises aimed at helping students identify similarities and differences between their personal and professional value systems. In SWO 300, Family Systems, students are introduced to family systems theory, the family life cycle, and diverse family forms. The course emphasizes a nonjudgmental stance to difference, and assists students in understanding the interactional effects of individuals and their family systems. Students are taught to understand families within broader systems, as well, in order to appreciate the effect of social dynamics, including laws and social policy, on family functioning. By taking SWO 220 and 300 concurrently, students interview an older adult while learning about the family system within society at the stage of older adulthood, thereby providing another horizontal linkage within the curriculum

During the second semester, students also take their second writing course (WRT at the 200 level), a psychology course, and the second course in foreign language. As with sociology, the psychology course helps lay the foundation for HBSE content area that ultimately produces student competency in this area (Competencies 6-9). Psychology courses introduce students to the scientific study of human behavior, and in the introductory course recommended, emphasize the learning process.

The Professional Foundation and Years Two, Three, and Four

Professional foundation courses build upon the foundation established in the pre-candidacy social work courses, and the general education and liberal arts courses, creating vertical integration across the curriculum. Within the professional foundation, the emphasis is on producing practicing and proficient levels of social work practice; therefore, emphasis is on application and integration of social work knowledge, values, and skills. Once students have reached the second semester of the third (junior) year, they have completed the majority of general education and liberal arts requirements and are able to select, with guidance from their faculty advisor, electives both within and outside the BSW program. Moreover, a strong and integrated beginning and practicing-level curriculum has prepared students for their first field experience that occurs in the second semester of the junior year.

Year Two. In the first semester of the sophomore year, social work students take Social Welfare Policies and Services (SWO 332) and Human Behavior in the Social Environment I (SWO 350). SWO 332 provides students with an understanding of social movements and present-day policies, and makes the connection between societal values and traditions and social policy. Students learn a social justice framework for analysis and develop an awareness of how individuals and families are very much affected by how society defines and treats its members. SWO 350 focuses on the “first” half of the life cycle (pre-birth through adolescence), making use of diverse theories to understand human behavior during these stages and to help students better understand individuals and families. In being taken concurrently with the policy course, a

horizontal linkage is made as students are able to connect theories that address individuals and families and policies that both impact individuals and families and are impacted by them.

Students in the first semester also take a required course in history and one in government/political science. Since the department recommends PSC 100, US Government and Politics, and HIS 150, The American Experience, students experience horizontal integration of content from these classes and the policy course, SWO 332. In takes these courses concurrently, students are better prepared to understand the historical, ideological and political context within which the U.S. social welfare system developed. This integration helps lay the foundation for at least two of the core competencies related to advocacy for social and economic justice, Competencies 3 and 5.

The fifth course students take in the first semester is a biology course. At the time of the last accreditation, the biology course was placed earlier in the sequence, and students were encouraged to take it in the first year of study. However, this was a challenging course to take, and faculty believed students would do better if they took it during the second year of study when its foundational value was still strong but when students were not as “green” in their academic careers. The biology course, in addition to fulfilling a University requirement, is required by the department in order to help lay the foundation for understanding the biopsychosocial perspective in social work. Students are encouraged to take the introductory biology course (BIO 100) that introduces the basic principles of biological science, including genetics, development, diversity of life forms, and ecology. This ultimately helps lay the foundation for HBSE content that produces the equivalent competency, Competencies 6-9.

In the second semester of the sophomore year, students take the second Human Behavior in the Social Environment course (SWO 351), as well as the first of two Generalist Social Work Practice course (SWO 320). SWO 351 focuses on the second “half” of the life cycle (young/middle to older adulthood) as well as theories that help students understand group and organizational client systems, but can be taken prior to SWO 350 if need be (this determination creates greater flexibility for students without undermining the congruity of the curriculum). SWO 320 teaches the Generalist Intervention Model and moves students from the beginning level of knowledge, values, and skills to the practicing level, as students apply the model within the classroom setting. Students are also taught to apply Shulman’s (2009) Interactional Model where emphasis is placed on the use of relationship as a means of support and influence in work with clients and client systems. Horizontal integration occurs as students connect the interactional nature of people and systems with their own beginning social work practice. Vertical integration occurs, for example, as students begin to apply theories of human behavior in the social environment to their work with “clients” through case studies and role play in the classroom. This integration provides the building blocks of several of the core competencies including Competencies 6-9.

Students in the second semester of the second year also take a communications course (Academic Foundation requirement, SPK 208 or 230), a literature course (distributive requirement, LIT 165—a writing emphasis course—recommended) and the second University-required science course (menu of options delineated by the social work department). The course in communications helps students develop skills in public speaking, while the literature course provides additional life perspectives upon which students can draw to round-out their own experiences that are often limited (in part) by age. Taken concurrently with the Generalist Practice course, students are afforded the opportunity to view others as experts in their own lives, an understanding that helps lay the groundwork for competency 2, engage diversity and difference in practice. Finally, the second science course provides a breadth of knowledge that serves as a foundation of generalist practice.

Year Three. In the fall of the junior year, students take Generalist Practice II (SWO 321) and Methods of Social Inquiry (SWO 431). In SWO 321, students learn and apply the knowledge, values, and skills of social work practice with groups, organizations, and communities. As with SWO320, students use a developmental group work model and begin to apply their beginning-level skills within the classroom setting. They also

deepen their understanding and begin to apply the theoretical material on organizational and community change learned in SWO 351 through the assigned course material.

In SWO 431, students learn to analyze and engage in qualitative and quantitative research methods applicable to social work practice, with an emphasis on sound, ethical principles. Students plan, conduct, and write up a team research project, and learn methods to evaluate their own practice. The research methods course builds upon beginning and practicing-level research content embedded in prior social work courses.

In addition to the social work courses, students in the first semester take a Math course (academic foundation requirement) and the department-required Humanities course in Philosophy (180 recommended). While students may take any math course, the department recommends Introduction to Applied Mathematics (104) or Statistics I (121), with particular emphasis on the latter. Given that students are enrolled in research methods during this semester, the statistics course provides horizontal integration and a complementary foundation to students as they analyze their own data and that reported by others. By taking one of the specified math courses, students learn the building blocks for social work courses that ultimately lead to the nine core competencies, in this case competency 4, to engage in research-informed practice and practice-informed research. Moreover, students become more critical and sophisticated consumers of social work research in the ultimate service of their clients. Similarly, the social work program recommends that students take Introduction to Ethics (PHL 180) to fulfill the philosophy requirement based on its emphasis on ethical-decision making. This provides additional foundation content for the multiple social work courses that build the first core competency, demonstrate ethical and professional behavior in practice. In order to apply social work ethics, it helps for students to learn the theory and purpose of ethical thinking, knowledge that can be gained in any University philosophy course.

Finally, in this semester, students take the first of their advised electives. Students that are interested in child welfare practice often fulfill their first elective credits by taking the department's child welfare elective (SWO 420) (this elective is offered once per academic year, either in the fall or spring). Students interested in the State's Child Welfare Education for Baccalaureate's Program (CWEB), a program designed to increase social work's presence in state child welfare agencies, are required to take the child welfare elective. Students choose their electives in consultation with their academic advisor in the department.

In the second semester of the junior year, students enter their first field placement. **In order to enter junior field, students must have completed SWO 200, 220, 225, 300, 320, 332, and 350. SWO 321 and 351 may be taken concurrently.** After completing their candidacy packet, meeting with the Director of Field Education to discuss their interests and background, and completing the required coursework, students are prepared to enter the field. In this semester, students take Field Experience I (SWO 375), Junior Seminar (SWO395), and Advanced Policy Practice (SWO 432). The professional field education component of the BSW program at West Chester is comprised of three semesters (16 hours per week/224 hours/semester) of field practicum, and begins with this first semester in the junior year. (The following two semesters, which occur in the senior year, are discussed below.) The first field experience gives students the opportunity to practice relationship-building skills, identify and begin to perform multiple social work roles (broker, advocate, counselor, mediator, educator, and facilitator), and experience working within a professional setting. In this way, the first field experience provides a foundation for the senior year field experience whereby students deepen their application of knowledge, values, and skills, and move towards an integration of these three.

The seminars (junior, senior I and senior II) have been conceptualized as occurring along a developmental trajectory with the purpose of building student competencies and supporting field as the signature pedagogy. The primary purpose of the senior seminars is to help students integrate academic learning with learning in the field. Consequently, students must take senior field with the corresponding practice course. **If a student has to retake senior field or seminar course, they must retake the corresponding course.**

While students are honing their beginning generalist practice skills, they take Advanced Policy Practice (SWO 432). In this course, students begin to apply and integrate knowledge gained in SWO 200 and SWO 332 in order to influence larger social systems. This course, which entails the completion of a policy practice project and participation in the Pennsylvania Chapter of NASW's Legislative Lobby Day, provides students the opportunity to build competency in areas not always offered through the field practicum, but in the service of clients and the practicum.

In this second semester, students take the second of their advised electives. Often, based on the field practicum, students begin to choose electives that will enhance their knowledge base for generalist practice.

Year Four. In the first semester of the senior year, students enroll in Field Experience II (SWO 450), and Senior Seminar I (SWO 495). At this point, students are only taking social work professional core courses at the proficiency level. Therefore, the focus of each course in the senior year is on the integration of social work knowledge, values, skills, and cognitive and affective processes necessary to be competent generalist social work practitioners. The field practicum in the senior year is at a different site from the practicum in the junior year: this provides students with two different experiences. The expectations of the field experience in the senior year are greater than those for the junior year, insofar as students are expected to function more autonomously (with supervision), initiate and engage clients in the planned-change process, and enhance their relationship skills. There is also the expectation that students will be given opportunities to practice at different system levels. As with the junior year field practicum, students are in the field 16 hours per week for a total of 224 hours/semester.

Senior seminar provides students with the opportunity to integrate the knowledge, values, and skills developed in prior coursework and the field experience, within the classroom. To this end, the course is case-driven whereby students present process-recordings of their work with clients to hone assessment, planning, and intervention skills. In addition, students practice the skills of peer consultation by offering and receiving feedback from fellow students on their work. While skills and cognitive and affective processes at all levels of practice are honed, the first senior seminar tends to focus on the skills and cognitive and affective processes of practice with individuals and families. This is part of an intentional design whereby students move into honing the skills of mezzo and macro practice in the second senior seminar (SWO 496). As culmination of the first seminar, students complete a Senior Integrative Paper, which they present before the faculty in the fall semester.

In addition to social work courses in the first semester, students fulfill their University Art requirement and the third of their advised electives. Given the heightened expectations for proficiency in the senior year, taking a course in the Arts can be a welcome reprieve from writing and analysis. While rigorous, art courses remind students of the importance of their own and all individuals' need to be creative. In being able to take an advised elective, students are once again in position to take a course that will enhance their knowledge and skills with their client population in the senior-year field practicum. For those students fulfilling the requirements for a minor (18 credits in the discipline), 15 elective credits in the junior and senior year facilitate the completion of this process.

In the final semester of the senior year, students take the third semester of Field (SWO 451) and the second Senior Seminar (SWO 496). While the field experience remains focused on helping students integrate knowledge, values, skills, and develop the cognitive and affective processes necessary for generalist practice in the field, there is also a focus on post-graduation plans and professional development. SWO 496 continues to deepen student integration of theory and practice and maintains its case focus; however, in the second seminar "case" is conceptualized more broadly to incorporate practice with systems of all sizes. While the primary focus of evaluation of practice is on individual students in the first senior-year field practice class and Senior Seminar, in the second seminar, it is on evaluation of the field setting/agency's practice. Students are asked to not only identify service arrangements or policies that are not "working" for clients, but to devise ways to address these, thereby building the leadership skills specified in the nine core competencies. Finally, in the seminar, termination is discussed at all levels of social work practice.

In the final semester, students also fulfill their final six (6) credits of advised electives, giving them the opportunity to advance their knowledge in areas that inform their proficiency-to-competency level generalist social work practice.

**** Please note that the trajectory described above may differ for transfer students.**

WEST CHESTER UNIVERSITY UNDERGRADUATE SOCIAL WORK DEPARTMENT

COURSE GUIDANCE SHEET

Student Name: _____ Student ID: _____

Year Entered: _____ Anticipated Graduation Date: _____ Advisor Name: _____

NOTE: *The Department advises all students to commit to this sequence and register courses accordingly. Academic credit for life experience or previous work experience is prohibited. If a Social Work student has difficulty enrolling in a Social Work Course, it is recommended that you contact the Chair immediately. Please note that this guidance sheet will differ for transfer students. Transfer students should meet with the chair and or advisor to determine their course trajectory*

*****STUDENTS ARE RESPONSIBLE FOR CHECKING THEIR DEGREE PROGRESS REPORT (via myWCU) TO ENSURE THEY ARE FULFILLING ALL UNIVERSITY DEGREE REQUIREMENTS..**

University General Education and Distributive Requirements; (Please see the Undergraduate Catalog Degree

Requirements for a complete listing of acceptable General Education courses

http://www.wcupa.edu/_admin/associateprovost/documents/APPROVED_GEN_ED_DISTRIBUTIVE_COURSES.pdf.

WRT 120 (can place out of this)	6 credits of Science (For SW – BIO and one other Science)
WRT 200-level	6 credits of Behavior Science (For SW 9—PSY, SOC, PSC)
3 credits of a Math course above 100 levels (104 or 121 rec)	6 credits of Humanities (For SW –HIS, PHI)
SPK 208 or 230	3 credits of ART
3 credits of diverse communities (SWO 351)	18 credits of Advised Electives
3 credits of interdisciplinary course (SWO 225)	Students must achieve a minimum of 120 credits to graduate
9 credits of writing emphasis courses (SWO 300, 351, 495)	SW Students need 2.5 GPA overall for BSW
Minimum grade of C required for SWO 320, 321, 375, 395, 450, 451, 495, and 496. All other required SWO courses minimum C-	

First Year: Pre-Candidacy, Fall Semester			
Course Number	Course Name	Credits	Grade
SWO 200	Introduction to Social Welfare	3	
SWO 225	Race Relations (I, J)	3	
WRT 120	English Composition Effective Writing I	3	
SOC	Select approved Sociology course (SOC 200 or 240 recommended)	3	
FLG	Foreign Language (Spanish recommended.)	3	

First Year: Pre-Candidacy, Spring Semester			
Course Number	Course Name	Credits	Grade
SWO 220	Introduction to Generalist Practice	3	
SWO 300	Family Systems (W)	3	
WRT 200-level	200, 204, 205, 206, 208, or 230	3	
PSY	Select approved Psychology course (PSY 100 recommended)	3	
FLG	Foreign Language (Must be level up from first course.)	3	

Second Year: Pre-Candidacy, Fall Semester			
Course Number	Course Name	Credits	Grade
SWO 332	Social Welfare Policies and Services	3	
SWO 350	Human Behavior in the Social Environment I	3	
PSC	Select approved Political Science course (PSC 100 recommended)	3	
BIO	Select approved Biology course (BIO 102 will not count)	3	
HIS	Select approved History course (HIS 150 recommended)	3	

Second Year: Pre-Candidacy, Spring Semester			
Course Number	Course Name	Credits	Grade
SWO 320	Generalist Practice I	3	
SWO 351	Human Behavior in the Social Environment II (W, J)	3	
SPK 208 or 230	Public Speaking	3	
Science	Select approved Science class from CHE, CSC, ESS, or PHY	3	
Advised Elective		3	

Third Year: Apply for Candidacy by October 1 st , Fall Semester			
Course Number	Course Name	Credits	Grade
SWO 321	Generalist Practice II	3	
SWO 431	Methods of Social Inquiry	3	
MAT	Select any Math course based on placement (<i>MAT 104 or 121 recommended</i>)	3	
PHI	Select approved Philosophy course (<i>PHI 180 recommended</i>)	3	
Advised Elective		3	

Third Year: Professional Core, Spring Semester			
<i>Interested students can study abroad in Cuernavaca, Mexico for this semester. Ask your advisor about this opportunity!</i>			
Course Number	Course Name	Credits	Grade
SWO 375	Field Experience I	6	
SWO 395	Junior Seminar	3	
SWO 432	Advanced Policy Practice	3	
Advised Elective		3	

Fourth Year: Professional Core, Fall Semester			
Course Number	Course Name	Credits	Grade
SWO 450	Field Experience II	6	
SWO 495	Senior Seminar I (W)	3	
ART	Select approved Art, Cinematography, Dance, Music, Photography, or Theatre	3	
Advised Elective		3	

Fourth Year: Professional Core, Spring Semester			
Course Number	Course Name	Credits	Grade
SWO 451	Field Experience III	6	
SWO 496	Senior Seminar II	3	
Advised Elective		3	
Advised Elective		3	

***SOCIAL WORK ELECTIVES:** Mental Health and Addictions (SWO 421), Child Welfare Practice and Policy (SWO 423), Topical Social Work Seminar (SWO 490), and Sexuality Concepts for Social Workers (SWO 491)(W). Elective course offerings vary per semester and campus.

*Students may take social work courses concurrently while applying for candidacy.

* Students cannot fulfill a general education requirement and interdisciplinary requirement with the same course.

Chair's Signature – Advised Student

Date

Advised Student Signature

Date

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FIELD EDUCATION

Field Education is a significant part of student's preparation for professional social work practice. The BSW Program at West Chester University provides concurrent field practicums with concurrent course work designed to provide instruction and the opportunity to integrate theory and practice. In addition, during the spring semester of junior year, students attend a weekly one-hour field practicum class designed to facilitate professional development.

Field practicum experience is required of all social work majors: 224 hours in the spring of junior year and 224 hours per semester in their senior year. Social Work settings providing practicum opportunities are located in urban, suburban, and rural communities. Students are placed at different field settings for the junior and senior years to ensure a broad and varied experience in the field.

Field is part of a course. Students can't start field early and must remain in field until the end of the course. In addition students must complete the field requirements, including required number of hours, before the beginning of the next semester of field.

Junior Field Experience

Junior field education provides experience that is designed to complement the student's academic work and enable the application of theory to social work practice. The student will have the opportunity to observe the social worker's role in the helping process, network with professionals, learn basic social work tasks, and share experiences with other students in their field class. The student will start to develop awareness of their part in the helping process, perform as a professional at the agency to which they are assigned, and put into practice beginning generalist social work skills.

Junior level students fulfill their field practicum requirements over one semester in an assigned social work setting. The practicum requires 16 hours per week (224 hours/semester). Also, students attend a one-hour field class and a three-hour seminar. Juniors, while at their practicum, are responsible to a setting-based field instructor with whom they meet on a regular basis. In addition, students meet weekly in a one-hour field class to discuss their field experience and learn to develop an individual-specific learning contract. During their first semester of field practicum (or the semester prior), juniors take the second Generalist Social Work Practice (SWO321) where they are afforded an opportunity to discuss the integration of theory and practice while they also learn about mezzo and macro practice. These courses give students the opportunity to share new knowledge, awareness, and reactions to their field experiences with peers and faculty on campus.

Senior Field Experience

The senior field experience is designed to provide the student with the opportunity to further integrate and apply knowledge and theory learned in academic courses to actual social work situations. In the senior year, the student is expected to perform social work tasks under close supervision of the field instructor. It is expected that the student will become aware of and analyze their own values and feelings about people and the problems which they bring to social agencies. In addition, emphasis is placed on learning techniques and skills common to social work practice. In addition to the 448 hours at the agency, seniors also meet in a three hour/week seminar with their seminar professor/faculty field liaison throughout the placement. By the end of the second semester of senior field, students are expected to perform at the same level as a beginning level generalist social worker. Because the senior field practicum experience and senior seminar course are concurrent and lean on each other, failure to successfully complete one of the courses results in the student needing to retake both courses.

Integration between Curriculum and Field Education

Concurrent classes, field practicum experiences, and seminar groups give students the opportunity to apply theoretical knowledge to field experience, share knowledge of a variety of social work roles and functions, and engage in problem solving with other students. In the classroom, seminar groups, field classes, and at the field site, the student is expected to integrate and apply social work theoretical concepts as well as values, knowledge, and skills necessary for generalist social work practice. This begins with the incorporation of knowledge from social work courses into the junior field experience; it culminates with the integration of social work knowledge, values and skills into the senior field experience.

All students are expected to be well-grounded in the planned change process (Generalist Intervention Model). Prior to entering junior field, all students must have completed SWO 200, 220, 225, 300, 320, 332, and 350. Prior to entering senior field, students must also have completed SWO 321, 351, 375 and 395.

Application of the Planned Change Process

Here are the steps of the planned changed process: Method Illustrations

1. Assessment

- Information about the client system
- Clarification of the function of the agency and the student's role
- Identification of client strengths and challenges

2. Planning

- Discussion of practicum programs and policies that apply to service.
- Discussion of how the client may feel about the service and how the case was referred to the agency.
- Clarifying the purpose of the contact and need to prioritize problems and translate problems into needs

3. Intervention

- Helping the student with the anxiety of the first interview and the client's reactions.
- Clarifying the need to contract with clients and work on primary goals.
- Helping students understand specific objectives, who will do what, by when? How will success be measured?

4. Evaluation

- Helping the student to understand the need to develop and follow a plan, monitor the progress and revise the plan when necessary and/or to end services

5. Termination

- Assuring the student that they need not be 'perfect' in the use of social work skills.
- Demonstrate that the proper application of skills results in the ending with clients since the initial goals have been accomplished

6. Follow-Up

- Assisting the student in reviewing the case. What would they have done differently?
- Assisting the student in understanding the need to evaluate work through research methods. This insures better service to the client system and increases the student's ability to assess practice skills and sharpen them when necessary to become more effective as a generalist practitioner.

Integration between Field Education and the Profession

Throughout the field education program, continuous and intensive involvement connects students with the social work profession. Familiarization with routines and procedures give the student a more solid identification and feeling of belonging with the agency, other professionals, clients and delivery systems. Each student has ongoing supervision and instruction from their field instructor and guidance and support from their faculty field liaison to address a variety of issues and needs such as progress, obstacles to growth, and

observations. The faculty field liaison serves as a pivotal linkage between the social work program, field site, field instructor and student. Field instructors are carefully screened and selected in accordance with criteria, which comply with the standards of Council on Social Work Education. These relationships give the student consistent opportunities for feedback and input on how they can work more effectively as a professional.

Grading

The field experience is closely monitored by both field instructors, faculty field liaisons and the Director of Field Education. Communication among the field director, faculty field liaisons, field instructors, seminar professors and students is an integral part of Field Experience I (SWO 375), Field Experience II (SWO 450), and Field Experience III (SWO 451). Junior and senior field experiences are graded by the faculty field liaison based on the student's coursework, input from field instructors and written field evaluations. Given the concurrent nature of the field experience (SWO375, SWO 450, SWO 451) and the integrative seminar (SWO 395, SWO 495, SWO 496 respectively), if a student does not pass one of the two concurrent courses in a semester, they must retake both the field and seminar classes.

Scheduling Time for Field Practicum

Students are expected to complete a practicum in an approved host setting during the same semesters that they are registered for classes. This means that the student will need free blocks of time within their academic, personal, and employment schedule to provide for field practicum hours that coincide with hours when the field site provides services. Transportation time to and from field sites vary with the distances and accessibility to freeways and public transportation. However, every attempt is made to find a field site within an hour commute from the student's residence. Many agencies require the use of a car. It is beneficial for the student to secure a car for junior and/or senior year. If this is not feasible, every effort will be made to assign the student to a setting within walking distance to their residence or accessible to public transportation.

University and Site Requirements

Clearances, medical and other documentation

Students will need to obtain child abuse and criminal record clearances. Students will be required to update their criminal background checks and child abuse clearances if requested by the Site. The University will also require its students who are participating in practicum to comply with the health status requirements of the Site, including but not limited to, physical examinations, vaccinations and health screening requirements for tuberculosis, hepatitis B and measles. Proof of compliance must be presented prior to the practicum. Clearances should be presented to the Site itself and not the University.

Insurance

Students are required to carry social work liability insurance coverage in the amount of \$1,000,000/3,000,000 during the junior and senior placement. Students may join the National Association of Social Workers to receive liability insurance at a reduced rate. Students can also purchase insurance through other providers, such as American Professional Agency, Inc. Students should review any insurance policy carefully to understand the limits of coverage. Students need to have verification of their liability insurance readily available to provide their field practicum site, if requested.

Insurance related to driving clients

Students participating in field experiences pursuant to their course of study may be required to transport clients at the agency for which they are participating in field experience. It is recommended that

students transport agency clients in agency vehicles. If an agency vehicle is not available, however, and the student chooses to transport an agency client in their personal vehicle it is mandatory that the student have adequate automobile insurance to cover any incidents that may occur during transportation of the agency client. Therefore, students are encouraged to contact their insurers prior to the commencement of their field experience to discuss their coverage and any questions that they have about using their personal vehicles to transport clients.

FIELD PLACEMENT PROCESS

Field placements are a significant part of student' preparation for professional social work practice. The placement process begins after students have completed required liberal arts foundation and social work courses. Prior to being placed in the field, students must be accepted into Candidacy, successfully completed the required pre-requisite courses, have a minimum GPA of 2.5, and have no outstanding or incomplete grades for social work courses.

Procedure for Placing Students at Field Practicum Sites

During the fall semester of junior year, the Director of Field Education meets with all eligible students to inform them of how the placement process will proceed. All matters concerning the process are discussed and student questions are answered as completely as possible.

Prior to placing students, the Director of Field Education and the faculty meet to discuss the learning needs of each student and the type of field practicum most suited to each student. Each student is required to complete a field practicum application and resume in TK20. The information gathered from the field practicum application, resume, the meeting with the student, and faculty input are all used to determine which practice sites to contact to explore the availability of field experiences. The Director of Field Education contacts prospective practice sites to find out if they are accepting students that semester or year. *Students are not to make the initial contact with potential field sites.*

The department offers juniors and seniors a variety of opportunities in urban, suburban, and rural field practicum sites. Students are placed a setting that will strengthen the student's practice skills and learning needs.

Below is a partial list of practicum settings used within the last five years:

Students have been placed with the following organizations to fulfill their field experience requirements:

Juvenile Probation and Parole	Resources for Human Development
Family and Child Focus	Coatesville Treatment Center
Chester Co. Children, Youth and Families	Values into Action
Delaware County Adult Probation and Parole	Brith Sholom House
Friends Association	Delaware County District Attorney's Office
Chester County Intermediate Unit	Red Cross House
Temple University Hospital	ReMed Recovery Care Centers
Crime Victims of Chester County	Norristown Area School District
Fair Acres	Chester County OIC
Child Guidance Resource Centers	Kendall-Crosslands
West Philadelphia Senior Center	Aquinis Center
Renaissance HCR	Council of SEPA
Episcopal Community Services	Housing Authority of Chester County

We encourage students to view the junior field practice as an opportunity to take on a challenge by accepting a field of practice that they would not ordinarily choose because of fear or unfamiliarity with a

particular client population. This is a requirement for students to become generalist practitioners, i.e. being able to work with any client population. Dealing with such a challenge stimulates growth and expands the horizons of students. For example, students who resist mental health placements are often surprised to learn that they like working in this area, once they have experienced it.

Once a potential practice site is identified, the Director of Field Education notifies the student. *Within one week* of being matched, the student is expected to contact the field site to schedule an interview with the perspective field instructor or agency designee. If the student fails to contact the field site within the designated week, the student risks not being able to interview at the site and consequently may not be re-matched or may be matched with a different site.

In preparation of the interview, the student should review the perspective field site's website and gather some basic information about the population with which the organization works. The student is expected to dress professionally for the interview. They are encouraged to bring a resume and a list of questions they want to discuss so the interview can be a two-way process, i.e. similar to a job interview. Both students and field instructors are encouraged to be frank and open in discussing all aspects of the placement. After the interview, students are asked to send an email thanking the prospective field instructor for their time and confirming their acceptance of the field practicum. Also, students are to complete the practicum interview form. Most practicums are finalized at the first interview; however, in some cases students return for a second interview. If there are questions or concerns by the student or the potential field instructor, the Director of Field Education should be contacted.

If after the interview, the student has concerns about the placement and/or would like to be considered for a different field practicum, the student must submit those concerns and/or request in writing to the Director of Field Education for further discussion. *Since students are expected to go to urban, rural, and suburban placements, refusal of practicums based on location is not acceptable nor meets the standards of NASW.* Students are expected to complete their interview and finalize the placement by the conclusion of the fall semester for a junior practicum and by the conclusion of the spring semester for a senior practicum. *If the placement is not finalized by the stated date and it is determined to be the result of a lack of follow through by the student, the student will not be able to enter field during the next semester.* Instead, the student will need to meet with the Director of Field Education and/or the Chair/Director of the Undergraduate Social Work Department to discuss an alternative plan for the student. Similarly, *if a student is turned down by more than one potential field site, the student needs to meet with the Field Director to assess whether the student can go forward into the field.*

Once the practicum experience is finalized, a notice is sent to the field instructor informing them of the dates for the orientation and the start of the field practicum. The orientation is held in the beginning of the practicum experience. There is a brief overview of the curriculum and expectations of the field experience. At the orientation, students and their field instructors are encouraged to tend to any last minute changes and to discuss expectations or concerns about the beginning process.

When the Director of Field Education confirms a student field placement, students will receive an email from SWFieldOffice@wcupa.edu. The student will be required to view their placement information, review their site affiliation agreement, and complete the student attestation form. All students need to complete their Student Attestation Form prior to entering field.

Example:

*You have a confirmed field placement at <<<Placement Site Here>>>
Please log into MyWCU to review your placement information,
the Site Affiliation Agreement, and Student Attestation Form. Under the Alerts section,
click the "View/Sign Social Work Field Placement Documents" link. Once you have
reviewed the Affiliation Agreement and the Student Attestation Form, select that you agree to the policies,
and click 'Save'.*

You must click "I agree to the policies listed above" BEFORE you begin your field placement.

Statement on Dual Relationships within Field Practicum

We recognize that many students are driven to social work out of the passions of their personal experience. For example, persons living with mental illness may have an ultimate desire to work professionally in service to others living with mental illnesses. At WCU, we value the power of lived experience. However, as social work educators, we are ultimately dedicated to imparting strong ethical practice habits and providing an educational experience of excellence. Therefore, we reserve the right to deny requests by students for practicum experiences where they may be at risk for harmful dual relationships in which roles of student and consumer of services may be blurred or where there is the likelihood that a student's lived experiences will negatively impact their ability to meet the expectations of field practicum.

Evening and Weekend Field Practicums

When a student demonstrates a need for an evening or weekend practicum, the Undergraduate Department of Social Work will attempt to accommodate the need. However, due to the difficulty in finding appropriate social work learning experiences and supervision during the evening and weekend hours, the Undergraduate Social Work Department does not guarantee students an evening or weekend practicum. In addition, *if a student is placed in an evening or weekend field placement, they must be available a minimum of four (4) hours each week during the regular working hours of the agency* (this is not in addition to their other hours, but a portion of the required weekly hours).

CRITERIA FOR SELECTION OF PRACTICUM SITES AND FIELD INSTRUCTORS

Selection of Practicum Sites

- Clearly defined services, the goals of which are compatible with the values of the social work profession.
- Willingness to provide for the duration of the placement a qualified field instructor with adequate time to carry out the educational task.
- Provision of appropriate learning experiences for students, which will enhance the student's education in generalist social work practice with diverse populations and allow the student to demonstrate the nine core competencies established by the Council on Social Work Education.

Selection of Field Instructor

The field instructor for a senior level student must hold a BSW or MSW degree from a school accredited by the Council on Social Work Education (CSWE) plus two years of post BSW/MSW social work experience. There are few exceptions made when the field instructor has a related degree plus appropriate work experience. When this exception is made for senior level field experiences, the student will be required to participate in a weekly supplemental supervision group or individual meeting facilitated by a MSW level practitioner. Field instructors must also meet the other requirements listed below:

- Committed to the education of social work students
- Open to new approaches in the field of social work
- Able to teach and use the generalist intervention model with multiple size systems.
- Able to assign direct service responsibility in accord with the student's learning needs early in the field practicum experience
- Committed to providing a minimum of one hour of uninterrupted educational supervision each week
- Willing to provide regular feedback to the student and the faculty field liaison
- Able to attend orientation and trainings

- Sensitive to the learning needs of students from diverse backgrounds and experiences
- Practices and teaches from a strengths perspective
- Adherences to social work values and ethics

Using Work Site for Field Practicum: “Employment-based Field Practicum”

If a student is currently working in the social services field, one of their two field experiences can be employment-based. Students must complete a proposal and submit it to the Director of Field Education for approval. An employment-based field practicum will be considered only when:

- The student prepares a proposal explaining how the placement will work in accord with the conditions below and secures approval of the Director of Field Education.
- The student’s employer ensures release time for courses and field instruction and the student is able to complete the required number of hours for field practicum courses.
- For senior year, the student’s assignments and field instructor must be different from those associated with the student’s employment, as required by CSWE, and meet the learning objectives for the field education course. This includes assurances that there will not be a conflict of interest between the student’s field assignments/field instructor and/or work assignments/employer.
- The field practice setting can provide field practicum experiences that meet the Undergraduate Social Work Department’s educational requirements.

For senior year, employment-based field placements may be approved if the workplace is able to offer the student: 1) assignments completely separate from student’s work responsibilities that will meet the student’s learning needs; 2) a field instructor who has a BSW/MSW, is qualified to assist the student with integrating social work theory with practice, and is someone other than the student’s work supervisor; and 3) the workplace signs an affiliation agreement with West Chester University.

For junior year, employment-based field placements may be approved if the workplace is able to offer the student: 1) opportunities that will allow the student to use a social work framework to perform their work assignments; (2) a field instructor who has a BSW/MSW or related degree, is qualified to assist the student with integrating social work theory with practice, and is someone other than the student’s work supervisor and (3) the workplace signs an affiliation agreement with West Chester University.

To maintain the integrity of the student/field instructor relationship, attention must be given to avoid a dual relationship. For example, the student/field instructor should not consider themselves to be friends nor should they socialize outside of the work environment.

To be considered for an employment based field placement, the student must have passed the probationary period and completed a minimum of six months of employment at the site and be committed to maintaining employment until the field practicum has ended.

The student initiates, in consultation with the employer who is also offering a field practicum, a written plan that includes:

- Employment organization’s name, student’s job title, name of employment supervisor and brief description of job responsibilities
- For senior year, proposed field practicum assignments that are different from the job responsibilities, provide the opportunity to learn different skills sets and are commensurate with the expectations for the corresponding field practicum course.
- For junior year, an explanation of how the student’s work assignment can meet the junior year curriculum requirements of field and how the student can use a social work framework while performing their work assignments.

- The name, title and credentials of proposed field instructor (someone other than the employment supervisor) and the name, title and credentials of the proposed task supervisor (if someone other than the field instructor).

To ensure that all parties are in agreement about the employment-based field practicum and that there will be no conflicts of interest between a student's field practicum assignments and work assignments, or between a student's field instructor and work supervisor, the plan must be signed by the:

- student
- student's employment supervisor
- proposed field instructor & proposed task supervisor (if applicable)
- The BSW Director of Field Education

The proposed plan must be submitted to and approved by the Director of Field Education at least four weeks prior to the start of the semester.

SUPERVISORY PROCESS

Field Instructor's Preparation for the Arrival of the Student

The quality of the beginning experiences in the practicum site is vital. It is an overwhelming experience for a student to begin field practice. Students have questions about their role and function within the organization including whether staff and clients will accept them. The following suggestions will help the student deal with the new situation:

- Prepare for student's arrival by providing work space, list of staff and programs, etc.
- Inform other staff of the student's arrival date. Let them know what the student's role and responsibilities will encompass.
- Clarify hours of work and personnel policies affecting students; including the dress code.
- Plan for the first day with introductions, and other common concerns such as where rest rooms are, and where one eats lunch, etc.
- Set aside an hour to talk with the student and discuss the underlying fears.
- Provide orientation to the field site such as the mission and function of the unit.
- Identify a person or persons to whom the student can direct immediate questions if you are not available
- Review the field evaluation and become familiar with the competencies which the student will need to demonstrate during the practicum. Identify a case or case related activity to assign the student on the first day.
- Avoid extensive reading of an agency manual until the reading applies to a particular case. Partializing this process with a case helps the student learn this important knowledge.
- Set a scheduled time with the student for your supervisory meeting each week and clarify with the student when you would like the agenda for supervision. The student needs to know that time will be set aside for serious reflection on where the student and the field instructor are in the learning process. The student must prepare an agenda which includes their questions and concerns, as well as the theory and skills they have used in their practice. The student must provide the agenda in advance of the supervisory meeting. **The agenda is then used to structure the supervisory session.**

Make every attempt to be available on the student's first day of field. If for some reason, you are not able to be available, please arrange for someone to welcome and orient the student.

Evaluating Student Learning Needs

Early in the supervisory process try to identify the student's learning style. This is best accomplished by obtaining the student's perspective of their learning style observing the student's interactions with cases and/or

using a learning style tool. It is important to remember that some students learn best through doing and then reading the theory while other students learn best through reading the theory and then doing. When assigning initial responsibilities to the student, it is helpful to keep in mind the student's preferred learning style and the developmental skills of the student.

Evolving Learning Contract

Early in the first semester, the field instructor and student are expected to develop a learning contract. The learning contract should support the development of the competencies necessary for generalist practice and professional and personal growth. The goals and activities for the student's field experience should be specific and reflect the practice behaviors and competencies on which the student will be evaluated. The activities listed are to assist the student with meeting the goals. The learning contract should be reviewed and revised as needed.

Preparing the Student to Meet with Client Systems

Having learned a theoretical base in the classroom one might expect that the student would know what to do at the beginning and feel prepared to work with client systems, but this is almost never the case. Students often feel that they ought to know everything about the practicum and its services and be able to answer any question. This has the effect of paralyzing even the strongest students. Early assignment of a case and careful preparation by the field instructor will help alleviate some of this feeling and lead the student to discuss the key practice questions raised during an interaction with a client system. This preparation will include:

- Clarification of the function of the field site and the student's role in it.
- Providing background on the client or client system.
- Discussion of the field site's program and any policies that may apply in this type of situation.
- Discussion of how the client might feel given the nature of the service and the point of origin (preliminary tuning-in).
- Helping the student reach a clear understanding of the purpose of the contact (clarifying role and function).
- Discussion of possible client reactions and how the student might choose to respond (anticipatory empathy).
- Assuring the student that they do not need to know all the answers to questions, but that the student can provide the appropriate answers at the next client meeting (follow-up).

Supervisory Agendas

To keep the supervisory session focused on the student's learning, the student is expected to complete a supervisory agenda (see Appendix) each week. The student should give the agenda to their field instructor prior to their scheduled supervisory meeting. This gives the field instructor time to review the agenda and complete any preparatory work prior to the meeting. It is expected that the student demonstrates a range of social work values, knowledge, skill and depth of thought on the agendas. Therefore, the student should not be asking the same questions, using the same theories, etc. each week on their agendas.

Learning Environment

For a productive relationship to emerge between the student and field instructor, a safe comfortable learning environment needs to be established. Attention to the following will foster this relationship:

- Keeping to a regularly scheduled supervision time with interruptions held to a minimum.
- Demonstrating by your comments that you have thought about the items on the agenda.
- Recognizing positive aspects of the approach taken by the student.

- Leaving room for the student to suggest what might have been done differently at points where obstacles occurred or where opportunities were missed.
- Identifying skills or understanding called for building a bridge between theory and practice.
- Conveying an attitude of it being okay to discuss personal reactions but limited to reactions that inhibit or enhance professional activity.
- Discussing alternative ways of proceeding at the next student-client contact.
- Helping the student connect classroom learning with field experiences by making use of the problem-solving process and looking at skills i.e. anticipatory empathy, dealing with feelings, contracting, and exploration skills. This helps the student make the vital connection between classroom learning and the real world of client, practicum, and service network.
- Encouraging the students' honest reactions to the conference with you. Reaching for honest feedback will help the student learn to utilize this skill with clients (parallel process).

After several student-client contacts have occurred, the major learning goals and practice behaviors that need to be strengthened should be clear to both student and field instructor. Assignments should be made with these goals and practice behaviors in mind. With support and encouragement from you, most students will actively engage in working on these goals and practice behaviors. However, it needs to be kept in mind that what is easy for one student may be very difficult for another.

Liaison Activity

During the practicum, the faculty field liaison will contact the field instructor at least twice and visit each site at least once per semester usually around the time of the mid-semester review to obtain a close view of the field education process and provide consultation on the needs of the student. If needed, the faculty field liaison will visit more often to assure compliance with the learning objectives. Students are encouraged to keep a folder containing the student's process recordings, learning contract, supervisory agendas, and practicum monthly reports. Field instructors are also encouraged to keep a folder with notes of interactions with the student and copies of the student's paperwork. The faculty field liaison and field instructor review these to be sure relevant learning is taking place. The assigned faculty field liaison provides feedback to the student and field instructor.

The faculty field liaison keeps the field instructor informed about the social work curriculum and suggests various ways to incorporate academic content into the field experience. During the faculty field liaison's visit to the field practice site, the faculty field liaison invites the field instructor to make suggestions for improvement in the Undergraduate Social Work Program and/or field curriculum. When a separate seminar professor and faculty field liaison are assigned, they are encouraged to meet at least once a semester and more often, if needed, to discuss the student's progress and share perceptions in order to facilitate the student's learning process in the field practicum. This facilitates more integration between the senior seminar and field experience.

Evaluation

Field instructors are encouraged to provide regular feedback to students from the beginning to the end of placement. This feedback should clarify for the student what has been learned and what needs to be learned. At the mid-semester and end of the semester, a written evaluation is required. The evaluation is meant to provide the student with a detailed written evaluation indicating when competencies have been mastered and where effort needs to be made. This often marks a turning point for both field instructors and students. Seeing it in written form helps students become focused on crucial learning issues and often facilitates growth. For this reason, it is important to evaluate the student realistically. Evaluation needs to be based on what seems to be a reasonable expectation for students at their level (i.e. the students understanding of the practice behavior for junior year, application of the practice behavior in the 1st semester of senior year or competency of the practice behavior in the 2nd semester of senior year) and not in comparison with regular employees or former students. It

is of the utmost importance that the evaluator is as objective as possible and not base the evaluation on one's liking and appreciation of student's efforts in the practicum. For the protection of clients, it is essential that students meet the competencies established by the social work profession. Because the evaluation process should be occurring throughout the field experience, there should be no surprises on the written evaluations.

The Undergraduate Social Work Program, specifically the faculty field liaison, is responsible for assigning a final grade. Final grades are based on the two written evaluations, the faculty field liaison's visit(s) to the practicum site, the faculty field liaison's knowledge of the student's performance in the field and the student's performance in the field class, including written classroom assignments.

Ending Process with the Student

Students may start to experience increased anxiety toward the end of their placement experience. Concerns often begin to be felt about whether they will accomplish everything in the time that is left and there is an increased awareness of the impending ending. It is important to begin identifying with the student the important ending dates. It is also important to respond directly to indirect cues indicating anxiety or concerns as the termination of the placement becomes more of a reality.

The dynamics of the ending of the field instructor-student relationship are similar to those of ending with clients. The parallel nature of these processes provides the field instructor with an opportunity to demonstrate the same skills that the student needs to use with clients. Common themes that occur in facing endings are: a denial of the feelings associated with the student's leaving; lack of discussion of the ending event; a reluctance to say good-bye; a sense of urgency about unfinished business. The field instructor should devote careful attention to the student's ending experiences to help the student learn the skills needed to end with clients. Calling attention to the dynamics of the ending as they emerge is important. It is very important for the field instructor to share with the student about their own feelings about the student's departure. Since it is hard to express ending feelings, the field instructor should take the first step in discussing feeling about ending.

An ending evaluation conference that focuses on the strengths and weaknesses of the relationship between the field instructor and the student is very important. The experience can be used to help the student focus on the specific skills of dealing with client endings as well. By identifying what is happening in the supervisory relationship and discussing the parallel process that occurs with clients, the student is assisted in developing the ability to deal with the often neglected termination phase of practice.

WHEN THE PROCESS IS NOT WORKING

When a student's learning is at an impasse, the faculty field liaison should be contacted immediately after discussion with the student. Joint efforts between the faculty field liaison and the field instructor often succeed where one-on-one efforts have not been able to help the student. In some situations, other assistance may be required or the field experience delayed until the student is ready to resume learning or until an appropriate learning plan is agreed upon.

REMOVAL FROM THE FIELD PRACTICUM EXPERIENCE

Students may be removed from field practicum for any of the following reasons:

1. A serious breach of the field experience agreement
2. Physical, mental, or academic incapacity that seriously interferes with the work required in the field placement
3. Intentional breach of social work ethics as detailed in the NASW Code of Ethics.

In these cases, the procedure for terminating a student for unprofessional behavior may be undertaken.

Students may also be removed from a field practicum site if the site or the field instructor is unable to provide the student with the type of learning experiences needed to fulfill the curriculum requirements. Prior to the removal of the student, every attempt will be made to create learning experiences that will allow the student to remain in the field practicum. In such cases, the student will be placed at another practicum site. If a student is replaced, they may be required to complete additional field hours above the required minimum in order to allow the student to be oriented to a new site.

MUTUAL RESPONSIBILITIES

Director of Field Education:

Responsibilities are to:

- Identify, develop and evaluate practicum opportunities in relation to the Undergraduate Social Work Department's mission and learning objectives. Facilitate the updating of files on field practicum sites; including current Affiliation Agreements and Field Instructor applications.
- Match students with placements appropriate to their learning needs, faculty recommendations and the Undergraduate Social Work Department's goals and objectives for the field.
- Manage the database that tracks BSW/MSW field sites.
- Support the educational experience by coordinating field orientations prior to the start of the practicum, providing on-going workshops for the field instructors, meeting regularly with the field liaisons, and encouraging on-going communication between the students, field instructors, field liaisons and the Undergraduate Social Work Program.
- Provide support to students at the beginning and throughout the practicum.
- Educate field instructors and field practicum sites on the mission, goals, and learning objectives of the Undergraduate Social Work Department. Also, educates field instructors and field practice sites on the core competencies established by CSWE. Informs field instructors and field practice sites of the academic year calendar and due dates for assignments and evaluations.
- Invite field instructors' feedback on curriculum development - especially regarding field curriculum.
- Evaluate and design changes in field curriculum with regard to content, policy, procedures, evaluation procedures, and training for field instructors.
- Consult with faculty and field instructors to ensure that Undergraduate Social Work Department's program objectives are dealt with experientially in the field experience.
- Consult with faculty field liaisons, field instructors, and students if issues arise in the field that the parties are having difficulty resolving and/or changing placements becomes necessary.

Field Instructor

Responsibilities are to:

- Assist the student in translating classroom learning into beginning level generalist social work practice. Provide the student with opportunities to develop competence in working with individuals, families, groups, organizations, communities and larger societal systems.
- Establish individual learning goals within the framework of overall social work competencies, encourage full engagement of the student in their own learning, assign direct service tasks, and through the use of agendas utilize the weekly field instruction conference to help the student integrate classroom and experiential learning.
- Communicate with the faculty field liaison to facilitate student learning. The faculty field liaison needs to be kept aware of movement toward growth and mastery as well as impediments. It is important that the faculty field liaison is notified as soon as a problem is identified so there is enough time for a corrective plan to be implemented.
- Explore each student's approach to learning. Each student begins the field experience at a different place given one's own personality, life experiences, and previous exposure to helping. It is highly desirable that the field instructor explore with the student how they learn best. For example, one

student may require intensive discussion of a situation before meeting a client; another may benefit from a discussion after seeing the client.

- Work with the faculty field liaison in looking at the student's learning opportunities to facilitate the integration of classroom learning and field experiential learning. The Undergraduate Social Work Program utilizes resources collaboratively, (i.e. the field instructors, the Director of Field Education, and faculty) to help the student through the difficult learning process. Process recordings are used in the classroom and can be used in the field setting to help reveal the student's strengths, value conflicts, blind spots, gaps in knowledge and skills as well as afford an excellent springboard to looking at larger agency, community and macro policy issues.
- Set a schedule for one hour of structured weekly supervisory time with the student. This should be a safe learning climate that is structured and clear about what is expected of the student in preparation for and during the supervisory conference. Throughout the supervision process, it is important to encourage and support students particularly when they are struggling with complex issues. Provide complete orientation to the practicum site and the community served.
- Provide suitable space, telephone, supplies, and access to policy/procedure manuals, etc.
- Provide assignments from the beginning commensurate with students' readiness to take responsibility for helping clients (keep student challenged, but not overwhelmed). Design assignments to meet learning needs. It is important to give students assignments from the beginning as it reduces student anxiety about working directly with clients as well as client related assignments are necessary for the student to complete other coursework.
- Model interactions with the student in ways that demonstrate skills and attitudes needed by the student in relating to clients.
- Involve the student in continuous evaluation of performance using the learning contract, agendas and the two formal evaluations.
- Provide the faculty field liaison with the completed mid-semester reviews and end-of-the-semester written evaluations.
- Attend orientation and training sessions as required.
- Maintain student confidentiality.

Faculty Field Liaison

The faculty field liaison is the primary linkage between the Undergraduate Social Work Department and the field site and is the faculty member who is responsible for the student's educational progress in the field. This is the third person in the student/practicum triad (consisting of the student, field instructor and faculty field liaison), who supports student learning in the field.

Responsibilities are to:

- Review and monitor student learning in the field and help integrate the achievement of the knowledge, skills and values of the nine core competencies in the field. This is primarily achieved through calling/emailing the field instructor at least twice a semester and visiting the agency at least once per semester to meet with the field instructor and student. At field visits, the learning contract is reviewed and special learning needs are addressed. The faculty field liaison may make recommendations concerning revisions to the plan and educational strategies and additional assignments that will address the learning needs of the student.
- Teach the field class, maintain records and assign grades.
- Provide an ongoing liaison relationship with the field instructor and practicum site; this includes providing information about the curriculum content and policies of the Undergraduate Social Work Department. In addition, the faculty field liaison is always available to the field instructor to answer questions regarding student issues, learning needs or crises by phone or if necessary by making a visit in a timely fashion to the field setting.
- Maintain ongoing two-way communication regarding the student's learning needs between the student's field instructor and seminar professor (for the senior year, the seminar professor serves as the field liaison).

- Coordinate efforts and mediate differences between the student and field instructor or practice site regarding learning needs, student behavior, assignments, hours, values and ethics and other issues. *After* the student has attempted to work through any significant differences directly with the field instructor, without sufficient success, the faculty field liaison may be approached for help toward problem resolution. This is the first level of the field instruction grievance procedure.
- Review mid-semester and end of semester practicum evaluations, making educational recommendations, and assigning a grade. The grade is based on the field instructor's evaluation, the faculty liaison's field visits, the student's assignments for field class and the faculty field liaison's ongoing knowledge of student progress in the field.
- Clarify program or practicum policies, procedures, events and curriculum issues for students, either individually or in a group setting, as they relate to the field.
- Participate in scheduled field liaison meetings which will be addressing programmatic and field issues, addressing issues related to the field course, and reviewing current field sites as well as identifying new field sites.
- Provide feedback on field sites and field instructors to the field director so an assessment of the field experience can be made.

The Student

The student applies for a practicum experience that will meet their learning needs. This is accomplished by working closely with the Director of Field Practicum. Once all parties agree on a practicum site, it is the responsibility of the student to stay in touch with the field instructor to keep pace with any change in the site affecting the practicum and to notify the Director of Field Education and field instructor of any changes in the student's situation that is likely to affect the placement.

Responsibilities are to:

- Meet all requirements of the Undergraduate Social Work Department and the practicum site. This includes, but is not limited, to signing an attestation form.
- Students need to complete the *minimum of number of hours/semester* at their field practicum. Students cannot start or end their field practicum early.
- Both in their practicum and the field class, students need to complete all assigned tasks in the specified time.
- Notify both the field instructor and faculty field liaison at once via a phone call of any anticipated lateness or absence due to illness or emergency. In the event of inclement weather, students are expected to attend their practicum, if the site is open. If the student does not feel that they can safely travel, the student should notify their field instructor and faculty field liaison. Students should not be taking time off from their practicum to do school related activities, including writing papers, unless they have prior approval from their field liaison and field instructor. Whenever a student is absent from their practicum site, whether it is due to illness, inclement weather, etc., the student needs to make arrangements for their work to be covered during the absence. Lost time must be made up within a reasonable time. Both the field instructor and faculty field liaison need to be notified of arrangements for making up the lost time.
- Make arrangements with the field instructor for coverage of the student's caseload while out for school breaks. Notify the field instructor and the faculty field liaison if the student plans to continue at the practicum during vacation periods. Students are required to submit to their faculty field liaison a signed Request for Field Practicum Extension form (see Appendix), if time is spent in the practicum during vacation periods when the University is officially closed.
- Arrange and be responsible for their own transportation to the practicum site whether it is by public transportation, own car, or by sharing the expenses in a car pool.
- Students participating in field experiences pursuant to their course of study may be required to transport clients at the agency for which they are participating in field experience. It is recommended that students transport agency clients in agency vehicles. If an agency vehicle is not available, however, and the student chooses to transport an agency client in their personal vehicle it is mandatory

that the student have adequate automobile insurance to cover any incidents that may occur during transportation of the agency client. Therefore, students are encouraged to contact their insurers prior to the commencement of their field practicum to discuss their coverage and any questions that they have about using their personal vehicles to transport clients.

- Use only an agency email, phone and phone number to communicate with clients.
- Discuss with the field instructor and the faculty field liaison any policy, procedure, expectation or requirement that is unclear or which raises questions. In a timely manner, the student should also make them aware of any concern or problem which affects the placements so that it can be resolved.
- Participate actively in the supervisory conference by preparing any requested written work including an agenda at least one day prior to the scheduled conference.
- Participate, where appropriate and permitted, in practicum meetings and activities.
- Engage actively in the evaluation process by a continual self-evaluation and by asking for feedback from the field instructor.
- Assume professional responsibility for the confidential nature of the case record by disguising any case material used in class. Such material must be approved by the supervisor before leaving the agency to assure confidentiality. Confidentiality extends as well to any contact with fellow workers, clientele, or the community.
- Participate in the field class and meetings.

STUDENT ADVISEMENT AND OPPORTUNITIES

Advising

Students are made aware of the advisement process in the following ways:

- 1) The Department Advising Policy is contained in the Undergraduate Student Handbook, which is distributed to each student.
- 2) Students can obtain information about who their advisor is by visiting their *My WCU* site
- 3) The advising process and Assigned Faculty List are discussed with students during Summer Orientation or, in the case of transfer students, during the initial transfer meeting with the Program Director/Chair.

The policy of West Chester University is to encourage incoming undergraduate students to declare a major as they enter the Institution in the freshman year. Advising by the major department therefore begins and is required as soon as the prospective student expresses an interest in the Undergraduate Social Work Department. The undergraduate social work faculty at West Chester University mentors and advises students regarding the curriculum and the social work profession from the recruitment phase to graduation or the departure of the student from the Social Work Program. The social work faculty advisors all have their Master's in Social Work; many have their Ph.D., all have at least two years of practice experience in various fields of practice. Only social work faculty advise students in the social work majors.

Periodic training during regular faculty meetings and during the spring retreat is utilized to prepare faculty members for advisement duties. Faculty members also act as resources and serve as mentors. Changes in Departmental policy are reviewed by the Curriculum and Academic Policy Committee (CAPC) of the University. This insures consistency with the University policy on advising and other curriculum issues. CAPC then recommends changes through the appropriate channels.

The first phase of the advisement process begins with the Admissions Office of the University. The Admissions Office of the University has two Admissions Counselors who work solely with the Undergraduate Program Director. One of the Admissions counselors admits new social work freshman only, and the other counselor admits transfer and readmit social work students.

The social work advisor's role is to serve as mentor, advocate, and as a faculty resource person, and to oversee the student's schedule. The advisor also acts as "gatekeeper," assuring compliance with the standards

of the Council on Social Work Education. Of utmost importance is the awareness of the advisor to the growing ambivalence on the part of some students towards the stated major. The advisor encourages questioning from students to discuss alternatives if needed, and all options for the student.

In order for seniors to be cleared for graduation by the Chair of the Department, they must meet with their faculty advisor during their final semester (for the majority of students, this is the spring semester of the senior year). Students should periodically check and review their degree progress throughout their educational career. The online degree progress is updated by the University registrar's office and is the official record of the student's fulfillment of degree requirements. We take advising very seriously in our Department, yet in accordance with University policy, it is ultimately the student's responsibility to ensure that they fulfill their degree requirements.

It is inappropriate and outside the function of any faculty member to give sustained and continuous counseling to the student. If the student should need counseling services, a faculty member may only become involved to the extent of helping a student to a referral.

Undergraduate Social Work Faculty and Advisors

Faculty Member	Email	Contact number
Dr. Pablo Arriaza	parriaza@wcupa.edu	610-436-2785
Dr. Claire Dente	cdente@wcupa.edu	610-436-3252
Dr. Michele Belliveau	mbelliveau@wcupa.edu	610-436-3469
Dr. Travis Ingersoll	tingersoll@wcupa.edu	610-436-2767
Dr. Meg Panichelli	mpanichelli@wcupa.edu	610-738-0501
Dr. Brie Radis	bradis@wcupa.edu	610-436-2883
Dr. Susan Wysor Nguema	swysornguema@wcupa.edu	610-436-2527
Dr. Greg Tully	gtully@wcupa.edu	610-436-2767

First semester transfers and change of majors see the Chair/Undergraduate Program Director. When possible, each student is assigned an advisor in the freshman year and an advisor follows the student until the student departs the program. To assure continuity of social work courses advising meetings are required by the social work program. The student is expected to meet with the advisor each semester prior to pre-registration to review credits, courses, grades, as well as future educational and professional plans. If personal problems develop that would interfere with a student's learning, the student is expected to immediately see their advisor. It is not necessary that details of a personal problem be revealed, but it is important that the advisor be aware that a student is having problems so that all instructors can be supportive. If a student has revealed details of the problem to the advisor, but wishes not to have these facts made known to the other faculty, confidentiality regarding the nature of the problem is maintained.

Open Houses and Orientation

In the fall the University hosts two Open Houses for all prospective students who desire to enter the University. The purpose is for the applicant and their parents to have a tour of the Institution and receive an academic overview of the intended major. At that time the social work faculty and students from the social work major give a formal presentation describing the role of the social worker, the program, and the needed commitment from the student to matriculate in the major. The applicant is given a packet of information highlighting the information from the presentation. The applicant is also encouraged to visit and sit in on classes before they commit to the social work program.

In the spring, accepted students are hosted at the Institution once again to get a second look at the intended major. The faculty and students from the program talk with applicants and their parents. The focus is on the benefits of attending a social work program that is accredited by the Council on Social Work Education.

The fact that the generalist model is taught, the sequencing of courses, the liberal arts perspective, and the need for close communication with the social work advisor are all emphasized.

The Undergraduate Social Work Program Director designs a prototype for each student before they enter the Institution. This assures the sequencing of courses for the new students in the academic discipline and for compliance with the standards of the Council on Social Work Education.

In the summer, all new first-year students and new admits to the Institution attend a two-day orientation. Students spend time with the academic discipline and are given a Student Handbook, the courses that have been selected on the prototype, as well as any additional selections if the student has space in the schedule. The student is assigned an academic advisor who will work with them as they progress through the Undergraduate Program in Social Work.

In the fall semester the Undergraduate Social Work Program hosts a "formal welcome" with the Social Work Club officers for newly admitted social work students and returning students. The advising procedure is again highlighted as well as other important procedures for social work students. The student is also requested to make an appointment with the advisor for fall and spring semester scheduling. All students who transfer internal and external must meet with the department chair first to review social work sequence of courses. If a student has any questions regarding the sequence of social work courses they should make an immediate appointment with the advisor or chairperson before the drop/add period each semester. If a student cannot get a required social work course due to the course being closed, please see the chairperson as soon as possible in order to obtain the required social work course. Majors are guaranteed placement in a required social work course, though cannot always be guaranteed the desired section.

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STUDENT ORGANIZATIONS AND ACTIVITIES

There are a number of ways for students to be actively involved in the life of the Social Work Program. Below is a list of ongoing student organizations and activities. Students can also refer to the University Catalog and the *Ram's Eye View* for additional opportunities. Social work students are expected to participate and lead social work activities each year.

Social Work Club

The Social Work Club (SWC) is a registered student organization. The Social Work Club, open to all college students, exists to enhance the professional development of students of the social work profession. Faculty advisors meet regularly with the SWC; however, the organization is run for the students and by the students (see SWC constitution and by-laws). The primary objective of the SWC is to enhance the learning experience of the Social Work student while they attend the University. The SWC provides both educational and social networking opportunities to the students, the chance to become involved in concrete service projects, and the opportunity to develop both group and leadership skills. In addition, the SWC affords a support system for students and an opportunity to address Departmental and University-wide concerns. Furthermore, the Social Work Club provides students with information relating to their field such as current information and literature on organizations, agencies, and other related areas. The exact goals and purposes of the Social Work Club for the current year are determined by the present year's officers, class representatives, and the active members. Officers are elected by the student body in scheduled elections. The SWC has its own budget.

The SWC has carried out several educational projects, which have involved the University as well as provided a service to the surrounding neighborhoods. These include the bi-annual rose sale, clothing, food drives, volunteering at community centers, and working with families. Social Work Club officers participate in student governance in the University at large through the Student Government Association, and thus have opportunities for the development of leadership skills, for conference attendance, and for enrichment of their entire learning experience at WCU. Student membership in the National Association of Social Workers

(NASW) provides similar opportunities at a much broader level. Students involved in NASW interact with experienced professional social workers and participate in city and regional projects. In addition, SWC has sponsored several fundraisers including the bi-annual rose sale to allow many students to attend national conferences, which enabled them to develop contacts, skills, and awareness far beyond the classroom or local community level.

Numerous activities and projects have been undertaken and/or sponsored by SWC such as:

- **Conferences:** Social Work Students attend conferences, seminars, and local, state and national meetings.
- **Community Projects**
- **Campus Projects**
- **Recreational activities for students**

Association of Black Social Workers (ABSW)

This West Chester University Club is a member of the National Association of Black Social Workers. ABSW is committed to enhancing the quality of life and empowering people of black community through advocacy, human services delivery, and research. The programs and activities work to ensure that people of African ancestry will live free from racial domination, economic exploitation, and cultural oppression. NABSW's vision is guided by the Principles of the Nguzo Saba, which are Unity, Self-determination, Collective Work and Responsibility, Cooperative Economics, Purpose, Creativity, and Faith, and the Seven Cardinal Virtues of Ma'at, which are Right, Truth, Justice, Order, Reciprocity, Balance, and Harmony.

Phi Alpha Honor Society

The Social Work Honor Society, Phi Alpha, is a national organization dedicated academic excellence and leadership in social work. The WCU chapter of Phi Alpha has been in existence since 1991. Students are made aware of this organization through the Social Work Student Handbook (see Appendix), the WCU Catalog, and the *Ram's Eye View*, handout material, the Social Work bulletin board, class announcements and dialogue at student/faculty meetings. Phi Alpha is run by the student-elected officers (elected each Spring) and has its own budget. A faculty advisor is assigned to Phi Alpha and participates in regular meetings and Society activities.

Each spring semester the faculty advisor and Phi Alpha executive officers distribute information regarding application to Phi Alpha. The WCU chapter of Phi Alpha sets its own standards for eligibility in accordance with the criteria of the national organization. Eligibility requirements include:

- 12 completed social work credits
- GPA of 3.25 in social work courses
- Involvement in community and/or campus activities

Students meeting the eligibility criteria are notified by the current chapter President and are officially welcomed into Phi Alpha in an annual Induction Ceremony. Phi Alpha activities include, but are not restricted to:

- Presentations and leadership roles in annual social work conferences (BPD, NASW, PA Chapter of NASW)
- Service projects
- Fundraisers
- Social activities
- Working closely with the Social Work Club in all of its programs and activities

All social work students, regardless of Phi Alpha membership, are invited and encouraged to participate in Phi Alpha sponsored activities.

NASW (National Association of Social Workers)

Student membership applications to NASW can be accessed through this link:
<http://www.socialworkers.org/join.asp>.

DeBaptiste Scholarship

The Undergraduate Social Work program has an endowed scholarship for social work majors entering their senior year. Announcements for eligibility are distributed each spring semester by the Chair of the Department. Criteria for the award include excellence in academic achievement, demonstrated community leadership initiative, demonstrated commitment to bi-cultural and bi-lingual social work practice, and assignment to a field practicum working with at-risk, culturally diverse populations. Initially, the DeBaptiste Scholarship will provide assistance for the purchase of books and travel to and from practicum sites. Funds per student may be limited to approximately \$500 each.

Travel Grants for Field

The Undergraduate Social Work Department has begun to grant students funds to support travel to their field site in the junior and senior year. Students should look for the application announcement in the fall and spring semesters.

Other Honors

Each year the Dean of the College of Education and Social Work honors the Social Work Senior of the Year. The Senior of the Year is nominated by faculty of the Social Work Department. The criteria are outstanding academic performance, community involvement, and commitment to the social work profession.

Student Participation in Curriculum and Program Policy

The Social Work department encourages students to actively participate in the process of formulating policies, having input on the curriculum and initiating other extra- or co-curricular activities. Student participation is supported in the following ways;

- **Student-Faculty Meeting (West Chester Campus)**. Every first Wednesday of the month at noon (12:00) is designated for student/faculty meeting for the year. The dates of these meetings are announced at the beginning of each semester and reminders are posted on the Social Work bulletin board. This meeting is co-chaired by the Social Work Club president and the BSW Program Director/Chair and is open to any and all students. Prior to the meeting, the Social Work Club President and the Director/Chair meet to develop an agenda. The Social Work Club President invites students to place items of interest or concern on the agenda. The meeting is designed to provide an opportunity for social work students to come and discuss issues or concerns and receive clarification from the social work field director and faculty. This also provides an opportunity for students to propose suggestions and/or solutions to any problems they may encounter in the curriculum or department.
- **Student Representatives for a Student Council (Philadelphia Campus)**. Student representatives are elected by their classmates, one from each class, in order to participate in meetings each semester with the Chair and/or Assistant Chair in Philadelphia. The student representatives act as a liaison between the Undergraduate Social Work Program and the Social Work student body.
- **Student Representation at Advisory Board Meetings**. The Social Work Advisory Board meets approximately once a semester. The President, Vice-President or other selected member from each of the student organizations (Social Work Club, Phi Alpha Honor Society, Association of Black Social Workers, and the Advocate) may attend at least one Advisory Board meeting.

- **Informal Procedures.** In addition to the formal procedures described above, the social work faculty all operate under an "open-door" policy, in addition to their required scheduled office hours, which allows for dialogue, exchange of opinions, and feedback.

Examples of changes, modifications and/or clarifications that have been made based on student participation in program and curriculum discussions:

- Sequencing of senior year courses and key capstone assignments (to lessen burden on students)
- Integration of more issues of diversity in the Race Relations Course
- Integration of senior field class and seminar to reduce redundancies and have faculty that teach seminar also follow students in the field.
- The proposal to re-institute a Junior Seminar to accompany the Junior Field Experience based on students' recommendations
- Development of a mutual meeting schedule for student organization
- Class Registration concerns
- Smoking Policy for Department Building
- Students' Right to Confidentiality
- Grading policies regarding late assignments
- Consistency in assignments (and due dates) across different sections of the same course
- Coordination of activities among the student organizations
- Better communication from faculty to students
- Initiation of a Leadership Development Retreat for executive officers of the social work student organizations

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SOCIAL WORK PROGRAM PERSONNEL

Educational Leadership - Undergraduate Chairperson/ Director of the BSW Program

The Chairperson and Director of the Social Work Department is responsible for directing the administrative activities of that Unit, subject to the approval of the Dean of the College of Education and Social Work. The Undergraduate Chairperson of the Social Work Department is elected every three years by the Social Work faculty.

The Chairperson/Director of the BSW Program receives one half (6 credit hours) time in accordance with the Union agreement which bases release time on the size of the Department and the number of faculty and reports to the Dean of the College of Education and Social Work (CESW). The Chairperson/ Director of the BSW Program teaches 6 credit hours (2 courses) per semester in addition to fulfilling all of the administrative and program duties of the Department. For the 2016-17 AY, the Department also has an Assistant Chairperson for the Philadelphia BSW Program. The Assistant Chair also teaches 6 credit hours and receives 6 credits of release time to assist on the satellite campus. The Chair and Assistant Chair meet at least monthly to review curricular and administrative issues on both campuses.

The Undergraduate Social Work Program Director/Chairperson has access to quality personnel and equipment. The Department is fortunate to have a full-time secretary who has excellent administrative and people skills, is computer and program-savvy, and is involved in student events, department events, and campus-wide initiatives.

The Department has a copier, computers, scanner, printers, and adequate telephone resources. Graphics Department resources are also available. There are undergraduate work-study students assigned to the Program and graduate assistants who handle special assignments such as coordinating campus-wide, Social Work

Department sponsored lectures or conferences. The Graduate Assistant may also write proposals for funding for special Social Work Department projects and activities.

Undergraduate Social Work Director of Field Education

The Undergraduate Social Work Program has two administrative positions, which are filled by the Directors of Field Education at the West Chester and Philadelphia campuses. The Directors are responsible for the daily operation of the field program for the BSW Program, work closely with the Undergraduate Social Work Program Director/Chairperson. The Directors of Field Education work with a variety of community agencies to develop quality practicum experiences for students. The Undergraduate Director of Field Education on the West Chester campus, Janet Bradley, has an office located with the Undergraduate Program at 114 Rosedale Avenue. The Director of Field Education for the Philadelphia campus, Keisha Kelley, has an office at 701 Market Street, Philadelphia.

Undergraduate Social Work Faculty

The Undergraduate Department of Social Work currently has eight full-time tenure track faculty positions charged with educational responsibilities and services assigned to the program. There are typically at least two other temporary adjunct faculty. The faculty work with the Undergraduate Social Work Program Director/Chairperson to deliver the accredited social work curriculum to students enrolled in the program. Student advisement and mentorship is the responsibility of social work faculty.

All social work faculty members teach in the classroom. Faculty provides input into selection of field settings through regularly scheduled faculty meetings. Core faculty evaluates student performance in individual courses and through evaluation of the Senior Integrative Paper Presentation. All faculty are involved in community service, belong to social work professional organizations and regularly attend social work professional workshops and national conferences. Many social work faculty members teach workshops and lead groups, serve on boards, and hold national positions as part of their community service responsibility.

The undergraduate social work faculty members and field directors are responsible for the overall design, administration, and evaluation of the Undergraduate Social Work Program's curriculum and educational policies. Minor changes take place regularly and the plan for the Program and curricular re-evaluation is reviewed bi- yearly at the Fall and Spring Faculty Retreat. Ongoing input is solicited and received from students and the practice community. All proposed objectives are evaluated in light of the Program's overall objectives and professional developments.

Faculty regularly reviews new textbooks, articles, videos, social media, and other teaching materials in an effort to remain current in the academic discipline. Changes in course content, assignments, terminology or textbooks are discussed thoroughly in faculty meetings to ensure that they are then integrated by other faculty in all courses. Faculty recommend changes; the Competency Chair is ultimately responsible for assuring that new proposed changes are relevant and consistent with CSWE standards.

The Program receives advice and guidance from the practice community. The Program formally receives advice and guidance from the Undergraduate Social Work Advisory Board during the advisory board meetings that are scheduled for in October and May of the academic year.

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The Social Work Advisory Board

The Undergraduate Social Work Advisory Board meets at least two times a year and has membership from the following five groups: community leaders, WCU social work alumni, social workers employed in the field from both public and private sectors, educators, and students declared as social work majors. An updated list of Advisory Board members can be found on the Department's website.

The purpose of the Advisory Board is as follows:

"To promote the professional growth and advancement of social work at West Chester University as it relates to local, national, and international issues; to implement and monitor the Curriculum Policy Statement mandated by the Council on Social Work Education; to serve as the impetus for social work alumni activities; to advise and consult the Dean of the appropriate School of innovative directions that the Department should pursue; to advise and assist in soliciting and maintaining field placements for students; network with employers on career placement for graduates; assist in fundraising activities for the Department."

2017-18 FACULTY OF THE UNDERGRADUATE DEPARTMENT OF SOCIAL WORK

Chairperson/Director of the Undergraduate Social Work Program, Pablo Arriaza, Ph.D., MSW, LCSW is an Associate Professor of Social Work, a practitioner, researcher, and consultant. He serves as the Program Director and Chair of the Undergraduate Social Work Program at West Chester University. His research interests include: 1) Bilingual social work practice; 2) Professional and academic needs of bilingual social workers; 3) Clinical supervision; and 4) End of life care. Dr. Arriaza has a long history of direct practice across the lifespan and across systems. Dr. Arriaza has been a social work practitioner for 26 years and continuously licensed as an independent clinical social worker for 24 years in Florida. He is also licensed in Alabama and Washington State. His 17-years of social work practice experience with military families, both nationally and internationally, has informed his academic leadership, research, teaching, service, and social work practice. He has published and presented with national and international leaders in the field of social work and nursing. Dr. Arriaza is a Consulting Editor for the *Health & Social Work Journal* of The National Association of Social Workers, the Journal of *Qualitative Health Research*, an external reviewer for the *Journal of Palliative Medicine, Death Studies*, and was the co-founding editor of the *Journal of Social Work in the Global Economy*.

Director of Field Education for the West Chester Undergraduate Social Work Program, Janet Bradley, 610-436-2801. MSS, Bryn Mawr College; MLSP, Bryn Mawr College; BSW, LaSalle University. Janet Bradley has numerous years of experience in medical social work, and has been placing WCU students in community social service and related agencies for over fifteen years. Her areas of professional interest are health, disability, and children. She has researched and written about the role of the field director.

Director of Field Education for the Philadelphia Undergraduate Social Work Program, Keisha Kelley, 267-386-3015. Keisha Kelley is the BSW Director of Field Education at West Chester University in Philadelphia. She has experience in areas such as trauma informed care, crisis intervention, foster care case management, interviewing, facilitating training and supervising BSW and MSW students. She has a B.S in Psychology from Kutztown University of Pennsylvania and Master of Social Work from Fordham University in New York. She is also a Licensed Social Worker in the state of Pennsylvania

UNDERGRADUATE SOCIAL WORK FACULTY

Michele Belliveau, Ph.D., M.S.W Associate Professor. 610-436-3469. B.A., Earlham College; M.S.S.W., Columbia University School of Social Work; Ph.D., University of Pennsylvania. Dr. Belliveau's background is in social work with individuals, families, and groups in diverse, community-based mental health settings. Her interests include the experiences of Latino immigrant families with the U.S. social welfare system, policy practice, and the development of students' bilingual and bicultural social work competence.

Claire Dente, Ph.D., M.S.W. Professor. B.A., Chestnut Hill College; M.S.W., The Catholic University of America; Ph.D., Temple University. Dr. Dente is a licensed clinical social worker in the Commonwealth of Pennsylvania. Dr. Dente's primary interests include intersecting identities and how these identities impact individuals. Her practice and research focus on diversity, pedagogy, and higher education. She also examines intersecting identities related to religion/spirituality, LGBTQ issues, healthy aging, and disability.

Travis Ingersoll, Ph.D., M.S.W. Associate Professor, Ph.D. Widener University. Dr. Ingersoll research publications include cross-cultural studies regarding the fear of intimacy, gender roles, suicidal ideation, and implementing clinical interventions to residents of elderly communities. His current research projects include the role of male involvement in domestic violence agencies, and collaborative cross-cultural projects focusing on investigating connections between body image, eating disorders, fear of intimacy and sexual anxiety among U.S. and Chinese college students.

Meg Panichelli, Assistant Professor, B.A. West Chester University; M.S.W., West Chester University; Ph.D., Portland State University. Dr. Panichelli's academic foundation in Women's and Gender Studies instilled in her a commitment to intersectional feminist politics, anti-oppressive social work practice, and the values of transformative justice. In her past work experience, she managed a harm reduction program for injection drug users and people working in the sex trade, coordinated an LGBTQ domestic violence program, trained and supported advocacy staff at a Domestic Violence shelter, and facilitated sexual violence prevention education with K-12th graders. Likewise, Dr. Panichelli's teaching and research are grounded in feminist approaches to social work, namely those that incorporate anti-carceral, queer, and intersectional theories of oppression. More specifically, she is interested in the role social workers play in the criminalization of already vulnerable communities. Her dissertation research analyzed the content and pedagogical choices employed by social work educators to teach about the sex trades, while her current research includes a project on harm reduction and radical social work practice with substance using pregnant women and a project utilizing arrest data for prostitution. She is interested in continuing to pursue research at the intersections of citizenship, mental health, sexuality, pregnancy, and drug use. As a first generation college graduate, Dr. Panichelli is thrilled to work in the BSW Undergraduate Social Work Department, and she looks forward to teaching courses that prioritize social and economic justice. She will ask you about your astrological sign and likes her coffee with cream and sugar.

Brie Radis, DSW, MSS, MLSP, LCSW. Assistant Professor, DSW University of Pennsylvania, MSS and MLSP Bryn Mawr Graduate School of Social Work and Social Research. Brie's areas of interest are in community mental health, clinical supervision, family systems, homelessness, substance use disorders, and diversity through an intersectional lens. Her current research is a cross-cultural partnership with the Nevet Greenhouse at Hebrew University, a case analysis about cultural diversity in the social work classroom, exploring trauma-informed teaching, and a food justice project.

Greg Tully, Ph.D., M.S.W. Professor. B.S., New York University; M.S.W., Hunter School of Social Work; Ph.D., New York University. Dr. Tully's research/writing interests are generalist social work education, group work theory and practice, and organizational leadership coaching. His practice career has included individual, group, and community practice with a variety of populations including abused children, trauma victims (rape, spouse abuse), persons with AIDS, delinquent youth, and organizational leaders. Dr. Tully was a tenured faculty member and Chair of the Social Work Program at Iona College for many years; he has also taught on the faculty at Barry University, New York University, and Hunter College School of Social Work. He is President of the Association for the Advancement for Social Work with Groups, an international group work organization.

Susan Wysor Nguema, Ph.D., M.S.W. Assistant Professor B.S.W, La Salle University; M.S, University of Pennsylvania; MSW, Temple University; PhD Student, Widener University. Susan's areas of interest are in international social work, transitional justice, and community advocacy. In particular, she is interested in how interventions that have worked in other countries to resolve issues of human rights abuses may be adapted for use in US communities. She has led travel study courses to Kenya.

ADJUNCT INSTRUCTORS:

Christine Coppa, MSW
Chad Lassiter, M.S.W
Mary McCormick, M.S.S.
Steve Wilmot, M.S.W.
Tracie Dixon, M.S.W.
Tricia Prince M.S.W
Amy Stein, MSW
Marla McCulloch, MSW
Karen Levin, MSW
Michelle Stanton, MSW
Erin Hipple, MSW
Melanie Bryant, MSW

DEPARTMENT OF SOCIAL WORK ADVISORY BOARD MEMBERS

Russ Cripps
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Rachel Milano-Davis
Michelle Legaspi Sanchez
Stacey Steidler Zehren
Student Social Work Club President, Undergraduate Social Work Department
Director of Field Education, Undergraduate Social Work Department
Office Coordinator, Undergraduate Social Work Department
Chair, Undergraduate Social Work department

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APPENDIX

PROCESS RECORDINGS

A good process recording captures the essence and some important details of the contact between student and client. It is possible for a supervisor to see some of this from a verbal recounting of the contact; however, this approach misses some of the process that led to the success or failure of the contact. A verbal exchange fails to reveal the point at which the student gets stuck or where evidence of developing skill needs to be noted and affirmed. The act of writing a process recording enables the student to identify issues, problem themes and the flow of the process and facilitates the important process of self-evaluation. In recording the process, students begin to see learning issues for themselves, i.e. changing the subject either by client or student to avoid painful exploration or the failure to reach a mutual understanding of the issues to be addressed.

There is no more effective way to develop skill than through the use of process recordings. Tapes and videotapes, though more accurate and detailed do not challenge the student to recall, rethink, evaluate and summarize the content to the extent that is demanded by writing a process recording. It is a task, which requires absolute honesty and the courage to risk one's professional self to open scrutiny. The process is often stressful, but always a learning experience.

Organization of Process Recordings

Please note: Names and other identifying information have been changed to assure confidentiality.

I. Administrative Data

- A. Worker
- B. Agency
- C. Services Provided
- D. Field Instructor

II. Client Data

- A. Client name(s): (fictitious)
- B. Date (of interview/session)
- C. Phase of Work (Beginning, middle, end)

III. Background Information

The following information should be included, in paragraph form.

- Client demographic information/description.
- Current circumstances/presenting problem.
- History of problem and previous interventions/services.
- Purpose of interview/meeting, meeting place

IV. Dialog

Narrative	Skills	Gut feelings

V. Addendum

Include, in paragraph form:

- Summary/impressions. This is where you should reflect on the process, on your use of skills, and on both your strengths and challenges. Focus is on your practice with the client and/or client system.
- Identify next steps in terms of (1) how you might approach the situation now that you have reflected on it and (2) what your next steps are in working with the client and/or client system.

VI. Questions

Identify at least two (2) questions for class discussion. Focus on your work

primarily (not on client).

VII. References and Summaries

Identify three (3) literature sources that informed your interaction or will inform your next interaction. When you cite the literature, be sure to *apply* it to your work with your client(s).

(Example)

Moving from general to specific

Shulman (2009) states that clients often begin talking about issues in universal or general terms. The worker needs to assist the client in being more specific. This helps in identifying a more manageable piece of work, as well as reducing anxiety about global concerns that are overwhelming. In my work with client X, I noticed that I was more comfortable sticking with the general, and had a hard time moving to the specific. This skill helps me to recognize the value of helping to move the client forward, and what may have made it difficult for me to do so (e.g. becoming overwhelmed with my client's story).

Shulman, L (2009). *The skills of helping individuals, families, groups, and communities* (6th ed.). Belmont, CA: Brooks/Cole.

Suggestions on What to Look for in Process Recordings

- (1) What was the purpose of the contact with client? Was it achieved?
- (2) Did the student tune in to the emotional dynamics inherent in the clients' need to seek help?
- (3) Were life transitions or crisis situations explored as part of a holistic assessment?
- (4) Was the behavior of other systems considered as possible targets for intervention?
- (5) Did the student pick up on indirect communication and respond to it?
- (6) Was the interaction characterized by client initiation and student response?
- (7) Does the student recognize information relevant to the problem situation?
- (8) Does the student avoid specific content?
- (9) Are any personal needs of the student interfering in the student's interaction with the client?
- (10) What issues are present or evolve during the contact? How does the student respond?

Obstacles to Use of Process Recording

Some supervisors, who are not accustomed to using process recordings as a tool, may resist using them because of fear of making a mistake or mislabeling a skill. Such fears are groundless. It is more important to identify where a skill or different perception is needed. Labeling skills is a collaborative task with the field instructor, the faculty field liaison, and the seminar professor, all sharing this responsibility.

Field Instructors should insist on receiving recordings at least one day in advance of the supervisory conference. Often several readings of the process recording and some reflection or discussion with a peer will reveal issues not seen at first. Students truly appreciate feedback from field instructors on these recordings. Field Instructors will find that attention to recording is amply rewarded by spurts in the student's growth and appreciation of honest feedback.

FINAL PAPER – THE SENIOR INTEGRATIVE PAPER

Introduction – In this paper you will demonstrate the ability to apply and integrate the knowledge, values, and skills of beginning generalist social work practice. You will have the opportunity to present your paper before the faculty during the spring semester.

Guidelines – Choose one case (it may be a client system of any size) that you have worked with during your senior field placement. If you have been in brief service, you may need to use several cases to cover the

material. As is expected in process recordings and classroom discussions, be sure to disguise the identity of the client or client system, and always use a pseudonym. Please use the following outline to help you to structure your paper.

(1). Practicum Context

- (a).** Give a brief description of the practicum/setting: purpose/mission, population/community served (demographics), how the agency is funded, and client referral system (how clients come to the setting).
- (b).** Describe your role and function in the practicum.

(2). Literature Review

Give a brief, in-depth review of the relevant empirical literature to provide an understanding of the client population and/or service that you provide in your practicum. For this literature review, it is expected you will make use of a minimum of ten (10) empirical sources (includes primary source books and peer-reviewed journal articles).

(3). Case Material and Focus of Intervention

(For this section, you may refer to your process recordings and/or use new case material.)

(a). Case Material. Summarize your case material and your work with the client system. Give a brief history of the client's involvement with you and the agency, and the focus of your intervention. Be sure to discuss the type of goals established between you and your client and indicate how the goals relate to the mission of the practicum.

(b). Application of Theory: Case Assessment

(i). Create a bio/psycho/social/cultural/spiritual assessment of your client system that integrates theory in the assessment. Be sure to account for the micro, mezzo, and macro systems interacting with your client.

(ii). In your discussion of family dynamics, make use of family systems theory to describe the prevalent issue(s) in the family, the system's internal and external boundaries, and roles (including what role your client has within the family system).

(iii). In addition to family systems theory, use at least three other relevant theories/theorists that specifically relate to the developmental stage, problems, resources or issues pertinent to the life stage of your client. For example, if you are working with older adults, what theories of older adult development help you understand your client? If you are working with Latino adolescents, what theories of adolescent development help you understand your client?

(iv). Do the theories you have chosen account for diversity such as race, culture, gender and ethnicity? If not, what theories can you find in the literature to help assess your client system and frame your practice interventions?

(v). The theories you use should come from the empirical literature, and not solely from your textbooks.

(4). Applications of Practice Models

(a). The Generalist Intervention Model (GIM). Discuss how you have utilized the planned change process described by Kirst-Ashman and Hull. Identify skills you have used in the various stages of the process.

(b). The Interactional Model. Illustrate your use of helping and relationship skills described by Shulman.

(c). The Strengths Perspective. In what ways have you guided the client(s) to relevant resources in order to both account for and maximize assets in the client system?

(d). Conscious Use of Self and Cultural Competence. Please apply to yourself one of the cultural competence models that you have learned. How has this knowledge assisted you to develop culturally-competent social work practice skills when working with a diverse population? Describe a situation in which you have had to adjust your skills and service delivery because of the diversity of the client.

(e). Values, Ethics, and Legal Duties. What kinds of ethical issues have you encountered in your work with clients (refer to NASW Code of Ethics)? If you have encountered an ethical dilemma, how have you resolved it? Have there been value differences between you and the client system and/or you and other service providers? If so, how have you dealt with these? How do any of the six legal duties apply in this case?

(5). Policy

(a). Identify an agency policy that assists or interferes with the delivery of services to clients. Describe how policies are determined in your agency and whether you get feedback from the clients that your agency serves. If a policy has caused problems for workers and/or clients, what outcome would you like to see that differs from the current practice?

(b). Identify a state or federal policy that impacts your work with clients. Give a brief analysis of the policy using Barusch's (2009) social justice framework for analysis.

(c). How do these policies influence your behavior? In what ways could you assume the role of advocate? (Consider various levels of action that might be taken.)

(6). Evaluation of Practice

(a). Evaluation of Roles. Review the many roles that a social worker plays when working with client systems. Which ones do you most frequently use? Which roles are the most comfortable and which are the most uncomfortable for you?

(b). Evaluation of Skills and “Hang-Ups.” Which social work skills do you think you use well? Which skills do you think you need to focus on improving? Why do you think these skills are challenging for you? Identify a bias you carry that may still impact your work with clients. Give a clear example of how this bias impacts your work.

(c). Planned Change. Based on the above, what changes would you like to make in your practice? How do you think you can go about making these changes?

(7). Required Format

(a). APA Style is **required**. A full list of references must conclude your paper. Other guidelines: your paper should be no fewer than 20 and no longer than 25 pages. It is important for you to be accurate, precise, and concise in your writing.

(b). You must proofread for typos and grammatical errors.

(c). To accompany case material, you must include an eco-map (genogram optional).

Submit a bound copy of your paper by 4pm on the final day of classes for the semester. Please retain an additional copy for your files and for the presentation. For your presentation in the spring semester, you are encouraged to develop a five minute power point presentation to summarize the main points of your paper, the format for which will be posted to D2L.

Learning Contract

(Use as guideline only, type on separate sheets of paper.)
(Use APA format)

PART 1: PERSONAL ATTRIBUTES OF THE STUDENT (written in narrative/paragraph format)

- A. Student's prior educational, employment, and life experience relevant to practicum learning. (For juniors and fall semester of senior year)
- B. Relevant diversity attributes of student, field instructor, clients, agency, program and services: This includes cultural, ethnic, gender identity, class, age, race, sexual orientation and disability characteristics of the practicum participants, and the implications of similarities and differences for the supervisory relationship, student learning objectives and work with clients.
- C. Describe any fears the student may have about working at this field site – include fears about challenges and possible mistakes.
- D. Student's preferred learning patterns and activities: The learning style of the student should be identified and its implications for practicum teaching and learning should be discussed. What are the student's strengths and limitations suggested by the student's learning style? How is the learning style of the student and field instructor different/similar? How might this impact the supervisory relationship?
- E. Student's assessment of the **strengths** and **challenges** that they bring to the field practicum.
- F. Personal and professional goals of the student.
- G. Student's professional learning expectations for this placement.
- H. Student's expectations of their supervisor.

PART II: LEARNING GOALS (written in outline format)

LEARNING GOALS – Review the nine core competencies (on page 2 of this syllabus) **and professional practice behaviors as stated in the Educational Policy and Accreditation Standards.** Identify and outline at least four learning goals with then necessary action steps to attain the goal. Specify the target date by which each action step will be completed or (if ongoing) the date in which the action steps will be substantially underway. The actions steps should be progressive (i.e. in the order in which they need to be completed for the goal to be met). This learning contract will be the tool with which you assess and evaluate your learning needs and progress through the semester.

In preparing to develop your learning contract it is first important to consider some facts about your field practicum site:

1 - Read the organization's mission statement and identify:

- **Population(s) served by the agency or system (e.g., children, homeless, seniors, people in immediate crisis, etc.)**
- **Services provided by the agency (i.e., emergency cash assistance, treatment, crisis intervention, education, community organization, etc.)**

- **What are the values/philosophy of agency as reflected in the mission statement and services delivered?**
- **What knowledge, skills and values will you need to acquire in order to be effective in carrying out the responsibilities of your SW role?**

The following are some sample goals and actions steps (with target dates) reflective of a student with a field experience in child welfare.

Goal #1: To understand how policies guide and affect practice decisions

I will:

- Read Child Protective Services laws. (9/18)
- Understand the legal differences between child abuse and neglect. (9/21)
- Learn the different assessment criteria associated with each “level of risk” (9/28)
- Utilize one full supervision meeting to address questions specifically about the laws and what it means for social work. (9/28)
- Apply the risk levels assessment to a specific case. (10/10)
- Verbally present this case to my supervisor for feedback. (10/12).
- Highlight and research a specific policy example that impacts work with clients and examine it in depth including how it may or may not contribute to disproportionality. Will be evidenced in Policy brief assignment. (12/6)

Incorporates Competency: 1, 2, 4, 5, 6, 7 and 9.

Goal #2: To develop the skills and confidence to handle the authority inherent in my SW role.

I will:

- Clarify my role within the agency and understand the function and responsibilities associated with it. (9/17)
- Research effective strategies for working with involuntary clients. (9/21)
- Discuss with other workers the types of conflicts that generally arise within this SW role. (9/21)
- Review my own personal history of handling conflict situations and note my own tendencies (9/28)
- Be aware of and reflect on any internal struggles that are at odds with professional ethics and discuss it with supervisor, and in seminar. (10/15)
- Consciously challenge myself to act in accordance with SW professional values within my role and responsibility and reflect this process in my weekly agendas (12/6)

Incorporates competency: 1, 3, 4, 6 and 9.

Goal #3: Independently complete an intake interview and develop an intervention plan and document it according to agency policy.

I will:

- Complete required agency training on intake process. (8/30)
- Shadow my field instructor (or other SW) during 5 intake interviews. (9/25)
- Take note of my feelings and reactions during a particular interview and discuss them with my field instructor (9/28)
- Review 6 intake reports previously written by different social workers to familiarize myself with the required information and variation of styles of professional writing. (10/5)
- Re-read Ch ____ in _____ text(s) about interviewing clients (10/5)
- I will take a lead role in interviewing a client in the presence of my field instructor. (10/18)
- I will write up a (mock) intake assessment and intervention plan after the intake and show it to my field instructor for feedback. (10/28)

Incorporates competency: 1, 2, 3, 4, 6, 7, 8 and 9.

B. AGENCY ASSIGNMENTS

1) Days and Hours of Field Practicum:

2) The Number and Type of Client Assignments (Individuals, Families, Groups, Communities, Organizations)

3) Non-Client Assignments (e.g. reading, administrative activities, development of a service directory, policy and research oriented activity)

Student's Signature: _____ Date: _____

Field Instructor's Signature: _____ Date: _____

(Rev. 1/18)

[\(Back to home\)](#)

Supervision Agenda

Date of Supervisory Meeting: _____

This is a working document that should be used to frame the supervisory session. Identify three questions that pertain to your work over the past week or pertain to your anticipated work over the upcoming week. Include a sentence or two to provide context for the question. Review these three questions with your field instructor during your supervisory session. (Optional - Add or have your field instructor add their comments and document what was discussed – This can be hand written).

1. Specific questions pertaining to cases, agency policies and/or larger social policies.
2. Identify questions that you have regarding your role and function within the agency setting.
3. Briefly describe your biggest challenge in your field placement this week and what you learned from the experience.
4. Briefly describe your biggest accomplishment in your field placement this week and what you learned from the experience.
5. Describe a conflict between a personal and professional value that challenged you this week. Discuss how you resolved the conflict?
6. Describe an ethical conflict that you experienced at your field placement and the steps that you took to resolve it
7. Identify one or two specific class taught theories that relate to your practice this week and briefly explain how the theory/theories connected to your experience.
8. Describe how public policy or politics have impacted your clients this week. What steps can you take to advocate on behalf of your clients?
9. Identify one specific application of the generalist intervention model (GIM) that you applied, this week, to your work with an individual, family, group, community or larger organization.
10. Identify the social work skills that you used this week and describe how you used them.
11. Identify the learning goal from your learning contract that you focused on this week; include any action steps you took.
12. As it pertains to working with diverse populations, identify your personal biases that challenged you in your field placement this week or areas in which you would like to become more culturally competent.
13. Identify how issues of race and/or class impacted your work with your clients/client systems this week?
14. What steps did you take to develop a greater understanding of the world view of your clients/client systems?
15. Briefly describe an organizational policy/practice that negatively impacted your client. What steps could you take to advocate on behalf of your client?

16. Briefly describe a situation in your field placement that has made it difficult for you to cope. What self-care steps have you taken?
17. What questions/concerns do you have about the supervisory relationship?
18. Discuss a situation or question that you have regarding field.

Student's Signature: _____ Date: _____

Field Instructor's Signature: _____ Date: _____
Rev. 5/18

**WEST CHESTER UNIVERSITY
DEPARTMENT OF SOCIAL WORK**

FIELD PRACTICUM AGREEMENT

Statement of understanding involving West Chester University's Undergraduate Social Work Program,
_____, and _____.

Student Name _____

Practicum Site Name _____

Field Instructor _____

Expectations of Students

agree to:

1. Inform myself on and adhere to the policies and procedures of the Undergraduate Department of Social Work and the agencies in which I intern. (See Handbook/Field Manual and Agency Policy and Procedure Manuals)
2. Adhere to the NASW Code of Ethics and implement social work values and professional standards.
3. Adhere to the Undergraduate Social Work Department's Professional Behavior Standards.
4. Be committed to the welfare of clients, approaching this responsibility in a professional manner, including attending to my client's needs in the times of crisis.
5. Participate fully and actively in my own learning by expressing my learning needs, evaluating my work, acknowledging my areas of strength and identifying areas where I need to grow and change.
6. I agree to the following specific responsibilities:
 - a. Keep confidential those interactions, which I conduct or observe, whether written or verbal, between the client, the agency and myself in accord with the spirit of the NASW Code of Ethics.
 - b. Submit an agenda and other written materials (if requested) to my field instructor in advance of weekly supervision.
 - c. Inform my field instructor and faculty field liaison of any difficulty, personal or professional, which affects my work performance.
 - d. Complete assigned tasks on time and in accord with agency and school policy. Notify my field instructor in advance of discussing material from the field in the classroom.
 - e. Arrange coverage of my clients during vacation periods and at the end of placement.
 - f. Attend all meetings called by my field liaison, the Director of Field Education, the Chairperson of the Undergraduate Social Work Department.
 - g. Engage fully in the evaluation process including the final evaluation.
7. Students participating in field experiences pursuant to their course of study may be required to transport clients at the agency for which they are participating in field experience. It is recommended that students transport agency clients in agency vehicles. If an agency vehicle is not available, however, and the student chooses to transport an agency client in their personal vehicle it is mandatory that the student have adequate automobile insurance to cover any incidents that may occur during transportation of the agency client. Therefore, students are encouraged to contact their insurers prior to the commencement of their field practicum to discuss their coverage and any questions that they have about using their personal vehicles to transport clients.

We, _____ and _____ Agree to:
Practicum Field Instructor

1. Share in the mission of West Chester University's Undergraduate Social Work Program (i.e. to prepare students with a basic competence for an entry level professional generalist social work practice by helping students become reflective, self-evaluating, knowledgeable, developing social workers).
2. Provide direct service responsibility by the second week of placement. Assignments should be made with educational value as the primary consideration.
3. Help the student engage in learning by helping them express and specify their own learning needs and encourage the student to evaluate their own work continuously.
4. Hold the student to accepted standards of professional behavior and notify the program immediately of any failure of the student to live up to the terms of this agreement.
5. We agree to the following specific responsibilities:
 - a. Prepare for student's arrival by designating workspace and equipment, preparing case assignments, and orientation to the agency and the community.
 - b. Provide a minimum of one hour of uninterrupted supervision each week at a regularly scheduled, mutually agreed upon time.
 - c. Hold students to submit an agenda for supervision in advance of the supervision time.
 - d. Vary assignments to include clients from different cultural, social and religious backgrounds and call for different helping roles, i.e. counseling, mediation, advocacy, and networking. Where possible, have assignments include work with individuals, groups, families, and communities.
 - e. Provide on-going feedback to the student on their progress in specific areas of practice.
 - f. Complete a detailed written evaluation at the middle and end of each semester (See the Undergraduate Social Work Program's Handbook/field manual).
 - g. Include students in staff meetings, and other professional meetings whenever possible.
 - h. Attend the orientation and field instructor's meetings at the University.
 - i. Participate in the on-going evaluation of the content and design of the Undergraduate Social Work Program.
 - j. Maintain contact with faculty field liaison and Director of Field Education.

Student's Signature

Date

Field Instructor

Date

Faculty Field Liaison

Date

(Rev. 7/18)

WEST CHESTER UNIVERSITY OF PENNSYLVANIA
BSW PROGRAM
PRACTICUM TIME REPORT

Instructions:

Please type in the fillable forms and print before signing. **Signatures must all be originals.**

Field Practicum Report: Enter Time Frame Covered

1. Student Last Name, Student First Name

2. Field Practicum Site/Name, Field Instructor

Week (specify time frame)	Hours Completed	#Hours in Supervision	Field Instructor Signature*
Week 1: Date - Date	Enter Hours	Enter Hours	
Week 2: Date - Date	Enter Hours	Enter Hours	
Week 3: Date - Date	Enter Hours	Enter Hours	
Week 4: Date - Date	Enter Hours	Enter Hours	
Week 5: Date. - Date.	Enter Hours.	Enter hours	

3. Enter Hours: Total monthly hours completed.

4. Enter Hours: Total cumulative hours for the semester.

Date

*Student Signature

Date

*Field Instructor Signature

Date

*Faculty Field Liaison Signature

**Signatures must be original after the form is printed.*

(Rev. 7/17)

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WEST CHESTER UNIVERSITY OF PENNSYLVANIA
SOCIAL WORK DEPARTMENT

REQUEST TO MAKE UP DAYS OF MISSED FIELD PRACTICUM

Instructions:

Please type in fillable fields and print. **All signatures must be originals.**

Student's Name: First and Last Name Date: Date

Field Placement Name/Site: Enter Name of Field Placement/Site

Name of Field Instructor: First and Last Name of Field Instructor

Dates Absent from Field Practicum: Enter All Dates Absent from Field Practicum

Requesting Approval of Following Dates to Make-up Time (**Specify days and hours to be worked**): Enter All Dates Days, and Time Requested for Make-up

Requesting to Attend Field Practicum During Breaks or Extend Time at the End of the Semester (**Specify days and hours to be worked**): Enter All Dates Days, and Time Requested for Make-up

Reason for Request: Enter Reasons for Request

APPROVED BY: _____
*Field Instructor's Signature

*Faculty Field Liaison Signature

***Signatures must be original**

**Undergraduate Department of Social Work
West Chester University
Mid-Semester Review**

Evaluation should be a shared process with an opportunity for the student and field instructor to discuss similarities and differences in perception. Although the field instructor is responsible for completing the evaluation, it is the responsibility of the faculty field liaison to assign a grade. The student's overall grade for the course will be determined by the faculty field liaison and based on the faculty field liaison's overall evaluation of the student's performance in placement in conjunction with the agency field instructor's evaluation, classroom participation and course assignments.

Please write a brief paragraph in response to each of the questions. The written narrative should include information that will assist the faculty field liaison assess how the student is progressing in developing the knowledge, skills and values of a beginning level social worker.

1. Describe how the student is conducting themselves professionally and applying social work values and ethics to their work with client systems.

2. Describe how the student engages in their own learning process.

3. Overall, how do you think the student is performing the tasks that they have been given?

4. What are the areas the student needs to focus on for the remainder of the semester?

5. Student comments:

Student's Name: _____

Field Instructor's Name: _____

Dev. 7/16

Undergraduate Department of Social Work
West Chester University
Evaluation of Student Competency in Field Placement - Junior

Student's Name _____ **Date** _____

Students are to be rated on the nine competencies and corresponding practice behaviors established by the Council on Social Work education. As a guide, students should be compared to beginning level BSW social work graduates. Please use the below scale to rate the student.

7	The student has consistently demonstrated and exceeded the level of competency through the use of generalist social work knowledge, values, and skills.
6	The student has demonstrated and sometimes exceeded competency through the use of beginning generalist social work knowledge, values, and skills.
5	The student has demonstrated basic competency in this area and there is a manifestation that the student has the willingness and ability to demonstrate the beginning generalist social work knowledge, values, and skills by graduation.
4	The student has demonstrated emerging competency in this area and there is a manifestation that the student has the willingness and ability to demonstrate the beginning generalist social work knowledge, values and skills by graduation.
3	The student has inconsistently demonstrated the values and basic knowledge and skills needed to develop competency in this area and requires additional time to develop competency through the use of beginning generalist social work knowledge, values, and skills. This should be an area of focus for the student's next semester of field practice.
2	The student has not demonstrated the basic knowledge and skills needed to develop competency in this area and/or the student has not demonstrated the values needed to develop competency in this area. The student has not utilized social work skills that demonstrate that the student will meet the expectations in this area in the near future.
1	The student has not demonstrated the ability to develop the skills needed to perform in this area.
n/a	Not applicable, as the student has not had the opportunity to demonstrate competence in this area

Comments may be made under any competency statement. Please be sure to indicate those areas in which you think the student is particularly strong and those areas that need improvement. Please give examples for any area in which the student received a rating of 3, 2 or 1.

Evaluation should be a shared process with an opportunity for the student and field instructor to discuss similarities and differences in perception. Although the field instructor is responsible for completing the evaluation, it is the responsibility of the faculty field liaison to assign a grade. The student's overall grade for the course will be determined by the faculty field liaison and based on the faculty field liaison's overall evaluation of the student's performance in placement in conjunction with the agency field instructor's evaluation, classroom participation and course assignments.

Competence #1: The student demonstrates ethical and professional behavior.

Please rate the student's overall competency in this area		7	6	5	4	3	2	1	na
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1.1	Understands the profession's history, mission and responsibilities	7	6	5	4	3	2	1	na
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1.2	Demonstrates adherence to the NASW Code of Ethics and social work values.	7	6	5	4	3	2	1	na
1.3	Is knowledgeable, and abides by, laws relevant to social work	7	6	5	4	3	2	1	na
1.4	Uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations	7	6	5	4	3	2	1	na
1.5	Is aware of how their own values impact their work with client systems.	7	6	5	4	3	2	1	na
1.6	Attends to professional roles and boundaries	7	6	5	4	3	2	1	na
1.7	Presents a professional appearance	7	6	5	4	3	2	1	na
1.8	Able to prioritize work and complete work in a timely fashion	7	6	5	4	3	2	1	na
1.9	Demonstrates professional oral, written and electronic communication	7	6	5	4	3	2	1	na
1.10	Uses technology ethically and appropriately								
1.11	Accepts feedback in supervision	7	6	5	4	3	2	1	na
1.12	Prepares for and uses supervision and consultation effectively	7	6	5	4	3	2	1	na
1.13	Understands the need to care for themselves while helping others	7	6	5	4	3	2	1	na
1.14	Understands the role of other professions when engaging in inter-professional teams.	7	6	5	4	3	2	1	na
1.15	Understands frameworks of ethical decision-making and applies those frameworks to make ethical decisions in practice, research and policy areas	7	6	5	4	3	2	1	na
1.16	Has a commitment to a career of professional learning and growth	7	6	5	4	3	2	1	na

Comments:

Competence #2: The student engages diversity and difference in practice.									
Please rate the student's overall competency in this area									
2.1	Is knowledgeable and respectful of the intersectionality of clients' multiple identities such as age, class, color, culture, disability, ethnicity, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status	7	6	5	4	3	2	1	na
2.3	Understands how one's multiple identities may oppress, marginalize, alienate, or create or enhance privilege and power	7	6	5	4	3	2	1	na
2.4	Recognizes and respects clients' culture and global perspective and understands how these factors influence clients' behavior and viewpoint	7	6	5	4	3	2	1	na
2.5	Applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies	7	6	5	4	3	2	1	na
2.7	Views themselves as a learner and engages clients and constituencies as experts of their own experiences	7	6	5	4	3	2	1	na

Comments:

Competence #3: The student advances human rights and social, economic and environmental justice.

Please rate the student's overall competency in this area		7	6	5	4	3	2	1	na
---	--	---	---	---	---	---	---	---	----

3.1	Recognizes that each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care and education	7	6	5	4	3	2	1	na
3.2	Understands the global interconnections of oppression and human rights violations	7	6	5	4	3	2	1	na
3.3	Applies their understanding of social, economic, and environmental justice to advocate for human rights at the individual, organizational and systems levels (ie. Helps clients advocate for benefits that they have been denied)	7	6	5	4	3	2	1	na
3.4	Engages in practices that advance social, economic and environmental justice.	7	6	5	4	3	2	1	na

Comments:

Competence #4: The student engages in practice-informed research and research-informed practice.

Please rate the student's overall competency in this area		7	6	5	4	3	2	1	na
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4.1	Knowledgeable about evidenced-based interventions	7	6	5	4	3	2	1	na
4.2	Understands the importance of using research literature from multi-disciplinary sources to inform and improve their practice, policy, and social service delivery	7	6	5	4	3	2	1	na

Comments:

Competence #5: Student engages in policy practice.

Please rate the student's overall competency in this area		7	6	5	4	3	2	1	na
---	--	---	---	---	---	---	---	---	----

5.1	Understands the history and current structures of social policies and services and the role of practice in policy development	7	6	5	4	3	2	1	na
5.2	Is knowledgeable about current social policies and their effect on service delivery	7	6	5	4	3	2	1	na

Comments:

Competence #6: The student engages with individuals, families, groups, organizations, and communities.

Please rate the student's overall competency in this area		7	6	5	4	3	2	1	na
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6.1	Values the importance of human relationships	7	6	5	4	3	2	1	na
6.2	Demonstrates the skill of Engagement to work with:								
6.2a	Individuals	7	6	5	4	3	2	1	na
6.2b	Families (including working within a family context)	7	6	5	4	3	2	1	na
6.2c	Groups (including psycho-educational groups, professional meetings, team conferences, etc)	7	6	5	4	3	2	1	na
6.2d	Organizations (includes interagency work, working within an organizational context, etc.)	7	6	5	4	3	2	1	na
6.2e	Communities (including relational/affiliation communities, etc.)	7	6	5	4	3	2	1	na
6.3	Demonstrates the following interactional skills with diverse clients and constituencies:								
6.3a	Clarifying Role and Purpose	7	6	5	4	3	2	1	na
6.3b	Empathy	7	6	5	4	3	2	1	na
6.3c	Reflection	7	6	5	4	3	2	1	na
6.3d	Reaching for feedback	7	6	5	4	3	2	1	na
6.3e	Demand for Work	7	6	5	4	3	2	1	na
6.3g	Addressing Conflict	7	6	5	4	3	2	1	na
6.4	Understands how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies	7	6	5	4	3	2	1	na

Comments:

Competence #7: The student assesses individuals, families, groups, organizations, and communities.								
---	--	--	--	--	--	--	--	--

Please rate the student's overall competency in this area		7	6	5	4	3	2	1	na
---	--	---	---	---	---	---	---	---	----

7.1	Demonstrates the ability to assess:								
7.1a	Individuals	7	6	5	4	3	2	1	na
7.1b	Families (including working within a family context)	7	6	5	4	3	2	1	na
7.1c	Groups (including psycho-educational groups, professional meetings, team conferences, etc)	7	6	5	4	3	2	1	na
7.1d	Organizations (includes interagency work, working within an organizational context, etc.)	7	6	5	4	3	2	1	na
7.1e	Communities (including relational/affiliation communities, etc.)	7	6	5	4	3	2	1	na
7.2	Knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theories used to assess diverse clients and constituencies	7	6	5	4	3	2	1	na
7.4	Demonstrates the ability to develop a mutually agreed-on intervention goals and objectives based on the assessment of strengths, needs, and challenges within clients and constituencies.	7	6	5	4	3	2	1	na
7.5	Values the importance of inter-professional collaboration in the assessment process	7	6	5	4	3	2	1	na
7.6	Understands how their personal experiences and affective reactions may affect their assessment and decision-making	7	6	5	4	3	2	1	na

Comments:

Competence #8: The student intervenes with individuals, families, groups, organizations, and communities.								
--	--	--	--	--	--	--	--	--

Please rate the student's overall competency in this area		7	6	5	4	3	2	1	na
---	--	---	---	---	---	---	---	---	----

8.1	Implements interventions to achieve practice goals and enhance capacities of:								
8.1a	Individuals	7	6	5	4	3	2	1	na
8.1b	Families (including working within a family context)	7	6	5	4	3	2	1	na
8.1c	Groups (including psycho-educational groups, professional meetings, team conferences, etc)	7	6	5	4	3	2	1	na
8.1d	Organizations (includes interagency work, working within an organizational context, etc.)	7	6	5	4	3	2	1	na
8.1e	Communities (including relational/affiliation communities, etc.)	7	6	5	4	3	2	1	na
8.2	Knowledgeable of human behavior and the social environment, person-in-environment, and other multidisciplinary theories in interventions with clients and constituencies;	7	6	5	4	3	2	1	na
8.3	Uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes	7	6	5	4	3	2	1	na

8.4	Knowledge about evidence-informed interventions	7	6	5	4	3	2	1	na
8.5	Negotiates, mediates and advocates on behalf of diverse clients and constituencies	7	6	5	4	3	2	1	na
8.6	Facilitates effective transitions and endings that advance mutually agreed-on goals	7	6	5	4	3	2	1	na

Comments:

Competence #9: The student evaluates practice with individuals, families, groups, organizations, and communities.

Please rate the student's overall competency in this area		7	6	5	4	3	2	1	na
---	--	---	---	---	---	---	---	---	----

9.1		7	6	5	4	3	2	1	na
9.3	Understands the reasons for evaluating the effectiveness of her/his practice	7	6	5	4	3	2	1	na

Comments:

ADDITIONAL COMMENTS BY THE FIELD INSTRUCTOR

Comments/elaboration:

ADDITIONAL COMMENTS BY THE STUDENT

(This section must be completed by the student. It should include comments about the overall evaluations as well as a plan on how the student plans to strengthen her or his practice in the

Comments:

Signature of Agency Field Instructor_____

Agency _____ Date _____

The following section should be completed by the student:

My agency supervisor and faculty supervisor have discussed this evaluation with me, and I have received a copy. My agreement or disagreement follows:

I agree with the evaluation
I do not agree with evaluation

Student's Signature _____ Date _____

If the student disagrees with the evaluation she/he should state that disagreement in writing and submit a copy to both the agency supervisor and the faculty supervisor. A meeting between the student, agency supervisor, and faculty supervisor should then be held to discuss the disagreement.

Modified from the Rating Scale for Evaluation of Field Placement Performance in Petracchi, H.E. & Zastrow, C. (2010). Suggestions for utilizing 2008 EPAS in CWE-accredited social work baccalaureate and masters curriculum: Reflections from the field, part one – the explicit curriculum, *Journal of Teaching in Social Work*, 30 (2).

Undergraduate Department of Social Work
West Chester University
Evaluation of Student Competency in Field Placement – Senior 1

Student's Name _____ **Date** _____

Students are to be rated on the nine competencies and corresponding practice behaviors established by the Council on Social Work education. As a guide, students should be compared to beginning level BSW social work graduates. Please use the below scale to rate the student.

7	The student has consistently demonstrated and exceeded the level of competency through the use of generalist social work knowledge, values, and skills.
6	The student has demonstrated and sometimes exceeded competency through the use of beginning generalist social work knowledge, values, and skills.
5	The student has demonstrated basic competency in this area and there is a manifestation that the student has the willingness and ability to demonstrate the beginning generalist social work knowledge, values, and skills by graduation.
4	The student has demonstrated emerging competency in this area and there is a manifestation that the student has the willingness and ability to demonstrate the beginning generalist social work knowledge, values and skills by graduation.
3	The student has inconsistently demonstrated the values and basic knowledge and skills needed to develop competency in this area and requires additional time to develop competency through the use of beginning generalist social work knowledge, values, and skills.
2	The student has not demonstrated the basic knowledge and skills needed to develop competency in this area and/or the student has not demonstrated the values needed to develop competency in this area. The student has not utilized social work skills that demonstrate that they will meet the expectations in this area in the near future.
1	The student has not demonstrated the ability to develop the skills needed to perform in this area.
n/a	Not applicable, as the student has not had the opportunity to demonstrate competence in this area

Comments may be made under any competency statement. Please be sure to indicate those areas in which you think the student is particularly strong and those areas that need improvement. Please give examples for any area in which the student received a rating of 3, 2 or 1.

Evaluation should be a shared process with an opportunity for the student and field instructor to discuss similarities and differences in perception. Although the field instructor is responsible for completing the evaluation, it is the responsibility of the faculty field liaison to assign a grade. The student's overall grade for the course will be determined by the faculty field liaison and based on the faculty field liaison's overall evaluation of the student's performance in placement in conjunction with the agency field instructor's evaluation, classroom participation and course assignments.

Competence #1: The student demonstrates ethical and professional behavior.

Please rate the student's overall competency in this area		7	6	5	4	3	2	1	na
1.1	Understands the profession's history, mission and responsibilities	7	6	5	4	3	2	1	na
1.2	Demonstrates adherence to the NASW Code of Ethics and social work values.	7	6	5	4	3	2	1	na
1.3	Is knowledgeable, and abides by, laws relevant to social work	7	6	5	4	3	2	1	na
1.4	Uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations	7	6	5	4	3	2	1	na
1.5	Is aware of how their own values impact their work with client systems.	7	6	5	4	3	2	1	na
1.6	Attends to professional roles and boundaries	7	6	5	4	3	2	1	na
1.7	Presents a professional appearance	7	6	5	4	3	2	1	na
1.8	Able to prioritize work and complete work in a timely fashion	7	6	5	4	3	2	1	na
1.9	Demonstrates professional oral, written and electronic communication	7	6	5	4	3	2	1	na
1.10	Uses technology ethically and appropriately								
1.11	Accepts feedback in supervision	7	6	5	4	3	2	1	na
1.12	Prepares for and uses supervision and consultation effectively	7	6	5	4	3	2	1	na
1.13	Understands the need to care for themselves while helping others	7	6	5	4	3	2	1	na
1.14	Understands the role of other professions when engaging in inter-professional teams.	7	6	5	4	3	2	1	na
1.15	Understands frameworks of ethical decision-making and applies those frameworks to make ethical decisions in practice, research and policy areas	7	6	5	4	3	2	1	na
1.16	Has a commitment to a career of professional learning and growth	7	6	5	4	3	2	1	na

Comments:

Competence #2: The student engages diversity and difference in practice.

Please rate the student's overall competency in this area		7	6	5	4	3	2	1	na
2.1	Is knowledgeable and respectful of the intersectionality of clients' multiple identities such as age, class, color, culture, disability, ethnicity, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status	7	6	5	4	3	2	1	na
2.2	Understands the forms and mechanisms of oppression and discrimination	7	6	5	4	3	2	1	na
2.3	Recognizes the consequences of difference to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power	7	6	5	4	3	2	1	na
2.4	Recognizes and respects clients' culture and global perspective and	7	6	5	4	3	2	1	na

	understands how these factors influence clients' behavior and viewpoint							
2.5	Applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies	7	6	5	4	3	2	1 na
2.6	Applies and communicates their understanding of the importance of difference in shaping life experiences, when engaged in micro, mezzo and macro levels of practice	7	6	5	4	3	2	1 na
2.7	Views themselves as a learner and engages clients and constituencies as experts of their own experiences	7	6	5	4	3	2	1 na

Comments:

Competence #3: The student advances human rights and social, economic and environmental justice.

Please rate the student's overall competency in this area	7	6	5	4	3	2	1	na
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3.1	Recognizes that each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care and education	7	6	5	4	3	2	1	na
3.2	Understands the global interconnections of oppression and human rights violations	7	6	5	4	3	2	1	na
3.3	Applies their understanding of social, economic, and environmental justice to advocate for human rights at the individual, organizational and systems levels (ie. Helps clients advocate for benefits that they have been denied)	7	6	5	4	3	2	1	na
3.4	Engages in practices that advance social, economic and environmental justice.	7	6	5	4	3	2	1	na

Comments:

Competence #4: The student engages in practice-informed research and research-informed practice.

Please rate the student's overall competency in this area	7	6	5	4	3	2	1	na
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4.1	Knowledgeable about evidenced-based interventions	7	6	5	4	3	2	1	na
4.2	Uses research literature from multi-disciplinary sources to inform and improve their practice, policy, and social service delivery	7	6	5	4	3	2	1	na
4.3	Uses practice experience and theory to inform research	7	6	5	4	3	2	1	na

Comments:

Competence #5: Student engages in policy practice.

Please rate the student's overall competency in this area		7	6	5	4	3	2	1	na
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5.1	Understands the history and current structures of social policies and services and the role of practice in policy development	7	6	5	4	3	2	1	na
5.2	Is knowledgeable about current social policies and their effect on service delivery	7	6	5	4	3	2	1	na

Comments:

Competence #6: The student engages with individuals, families, groups, organizations, and communities.

Please rate the student's overall competency in this area		7	6	5	4	3	2	1	na
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6.1	Values the importance of human relationships	7	6	5	4	3	2	1	na
6.2	Demonstrates the skill of Engagement to work with:								
6.2a	Individuals	7	6	5	4	3	2	1	na
6.2b	Families (including working within a family context)	7	6	5	4	3	2	1	na
6.2c	Groups (including psycho-educational groups, professional meetings, team conferences, etc.)	7	6	5	4	3	2	1	na
6.2d	Organizations (includes interagency work, working within an organizational context, etc.)	7	6	5	4	3	2	1	na
6.2e	Communities (including relational/affiliation communities, etc.)	7	6	5	4	3	2	1	na
6.3	Demonstrates the following interactional skills with diverse clients and constituencies:								
6.3a	Clarifying Role and Purpose	7	6	5	4	3	2	1	na
6.3b	Empathy	7	6	5	4	3	2	1	na
6.3c	Reflection	7	6	5	4	3	2	1	na
6.3d	Reaching for feedback	7	6	5	4	3	2	1	na
6.3e	Demand for Work	7	6	5	4	3	2	1	na
6.3g	Addressing Conflict	7	6	5	4	3	2	1	na
6.4	Understands how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies	7	6	5	4	3	2	1	na
6.5	Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with diverse clients and constituencies	7	6	5	4	3	2	1	na

Comments:

Competence #7:	The student assesses individuals, families, groups, organizations, and communities.
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Please rate the student's overall competency in this area	7	6	5	4	3	2	1	na
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7.1	Demonstrates the ability to assess:								
7.1a	Individuals	7	6	5	4	3	2	1	na
7.1b	Families (including working within a family context)	7	6	5	4	3	2	1	na
7.1c	Groups (including psycho-educational groups, professional meetings, team conferences, etc)	7	6	5	4	3	2	1	na
7.1d	Organizations (includes interagency work, working within an organizational context, etc.)	7	6	5	4	3	2	1	na
7.1e	Communities (including relational/affiliation communities, etc.)	7	6	5	4	3	2	1	na
7.2	Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theories when assessing clients and constituencies	7	6	5	4	3	2	1	na
7.3	Understands methods of assessment with diverse clients and constituencies to advance practice effectiveness	7	6	5	4	3	2	1	na
7.4	Demonstrates the ability to develop a mutually agreed-on intervention goals and objectives based on the assessment of strengths, needs, and challenges within clients and constituencies.	7	6	5	4	3	2	1	na
7.5	Values the importance of inter-professional collaboration in the assessment process	7	6	5	4	3	2	1	na
7.6	Understands how their personal experiences and affective reactions may affect their assessment and decision-making	7	6	5	4	3	2	1	na
7.7	Selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies	7	6	5	4	3	2	1	na

Comments:

Competence #8:	The student intervenes with individuals, families, groups, organizations, and communities.
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Please rate the student's overall competency in this area	7	6	5	4	3	2	1	na
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8.1	Critically chooses and implements interventions to achieve practice goals and enhance capacities of:								
8.1a	Individuals	7	6	5	4	3	2	1	na
8.1b	Families (including working within a family context)	7	6	5	4	3	2	1	na
8.1c	Groups (including psycho-educational groups, professional meetings, team conferences, etc)	7	6	5	4	3	2	1	na
8.1d	Organizations (includes interagency work, working within an organizational context, etc.)	7	6	5	4	3	2	1	na
8.1e	Communities (including relational/affiliation communities, etc.)	7	6	5	4	3	2	1	na
8.2	Applies knowledge of human behavior and the social environment,	7	6	5	4	3	2	1	na

	person-in-environment, and other multidisciplinary theories in interventions with clients and constituencies;							
8.3	Uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes	7	6	5	4	3	2	1 na
8.4	Uses knowledge about evidence-informed interventions to achieve the goals of clients and constituencies	7	6	5	4	3	2	1 na
8.5	Negotiates, mediates and advocates on behalf of diverse clients and constituencies	7	6	5	4	3	2	1 na
8.6	Facilitates effective transitions and endings that advance mutually agreed-on goals	7	6	5	4	3	2	1 na

Comments:

Competence #9: The student evaluates practice with individuals, families, groups, organizations, and communities.

Please rate the student's overall competency in this area	7	6	5	4	3	2	1	na
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9.1	Selects and uses appropriate methods for evaluation of outcomes	7	6	5	4	3	2	1	na
9.3	Critically analyzes, monitors and evaluates interventions and program outcomes	7	6	5	4	3	2	1	na
9.4	Applies evaluation findings to improve practice effectiveness	7	6	5	4	3	2	1	na

Comments:

ADDITIONAL COMMENTS BY THE FIELD INSTRUCTOR

Comments/elaboration:

ADDITIONAL COMMENTS BY THE STUDENT

(This section must be completed by the student. It should include comments about the overall evaluations as well as a plan on how the student plans to strengthen their practice in the areas

Comments:

Field Instructor's Signature: _____

Agency _____ Date _____

Student's Signature _____ Date _____

Modified from the Rating Scale for Evaluation of Field Placement Performance in Petracchi, H.E. & Zastrow, C. (2010). Suggestions for utilizing 2008 EPAS in CWE-accredited social work baccalaureate and masters curriculum: Reflections from the field, part one – the explicit curriculum, *Journal of Teaching in Social Work*, 30 (2).

8/16

Undergraduate Department of Social Work
West Chester University
Evaluation of Student Competency in Field Placement – Senior 2

Student's Name _____ Date _____

Students are to be rated on the nine competencies and corresponding practice behaviors established by the Council on Social Work education. As a guide, students should be compared to beginning level BSW social work graduates. Please use the below scale to rate the student.

7	The student has consistently demonstrated and exceeded the level of competency through the use of generalist social work knowledge, values, and skills.
6	The student has demonstrated and sometimes exceeded competency through the use of beginning generalist social work knowledge, values, and skills.
5	The student has demonstrated basic competency in this area and there is a manifestation that the student has the willingness and ability to demonstrate the beginning generalist social work knowledge, values, and skills by graduation.
4	The student has demonstrated emerging competency in this area and there is a manifestation that the student has the willingness and ability to demonstrate the beginning generalist social work knowledge, values and skills by graduation.
3	The student has inconsistently demonstrated the values and basic knowledge and skills needed to develop competency in this area and requires additional time to develop competency through the use of beginning generalist social work knowledge, values, and skills.
2	The student has not demonstrated the basic knowledge and skills needed to develop competency in this area and/or the student has not demonstrated the values needed to develop competency in this area. The student has not utilized social work skills that demonstrate that they will meet the expectations in this area in the near future. The student is not passing the course.
1	The student has not demonstrated the ability to develop the skills needed to perform in this area. The student is not passing the course.
n/a	Not applicable, as the student has not had the opportunity to demonstrate competence in this area

Comments may be made under any competency statement. Please be sure to indicate those areas in which you think the student is particularly strong and those areas that need improvement. Please give examples for any area in which the student received a rating of 4, 3, 2 or 1.

Evaluation should be a shared process with an opportunity for the student and field instructor to discuss similarities and differences in perception. Although the field instructor is responsible for completing the evaluation, it is the responsibility of the faculty field liaison to assign a grade. The student's overall grade for the course will be determined by the faculty field liaison and based on the faculty field liaison's overall evaluation of the student's performance in placement in conjunction with the agency field instructor's evaluation, classroom participation and course assignments.

Competence #1: The student demonstrates ethical and professional behavior.

Please rate the student's overall competency in this area	7	6	5	4	3	2	1	na
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1.1	Understands the profession's history, mission and responsibilities	7	6	5	4	3	2	1	na
1.2	Demonstrates adherence to the NASW Code of Ethics and social work values.	7	6	5	4	3	2	1	na
1.3	Is knowledgeable, and abides by, laws relevant to social work	7	6	5	4	3	2	1	na
1.4	Uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations	7	6	5	4	3	2	1	na
1.5	Is aware of how their own values impact their work with client systems.	7	6	5	4	3	2	1	na
1.6	Attends to professional roles and boundaries	7	6	5	4	3	2	1	na
1.7	Presents a professional appearance	7	6	5	4	3	2	1	na
1.8	Able to prioritize work and complete work in a timely fashion	7	6	5	4	3	2	1	na
1.9	Demonstrates professional oral, written and electronic communication	7	6	5	4	3	2	1	na
1.10	Uses technology ethically and appropriately								
1.11	Accepts feedback in supervision	7	6	5	4	3	2	1	na
1.12	Prepares for and uses supervision and consultation effectively	7	6	5	4	3	2	1	na
1.13	Understands the need to care for themselves while helping others	7	6	5	4	3	2	1	na
1.14	Understands the role of other professions when engaging in inter-professional teams.	7	6	5	4	3	2	1	na
1.15	Understands frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research and policy areas	7	6	5	4	3	2	1	na
1.16	Tolerates well ambiguity in resolving ethical conflicts	7	6	5	4	3	2	1	na
1.17	Has a commitment to a career of professional learning and growth	7	6	5	4	3	2	1	na

Comments:

Competence #2: The student engages diversity and difference in practice.

	Please rate the student's overall competency in this area	7	6	5	4	3	2	1	na
2.1	Is knowledgeable and respectful of the intersectionality of clients' multiple identities such as age, class, color, culture, disability, ethnicity, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status	7	6	5	4	3	2	1	na
2.2	Understands the forms and mechanisms of oppression and discrimination	7	6	5	4	3	2	1	na
2.3	Recognizes the consequences of difference to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power	7	6	5	4	3	2	1	na
2.4	Recognizes and respects clients' culture and global perspective and understands how these factors influence clients' behavior and viewpoint	7	6	5	4	3	2	1	na
2.5	Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies	7	6	5	4	3	2	1	na
2.6	Applies and communicates their understanding of the importance of difference in shaping life experiences in practice at micro, mezzo and	7	6	5	4	3	2	1	na

	macro levels							
2.7	Views themselves as a learner and engage clients and constituencies as experts of their own experiences	7	6	5	4	3	2	1 na

Comments:

Competence #3: The student advances human rights and social, economic and environmental justice.

Please rate the student's overall competency in this area	7	6	5	4	3	2	1	na
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3.1	Recognizes that each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care and education	7	6	5	4	3	2	1	na
3.2	Understands the global interconnections of oppression and human rights violations	7	6	5	4	3	2	1	na
3.3	Applies their understanding of social, economic, and environmental justice to advocate for human rights at the individual, organizational and systems levels (ie. Help clients advocate for benefits that they have been denied)	7	6	5	4	3	2	1	na
3.4	Engages in practices that advance social, economic and environmental justice.	7	6	5	4	3	2	1	na

Comments:

Competence #4: The student engages in practice-informed research and research-informed practice.

Please rate the student's overall competency in this area	7	6	5	4	3	2	1	na
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4.1	Applies critical thinking to engage in analysis of quantitative and qualitative research methods and research findings	7	6	5	4	3	2	1	na
4.2	Knowledgeable about evidenced-based interventions	7	6	5	4	3	2	1	na
4.3	Uses research evidence from multi-disciplinary sources to inform and improve their practice, policy, and social service delivery	7	6	5	4	3	2	1	na
4.4	Uses practice experience and theory to inform research	7	6	5	4	3	2	1	na

Comments:

Competence #5: Student engages in policy practice.

Please rate the student's overall competency in this area	7	6	5	4	3	2	1	na
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5.1	Identifies social policies at the local, state, and federal level that impacts well-being, service delivery, and access to social services	7	6	5	4	3	2	1	na
5.2	Understands the history and current structures of social policies and services and the role of practice in policy development	7	6	5	4	3	2	1	na
5.3	Assesses how social welfare and economic policies impact the delivery of and access to social services for their clients or constituencies	7	6	5	4	3	2	1	na
5.4	Analyzes, formulates and advocates for policies that advance social well-being	7	6	5	4	3	2	1	na

Comments:

Competence #6: The student engages with individuals, families, groups, organizations, and communities.

Please rate the student's overall competency in this area	7	6	5	4	3	2	1	na
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6.1	Values the importance of human relationships	7	6	5	4	3	2	1	na
6.2	Demonstrates the skill of Engagement to work with:								
6.2a	Individuals	7	6	5	4	3	2	1	na
6.2b	Families (including working within a family context)	7	6	5	4	3	2	1	na
6.2c	Groups (including psycho-educational groups, professional meetings, team conferences, etc)	7	6	5	4	3	2	1	na
6.2d	Organizations (includes interagency work, working within an organizational context, etc.)	7	6	5	4	3	2	1	na
6.2e	Communities (including relational/affiliation communities, etc.)	7	6	5	4	3	2	1	na
6.3	Demonstrates the following interactional skills with diverse clients and constituencies:								
6.3a	Clarifying Role and Purpose	7	6	5	4	3	2	1	na
6.3b	Empathy	7	6	5	4	3	2	1	na
6.3c	Reflection	7	6	5	4	3	2	1	na
6.3d	Reaching for feedback	7	6	5	4	3	2	1	na
6.3e	Demand for Work	7	6	5	4	3	2	1	na
6.3g	Addressing Conflict	7	6	5	4	3	2	1	na
6.4	Understands how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies	7	6	5	4	3	2	1	na
6.5	Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with diverse clients and constituencies	7	6	5	4	3	2	1	na

Comments:

Competence #7: The student assesses individuals, families, groups, organizations, and communities.

Please rate the student's overall competency in this area		7	6	5	4	3	2	1	na
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7.1	Demonstrates the ability to collect and organize data and assess:								
7.1a	Individuals	7	6	5	4	3	2	1	na
7.1b	Families (including working within a family context)	7	6	5	4	3	2	1	na
7.1c	Groups (including psycho-educational groups, professional meetings, team conferences, etc)	7	6	5	4	3	2	1	na
7.1d	Organizations (includes interagency work, working within an organizational context, etc.)	7	6	5	4	3	2	1	na
7.1e	Communities (including relational/affiliation communities, etc.)	7	6	5	4	3	2	1	na
7.2	Applies 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	7	6	5	4	3	2	1	na
7.3	Understand methods of assessment with diverse clients and constituencies to advance practice effectiveness	7	6	5	4	3	2	1	na
7.4	Demonstrates the ability to develop a mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.	7	6	5	4	3	2	1	na
7.5	Recognizes the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process	7	6	5	4	3	2	1	na
7.6	Understands how their personal experiences and affective reactions may affect their assessment and decision-making	7	6	5	4	3	2	1	na
7.7	Selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies	7	6	5	4	3	2	1	na

Comments:

Competence #8: The student intervenes with individuals, families, groups, organizations, and communities.									
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Please rate the student's overall competency in this area		7	6	5	4	3	2	1	na
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8.1	Critically chooses and implements interventions to achieve practice goals and enhance capacities of:								
8.1a	Individuals	7	6	5	4	3	2	1	na
8.1b	Families (including working within a family context)	7	6	5	4	3	2	1	na
8.1c	Groups (including psycho-educational groups, professional meetings, team conferences, etc)	7	6	5	4	3	2	1	na
8.1d	Organizations (includes interagency work, working within an organizational context, etc.)	7	6	5	4	3	2	1	na
8.1e	Communities (including relational/affiliation communities, etc.)	7	6	5	4	3	2	1	na
8.2	Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical								

	frameworks in interventions with clients and constituencies;							
8.3	Uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes	7	6	5	4	3	2	1 na
8.4	Uses knowledge about evidence-informed interventions to achieve the goals of clients and constituencies							
8.5	Negotiates, mediates and advocates on behalf of diverse clients and constituencies	7	6	5	4	3	2	1 na
8.6	Facilitates effective transitions and endings that advance mutually agreed-on goals	7	6	5	4	3	2	1 na

Comments:

Competence #9: The student evaluates practice with individuals, families, groups, organizations, and communities.

Please rate the student's overall competency in this area	7	6	5	4	3	2	1	na
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9.1	Selects and use appropriate methods for evaluation of outcomes	7	6	5	4	3	2	1	na
9.2	Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes	7	6	5	4	3	2	1	na
9.3	Critically analyzes, monitors and evaluates intervention and program processes and outcomes	7	6	5	4	3	2	1	na
9.4	Applies evaluation findings to improve practice effectiveness	7	6	5	4	3	2	1	na

Comments:

ADDITIONAL COMMENTS BY THE FIELD INSTRUCTOR

Comments/elaboration:

ADDITIONAL COMMENTS BY THE STUDENT

(This section must be completed by the student. It should include comments about the overall evaluations as well as a plan on how the student plans to strengthen their practice in the areas

Comments:

Field Instructor's Signature: _____

Agency _____ Date _____

Student's Signature _____ Date _____

Modified from the Rating Scale for Evaluation of Field Placement Performance in Petracchi, H.E. & Zastrow, C. (2010). Suggestions for utilizing 2008 EPAS in CWE-accredited social work baccalaureate and masters curriculum: Reflections from the field, part one – the explicit curriculum, *Journal of Teaching in Social Work*, 30 (2).

STUDENT EVALUATION OF FIELD PRACTICUM EXPERIENCE

1. Name of Field Practicum Site _____
2. Name of Student _____
3. Dates of Field Experience _____
4. Student Status during Field _____
(Junior or Senior)

Please use the following scale to evaluate your experience with the field practice program.

N/A = insufficient opportunity	5 = to a very large extent
1 = not at all	4 = to a large extent
2 = somewhat	3 = to an average extent

5. To what extent did you have regularly scheduled weekly supervision with your field instructor? How often did you meet? 5 4 3 2 1 N/A
6. To what extent was your weekly agenda reviewed and discussed? 5 4 3 2 1 N/A
7. To what extent did your field instructor provide you with an adequate orientation to help you understand your role in the practicum setting? 5 4 3 2 1 N/A
8. To what extent did your field instructor provide you with information on the population served by the practicum site? 5 4 3 2 1 N/A
9. To what extent was the work assigned to you meaningful and professionally challenging? 5 4 3 2 1 N/A
10. To what extent did your field instructor encourage your professional development? 5 4 3 2 1 N/A
11. To what extent did your field instructor contribute to your social work knowledge? 5 4 3 2 1 N/A
12. To what extent did your field instructor provide you with an opportunity to strengthen and improve your practice skills? 5 4 3 2 1 N/A
13. To what extent did your field instructor encourage you to explore ethical/value issues? 5 4 3 2 1 N/A
14. To what extent were you given opportunity to learn and critique relevant policies? 5 4 3 2 1 N/A
15. To what extent was your field instructor available and approachable? 5 4 3 2 1 N/A
16. To what extent did your field instructor solicit your thoughts, views, and opinions on issues related to your student practicum work? 5 4 3 2 1 N/A
17. To what extent did your field instructor provide you with an opportunity to participate in workshops, seminars, and/or discussion groups that enhanced your social work knowledge base? 5 4 3 2 1 N/A
18. To what extent did you feel an integral part of the practicum setting? 5 4 3 2 1 N/A
19. To what extent were you included in the meeting between your faculty liaison and field instructor? 5 4 3 2 1 N/A
20. To what extent did your field liaison help facilitate your learning at your field practicum site? 5 4 3 2 1 N/A
21. To what extent was your field liaison available to you? 5 4 3 2 1 N/A

22. To what extent would you recommend your field instructor? **5 4 3 2 1 N/A**

23. To what extent would you recommend this setting as a field practicum experience? **5 4 3 2 1 N/A**

24. If there were students from other social work programs at your site, to what extent were you prepared to practice compared to the other students? **5 4 3 2 1 N/A**

25. If there were students from other social work programs at your site, in what year were they?

Junior Senior MSW I MSW II

26. Explain how you thought you were more (or less) prepared for your field practicum compared to students from other social work programs.

27. In your opinion, is this field practicum best suited for: (check all that apply)

BSW Jr. MSW 1st year
 BSW Sr. MSW 2nd year

Please explain why:

28. Discuss the best part of your experience in this practicum site:

29. Discuss what you would like to see changed from a student perspective within this practicum experience:

30. Discuss the social work skills you learned from your practicum experience:

31. Discuss how your practicum experience helped you address issues of diversity and economic inequality:

32. What, if any, changes would you like to see incorporated into your field class?

33. Additional Comments (optional):

FIELD INSTRUCTOR'S EVALUATION OF THE WEST CHESTER UNIVERSITY BSW SOCIAL WORK PROGRAM

1. Total number of years that you have been a Field Instructor: _____

2. Total number of years that you have been a WCU Field Instructor: _____

3. During this academic year, field instruction was provided for which level(s) of students (check all that apply):
Junior year _____ Senior year _____

4. Please identify your Faculty Field Liaison: _____

Please use the following scale to evaluate your experience with the field practice program.

N/A = insufficient opportunity	5 = to a very large extent
1 = not at all	4 = to a large extent
2 = somewhat	3 = to an average extent

5. To what extent was the student adequately prepared to begin the field practicum experience? 5 4 3 2 1 N/A

6. To what extent was the management of the field placement process efficient? 5 4 3 2 1 N/A

7. To what extent was the student prepared for the field placement interview? 5 4 3 2 1 N/A

8. To what extent were the written materials regarding the policies and procedures of the WCU Social Work Program helpful? 5 4 3 2 1 N/A

9. To what extent were you given sufficient material to understand the mission of the Social Work Program at WCU? 5 4 3 2 1 N/A

10. To what extent were you given sufficient material to understand the nine core competencies for social work practice? 5 4 3 2 1 N/A

11. To what extent were you satisfied with the quality of our Field Instructors' Meetings? 5 4 3 2 1 N/A

12. To what extent did the written materials given to you help you understand the program's curriculum content and expectations for student learning at the practicum? 5 4 3 2 1 N/A

13. To what extent did the information disseminated during the Orientation adequately frame the educational expectations for student during the practicum? 5 4 3 2 1 N/A

14. To what extent was the Faculty Liaison available to you, if needed? 5 4 3 2 1 N/A

15. To what extent was the Faculty Liaison's visit(s) to the practicum site helpful? 5 4 3 2 1 N/A

16. To what extent was communication with the Faculty Liaison via telephone and/or e-mail throughout the academic year helpful? 5 4 3 2 1 N/A

17. What are the best days and times of the week for you to attend workshops? (Circle all that apply)

Monday	Tuesday	Wednesday	Thursday	Friday
Morning		Afternoon		All Day

18. What topics would you like to see covered in future workshops? _____

Evaluation of the Undergraduate Social Work Program

Please use the following scale to evaluate your experience with the field practice program.

N/A = insufficient opportunity	5 = to a very large extent
1 = not at all	4 = to a large extent
2 = somewhat	3 = to an average extent

To what extent did the Undergraduate Social Work Program prepare the student to:

19. Demonstrate ethical and professional behavior	5	4	3	2	1	N/A
20. Engage diversity and difference in practice	5	4	3	2	1	N/A
21. Advance human rights and social, economic and environmental justice	5	4	3	2	1	N/A
22. Engage in practice-informed research and research-informed practice	5	4	3	2	1	N/A
23. Engage in policy practice	5	4	3	2	1	N/A
24. Engage with individuals, families, groups, organizations and communities	5	4	3	2	1	N/A
25. Assess individuals, families, groups, organizations and communities	5	4	3	2	1	N/A
26. Intervene with individuals, families, groups, organizations and communities	5	4	3	2	1	N/A
27. Evaluate practice with individuals, families, groups, organizations and communities	5	4	3	2	1	N/A
28. Apply the knowledge and skills of generalist social work practice with systems of all sizes.	5	4	3	2	1	N/A
29. Use communication skills differently across client populations, colleagues, and communities.	5	4	3	2	1	N/A
30. Use supervision and consultation appropriate to social work practice.	5	4	3	2	1	N/A
31. Apply the generalist practice model to work with individuals, families, groups organizations and communities.	5	4	3	2	1	N/A
32. How many students from other social work programs have you supervised?						

_____ Junior _____ Senior _____ MSW I _____ MSW II

33. To what extent were our students prepared to practice compared to the students who you have supervised from other social work programs?	5	4	3	2	1	N/A
---	---	---	---	---	---	-----

34. Identify changes that you think would strengthen our Social Work Program: _____

35. Please make any suggestions to strengthen your role and function as a Field Instructor: _____

Thank you for taking the time to fill out this evaluation. We hope you have had a positive experience as a Field Instructor!

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Please attach a hard copy of your resume that contains includes a description of employment, field practicum, volunteer, honors/awards received and extra-curricular activities. If you have graduated from high school within the last five years, also include information relevant to your time in high school. Also include information about other universities attended and previous majors.

10. Please list from first to last in each category. 1 being the most preferred.

Please be advised that the purpose of prioritizing the following interest areas is to assist in the determination your areas of interest. However, it does not guarantee that you will be matched with a field practicum that serves your most preferred areas.

<u>POPULATION</u>
<input type="checkbox"/> Children 8 years)
<input type="checkbox"/> Youth (8 – 12 years)
<input type="checkbox"/> Adults (13 – 21 years)

<u>TYPE OF AGENCY</u>
<input type="checkbox"/> Abuse/Neglect
<input type="checkbox"/> Immigration/Refugee
<input type="checkbox"/> Addictions
<input type="checkbox"/> LGBTQ
<input type="checkbox"/> Adoption/Foster Care
<input type="checkbox"/> Medical
<input type="checkbox"/> After-School Program
<input type="checkbox"/> Health Clinic
<input type="checkbox"/> Community Center
Hospice
Criminal

<u>PRACTICE AREA</u>
<input type="checkbox"/> Advocacy
Information and Referral/Basic Services
<input type="checkbox"/> Case Management
Mentoring

13. Are there any populations with which you feel you could not work? Why? Note anything significant from your current situation of past that would make it difficult for you to work with the client groups. We will discuss this to determine whether or not you need to challenge yourself to work with this population.

14. Identify three of your personal strengths: _____

15. Identify three areas to enhance your own personal growth and professional development that you want to focus on during the upcoming academic year: _____

16. Describe any factors that need to be considered in making your field practicum assignment such as special personal circumstances, criminal or child abuse background, physical restraints, transportation, need for ADA accommodations, geographic location, work commitments, family responsibilities, etc.

Please be advised that some sites may require you complete and provide a FBI finger printed based clearance, child abuse and criminal background clearance, TB test, drug screening test, physical examination, and or other tests or immunizations. Your placement in the site will be contingent upon passing the required screenings.

Notice: Students participating in field experiences pursuant to their course of study may be required to transport clients at the agency for which they are participating in field experience. It is recommended that students transport agency clients in agency vehicles. If an agency vehicle is not available, however, and the student chooses to transport an agency client in their personal vehicle it is mandatory that the student have adequate automobile insurance to cover any incidents that may occur during transportation of the agency client. Therefore, students are encouraged to contact their insurers prior to the commencement of their field practicum to discuss their coverage and any questions that they have about using their personal vehicles to transport clients.

YES NO (Please initial)

____ I agree to adhere to the NASW Code of Ethics.
____ I agree to adhere to the West Chester University Undergraduate Social Work Program's Professional Standards.

(A copy of both documents can be found in the Undergraduate Social Work Student Handbook/Field Manual).

I give permission to release any information about me to potential field practicum sites that is necessary to obtain an appropriate field practicum. This includes but is not limited to the information on this Field Practicum Application.

Application Completion Date

Student ID#

Student Signature

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AFFILIATION AGREEMENT

THIS AGREEMENT is made this _____ day of _____, 20____, by and between West Chester University, (hereinafter referred to as "University") an educational institution of the State System of Higher Education, Commonwealth of Pennsylvania and _____ (hereinafter "Site").

BACKGROUND

WHEREAS, Site is equipped with the facilities and professional staff necessary to provide an educational experience to the University's students in the area of Bachelor of Social Work and/or Master of Social Work;

WHEREAS, the University is an educational institution that provides a degree in the area of Social Work;

WHEREAS, the University is desirous of providing an educational experience to its students limited to participation through supervision in a practicum setting; and

WHEREAS, The Site is desirous of establishing a relationship with the University whereby its students may receive clinical experience in their area of matriculation subject to the provisions of this Agreement.

NOW THEREFORE, intending to be legally bound, the parties hereto agree as follows:

I. DUTIES AND RESPONSIBILITIES OF THE UNIVERSITY

- a. *Selection of Students.* The University shall be responsible for the selection of qualified students to participate in the practicum experience. Selected students must have the appropriate educational background and skills consistent with the contemplated educational experience offered by the Site. The parties will mutually agree upon the number of students selected for the Site.
- b. *Education of Students.* The University shall assume full responsibility for the classroom education of its students. The University shall be responsible for the administration of the program, the curriculum content, the requirements of matriculation, grading, graduation and faculty appointments.
- c. *Submission of Candidates.* The University shall submit the names of the students to the designated representative of the Site within ample time for the Site to interview the student prior to the practicum.
- d. *Policies of Agency.* The University will review with each student, prior to the practicum assignment any and all applicable policies, codes, or confidentiality issues related to the practicum experience. The Site will provide the University with the applicable information in advance of the student being matched with the agency.
- e. *Advising Students of Rights and Responsibilities.* The University will be responsible for advising students of their responsibilities under this Agreement. All students shall be advised of their obligations to abide by the policies and procedures of the Site and should any student fail to abide by any policy and/or procedure, they may be removed from the practicum.
- f. *Clearances.* The University will require its students to obtain child abuse and criminal record clearances prior to the student's acceptance into the field program. Students will be required to update their criminal background checks and child abuse clearances if requested by the Site. The

University will also require its students who are participating in practicum to comply with the health status requirements of the Site, including but not limited to, physical examinations, vaccinations and health screening requirements for tuberculosis, hepatitis B and measles. Proof of compliance must be presented prior to the practicum.

- g. *Education for the Field.* The University shall provide an on-going educational forum for supervisors that is focused upon issues related to student development and the field practice experience.
- h. *Removal of Students.* The University is responsible for insuring that its students are meeting their educational goals at the Site. If the University determines that a student's educational needs are not being met or they are not receiving field instruction by a qualified professional, the University in consultation with the Site will remove the student from the Site.
 - i. *Professional Liability Insurance.* Students shall be responsible for procuring professional liability insurance at their own expense. The limits of the policy shall be a minimum of \$1,000,000.00 per claim and an aggregate of \$3,000,000.00 per occurrence. This policy must remain in full force and effect for the duration of the practicum.

The Site understands that as an Agency of the Commonwealth, the University is prohibited from purchasing insurance. As a public university and state instrumentality there is no statutory authority to purchase insurance and it does not possess insurance documentation. Instead, it participates in the Commonwealth's Tort Claims Self-Insurance Program administered by the Bureau of Risk and Insurance Management of the Pennsylvania Department of General Services. This program covers Commonwealth/ University-owned property, employees and officials acting within the scope of their employment, and claims arising out of the University's performance under this Agreement, subject to the provisions of the Tort Claims act, 42 Pa. C.S.A. §§ 8521, *et seq.*

II. DUTIES AND RESPONSIBILITIES OF THE AGENCY

- a. *Student Participation in Site.* The Site agrees to allow a mutually agreed upon number of students of the University to participate in a field practice experience. The Site is encouraged to interview the student interns prior to accepting them for an practicum at the Site. The Site agrees that the students selected for the program will be permitted to participate at dates and times mutually agreeable between the Site and the University.
- b. *Client Care/Administration.* The Site will have sole authority and control over all aspects of client services. The Site will be responsible for and retain control over the organization, operation and financing of its services.
- c. *Driving Clients.* Clients can not be driven by the student in his/her car unless the field practicum site has made arrangements to assume liability should an incident occur. Whenever possible it would be preferred that the student uses a vehicle owned by the Site when transporting clients.
- d. *Removal of Noncompliant Student.* The Site shall have the authority to terminate the practicum at the Site of a student who fails to comply with Site policies and procedures. The Site agrees to facilitate the termination process in conjunction with the responsible University Faculty Liaison or the Director of Field Practice.
- e. *Emergency Medical Care of Students.* The Site may provide to the Students, to the extent possible, first aid for any injuries or illness that may occur while the student is at the agency. However, the Site assumes no responsibility, financial or otherwise, beyond the initial first aid.

- f. *Designation of Representative.* The Site shall designate a person to serve as a liaison between parties who will meet periodically with representatives of the University in order to discuss, plan and evaluate the field practice experiences of the students.
- g. *Supervising of Students.* The Site shall provide a field instructor who will monitor the student's activities during the practicum. The Site will provide an opportunity for the student to engage in direct social work practice by the second week of the student field experience. The field instructor will provide one and one half (1.5) hours each week of direct supervision with the social work student intern.
- h. *Reporting of Student Progress.* The Site shall provide all reasonable information requested by the University on a student's work performance. The Site will provide, in writing, a mid-semester and final evaluation, of the student intern. Evaluations will be completed and returned according to any reasonable schedule provided by the University.
- i. *Changes in Assignment.* The Site will, as soon as practical, advise the University of any changes in student assignments. If additional social work programs exist within the agency, the Site should devise ways for the coordination of all programs so that all students may have the maximum benefit of the learning experience.
- j. *Rules and Policies.* The Site will provide the University, at least two weeks in advance of the practicum, all-relevant rules, regulations and policies of the Site that may impact the student field experience. The Site, when necessary, shall have the responsibility of updating this information.
- k. *Facilities.* The Site will provide dedicated space to the student.
- l. *Student Records.* The Site shall protect the confidentiality of student records as dictated by the Family Educational Rights and Privacy Act (FERPA) and shall release no information absent written consent of the student unless required to do so by law or as dictated by the terms of this Agreement.

III. MUTUAL TERMS AND CONDITIONS

- a. *Terms of Agreement.* The term of this Agreement shall not exceed a period of five years from the date of execution.
- b. *Termination of Agreement.* The University or the Site may terminate this Agreement for any reason with ninety (90) days notice. Either party may terminate this Agreement prior to the completion of an academic semester, all students enrolled at that time may continue their educational experience until it would have been concluded absent the termination.
- c. *Nondiscrimination.* The parties agree to continue their respective policies of nondiscrimination based on Title VI of the Civil Rights Act of 1964 in regard to sex, age, race, color, creed, and national origin, Title IX of the Education Amendments of 1972 and other applicable laws, as well as the provisions of the American with Disabilities Act. The Site agrees to cooperate with the University in its investigation of claims of discrimination or harassment. The Site shall report any incident in which a student is the victim of sexual assault, dating violence, domestic violence, stalking or sexual harassment to the University Title IX Coordinator, Lynn Klingensmith at 610-436-2433.
- d. *Interpretation of the Agreement.* The laws of the Commonwealth of Pennsylvania shall govern this Agreement.

- e. *Modification of Agreement.* This Agreement shall only be modified in writing with the same formality as the original Agreement.
- f. *Relationship of Parties.* The relationship between the parties to this Agreement to each other is that of independent contractors. The relationship of the parties to this contract to each other shall not be construed to constitute a partnership, joint venture or any other relationship, other than that of independent contractors.
- g. *Liability.* Neither of the parties shall assume any liabilities to each other. As to liability to each other or death to persons, or damages to property, the parties do not waive any defense as a result of entering into this contract. This provision shall not be construed to limit the Commonwealth's rights, claims or defenses which arise as a matter of law pursuant to any provisions of this contract. This provision shall not be construed to limit the sovereign immunity of the Commonwealth or of the State System of Higher Education or the University.
- h. *Entire Agreement.* This Agreement represents the entire understanding between the parties. No other prior or contemporaneous oral or written understandings or promises exist in regards to this relationship.

IN WITNESS WHEREOF, the authorized representatives (of the parties have) executed this Agreement as of the date previously indicated.

West Chester University

Site Name (Print)

University Authorized Signature

Address

Print Name/Title

City, State, Zip Code

University Authorized Signature

Email

Christine Siegl
Director of Academic Contracts

Phone number

Site Authorized Signature

Print Name/Title

WEST CHESTER UNIVERSITY - DEPARTMENT OF SOCIAL WORK
FIELD INSTRUCTOR APPLICATION

Name:	First Name	Middle Initial	Last Name	(Maiden Name (if applicable))	
Title/Position:	Title/Position				
Work Phone:	Work Phone	Other Phone:	Other Phone	E-mail Address:	Email Address

Starting with the MOST RECENT, list degrees received:

Degree	College/University	Year Graduated
Click or tap here to enter text.	Click or tap here to enter text.	Date
Click or tap here to enter text.	Click or tap here to enter text.	Date
Click or tap here to enter text.	Click or tap here to enter text.	Date

List Licenses and Certificates received:

License/Certificate	Issue by	Year Issued
Click or tap here to enter text.	Click or tap here to enter text.	Date
Click or tap here to enter text.	Click or tap here to enter text.	Date

Name of Site Agency and Department:	Name of Site Agency	- Name of Department		
Site Address:	Street Address	City	State	Zip

If you have your BSW or MSW degrees, please complete this section:

1. Please indicate which level of social work education you have completed: BSW MSW
2. Do you have 2 or more years work experience in social work since the completion of the degree indicated above? Yes No
3. If no, how many years prior to the completion of the degree indicated above have you worked in social services? Enter number of years here years.

If you do not have a degree in social work, please complete this section:

1. What is your highest level of education?
 Baccalaureate Graduate Certificate Master's PhD or Doctorate Other Other
2. In what field of study is the degree indicated above? Major or field of study

Supervisory Experience (for all applicants, regardless of education):

1. Have you previously attended SIFI (Supervisory Instruction for Field Instructors) at West Chester University or another institution? Yes No
2. How many students have you supervised in the past?
BSW* Students # MSW* Students # Other Students: Students' area of studies
*The Council of Social Work Education requires that MSW students are supervised by Field Instructors who have a MSW degree. BSW students may be supervised by Field Instructors who have a BSW or MSW.

****Due to CSWE policies, we need to have record of verification of your degree. Please attach photocopies of:
--

Current resume

Thank you for your partnership with West Chester University in developing the next generation of social workers!

Your Full Name, Title

Name, Title

Signature:

Date:

For Administrative Use Only:

Date of most recent update:

SharePoint:

Access:

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ORIENTATION CHECKLIST FOR SOCIAL WORK FIELD STUDENTS
West Chester University
Undergraduate Social Work Program

Agency Overview

- Agency history, mission, and goals
- Tour of agency – Introduction to staff
- Services provided
- Organizational structure and role of social workers
- Role of the agency in relation to the community and its resources, referrals
- Clientele agency serves
- Security and/or safety procedures and protocol, badges
- Policy & Procedure Manuals, Code of Conduct, Regulations

Agency Policies and Protocols

- Office procedures, work space, supplies, and provisions
- Telephone and communication/computer utilization
- Intake/admissions/eligibility policy and procedures
- Dress code
- Parking details
- Reimbursement policies and procedures
- Times and dates of unit and/or agency meetings
- Documentation and maintenance of records
- Agency Forms
- Confidentiality issues
- Client fees/payment schedule
- Emergency contacts and protocol
- Consumer rights and grievance policy
- Child or elder abuse reporting protocol
- Work schedule, including lunch and breaks
- Jargon and terms used by agency
- Agency policy regarding sexual harassment
- Agency policy regarding HIPPA

Field Instructor/Student Responsibilities

- Expectations, availability, style, and schedule for supervision
- Student expectations, roles, responsibilities
- Use of computer and/or client management system
- Student identification to clients
- Expectations if student needs to call out due to illness and/or an emergency
- Agency training or staff development opportunities
- Student's personal safety issues and concerns and strategies to deal with them
- Guidelines for assignments and deadlines
- Overview of vision for the placement and working relationship

**West Chester University
Undergraduate Social Work Department
Incident Report Related to Field**

Student Name: _____ Date of report _____

Field Agency _____

Field Instructors _____

Field Liaison _____

Date and time of incident: _____

Location: _____

What happened (description by student and others involved):

Actions and outcomes (e.g., injuries, hospitalization, damage to property, use of restraints, police action):

Follow-up plan (debriefing / counseling / university protocol):

Follow-up plan for agency and school review and potential policy revisions:

Student Signature:

Field Instructor Signature:

Field Director Signature:

Source: Lyter, S.C. (2015). Safety and risk management. In Hunter, C.A., Moen, J.K., & Raskin, M. (Eds), Social work field directors: Foundations for excellence. Chicago, IL; Lyceum Books, Inc.

Social work practice is embedded in the profession's Code of Ethics. Students are introduced to the Code of Ethics in Introduction to Generalist Practice and revisit and learn to integrate these standards of ethical behavior in all subsequent social work courses. The NASW Code of Ethics is below.

Code of Ethics
of the National Association of Social Workers

Approved by the 1996 NASW Delegate Assembly and [revised by the 2017 NASW Delegate Assembly](#)

The 2017 NASW Delegate Assembly approved the following revisions to the NASW Code of Ethics:

Preamble

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

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

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

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

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

Purpose of the NASW Code of Ethics

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

The *NASW Code of Ethics* serves six purposes:

1. The Code identifies core values on which social work's mission is based.
2. The *Code* summarizes broad ethical principles that reflect the profession's core values and establishes a set of specific ethical standards that should be used to guide social work practice.
3. The *Code* is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.

4. The *Code* provides ethical standards to which the general public can hold the social work profession accountable.
5. The *Code* socializes practitioners new to the field to social work's mission, values, ethical principles, and ethical standards.
6. The *Code* articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members. * In subscribing to this *Code*, social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

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

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

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

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

Instances may arise when social workers' ethical obligations conflict with agency policies or relevant laws or regulations. When such conflicts occur, social workers must make a responsible effort to resolve the conflict in a manner that is consistent with the values, principles, and standards expressed in this *Code*. If a reasonable resolution of the conflict does not appear possible, social workers should seek proper consultation before making a decision.

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

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

With growth in the use of communication technology in various aspects of social work practice, social workers need to be aware of the unique challenges that may arise in relation to the maintenance of confidentiality, informed consent, professional boundaries, professional competence, record keeping, and other ethical considerations. In general, all ethical standards in this *Code of Ethics* are applicable to interactions, relationships, or communications, whether they occur in person or with the use of technology. For the purposes of this *Code*, “technology-assisted social work services” include any social work services that involve the use of computers, mobile or landline telephones, tablets, video technology, or other electronic or digital technologies; this includes the use of various electronic or digital platforms, such as the Internet, online social media, chat rooms, text messaging, e-mail, and emerging digital applications. Technology-assisted social work services encompass all aspects of social work practice, including psychotherapy; individual, family, or group counseling; community organization; administration advocacy; mediation; education; supervision; research; evaluation; and other social work services. Social workers should keep apprised of emerging technological developments that may be used in social work practice and how various ethical standards apply to them.

Ethical Principles

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

Value: Service

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

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

Value: Social Justice

Ethical Principle: *Social workers challenge social injustice.*

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

Value: Dignity and Worth of the Person

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

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

Value: Importance of Human Relationships

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

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

Value: Integrity

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

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

Value: Competence

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

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

Ethical Standards

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

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

1. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO CLIENTS

1.01 Commitment to Clients

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

1.02 Self-Determination

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

1.03 Informed Consent

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

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

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

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

(e) Social workers should discuss with clients the social workers' policies concerning the use of technology in the provision of professional services.

(f) Social workers who use technology to provide social work services should obtain informed consent from the individuals using these services during the initial screening or interview and prior initiating services. Social workers should assess clients' capacity to provide informed consent and, when using technology to communicate, verify the identity and location of clients.

(g) Social workers who use technology to provide social work services should assess the clients' suitability and capacity for electronic and remote services. Social workers should consider the clients' intellectual, emotional, and physical ability to

use technology to receive services and the clients' ability to understand the potential benefits, risks, and limitations of such services. If clients do not wish to use services provided through technology, social workers should help them identify alternate methods of service.

(h) Social workers should obtain clients' informed consent before making audio or video recordings of clients or permitting observation of service provision by a third party.

(i) Social workers should obtain client consent before conducting an electronic search on the client. Exceptions may arise when the search is for purposes of protecting the client or other people from serious, foreseeable, and imminent harm, or for other compelling professional reasons.

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.

(d) Social workers who use technology in the provision of social work services should ensure that they have the necessary knowledge and skills to provide such services in a competent manner. This includes an understanding of the special communication challenges when using technology and the ability to implement strategies to address these challenges.

1.05 Cultural Awareness and Social Diversity

(a) Social workers should understand culture and its function in human behavior and society, recognizing the strengths that exist in all cultures.

(b) Social workers should have a knowledge base of their clients' cultures and be able to demonstrate competence in the provision of services that are sensitive to clients' cultures and to differences among people and cultural groups.

(c) Social workers should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical disability.

(d) Social workers who provide electronic social work services should be aware of cultural and socioeconomic differences among clients and how they may use electronic technology. Social workers should assess cultural, environmental, economic, mental or physical ability, linguistic, and other issues that may affect the delivery or use of these services.

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.

(e) Social workers should avoid communication with clients using technology (such as social networking sites, online chats, e-mail, text messages, telephone, and video) for personal non-work related purposes.

(f) Social workers should be aware that posting personal information on professional Web sites or other media might cause boundary confusion, inappropriate dual relationships, or harm to clients.

(h) Social workers should avoid accepting requests from or engaging in personal relationships with clients on social networking sites or other electronic media to prevent boundary confusion, inappropriate dual relationships, or harm to clients.

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 reasonable steps to protect the confidentiality of electronic communications, including information provided to clients or third parties. Social workers should use applicable safeguards (such as encryption, firewalls, and passwords) when using electronic communications such as e-mail, online posts, online chat sessions, mobile communication, and text messages.

(n) Social workers should develop and disclose policies and procedures for notifying clients of any breach of confidential information in a timely manner. I

(o) In the event of unauthorized access to client records or information, including any unauthorized access to the coal worker's electronic communication or storage systems, social workers should inform clients of such disclosures, consistent with applicable laws and professional standards. (p) Social workers should develop and inform clients about their policies, consistent with prevailing social work ethical standards, on the use of electronic technology, including Internet-based search engines, to gather information about clients.

(q) Social workers should avoid searching or gathering client information electronically unless there are compelling professional reasons, and when appropriate, with the client's informed consent.(r) Social workers should avoid posting any identifying or confidential information about clients on professional websites or other forms of social media.

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

(t) Social workers should take reasonable precautions to protect clients' confidentiality and is consistent with applicable laws governing records and social work licensure.

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

(v) 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.

(w) Social workers should protect the confidentiality of deceased clients consistent with the proceeding 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) Social workers should develop and inform clients about their policies, consistent with prevailing social work ethical standards, on the use of technology to provide clients with access to their records.

(c) 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 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 other services are 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.

1.17 Termination of Services

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

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

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

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

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

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

2. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO COLLEAGUES

2.01 Respect

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

(b) Social workers should avoid unwarranted negative criticism of colleagues in communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues' level of competence or to individuals' attributes such as race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical disability.

(c) Social workers should cooperate with social work colleagues and with colleagues of other professions when such cooperation serves the wellbeing of clients.

2.02 Confidentiality

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

2.03 Interdisciplinary Collaboration

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

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

2.04 Disputes Involving Colleagues

- (a) Social workers should not take advantage of a dispute between a colleague and an employer to obtain a position or otherwise advance the social workers' own interests.
- (b) Social workers should not exploit clients in disputes with colleagues or engage clients in any inappropriate discussion of conflicts between social workers and their colleagues.

2.05 Consultation

- (a) Social workers should seek the advice and counsel of colleagues whenever such consultation is in the best interests of clients.
- (b) Social workers should keep themselves informed about colleagues' areas of expertise and competencies. Social workers should seek consultation only from colleagues who have demonstrated knowledge, expertise, and competence related to the subject of the consultation.
- (c) When consulting with colleagues about clients, social workers should disclose the least amount of information necessary to achieve the purposes of the consultation.

2.06 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.

2.07 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.

2.08 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.

2.09 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.

2.10 Unethical Conduct of Colleagues

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

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

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

3. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES IN PRACTICE SETTINGS

3.01 Supervision and Consultation

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

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

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

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

3.02 Education and Training

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

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

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

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

3.03 Performance Evaluation

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

3.04 Client Records

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

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

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

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

3.05 Billing

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

3.06 Client Transfer

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

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

3.07 Administration

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

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

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

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

3.08 Continuing Education and Staff Development

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

3.09 Commitments to Employers

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

(b) Social workers should work to improve employing agencies' policies and procedures and the efficiency and effectiveness of their services.

(c) Social workers should take reasonable steps to ensure that employers are aware of social workers' ethical obligations as set forth in the *NASW Code of Ethics* and of the implications of those obligations for social work practice.

(d) Social workers should not allow an employing organization's policies, procedures, regulations, or administrative orders to interfere with their ethical practice of social work. Social workers should take reasonable steps to ensure that their employing organizations' practices are consistent with the *NASW Code of Ethics*.

(e) Social workers should act to prevent and eliminate discrimination in the employing organization's work assignments and in its employment policies and practices.

(f) Social workers should accept employment or arrange student field placements only in organizations that exercise fair personnel practices.

(g) Social workers should be diligent stewards of the resources of their employing organizations, wisely conserving funds where appropriate and never misappropriating funds or using them for unintended purposes.

3.10 Labor Management Disputes

(a) Social workers may engage in organized action, including the formation of and participation in labor unions, to improve services to clients and working conditions.

(b) The actions of social workers who are involved in labor/management disputes, job actions, or labor strikes should be guided by the profession's values, ethical principles, and ethical standards. Reasonable differences of opinion exist among social workers concerning their primary obligation as professionals during an actual or threatened labor strike or job action.

Social workers should carefully examine relevant issues and their possible impact on clients before deciding on a course of action.

4. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES AS PROFESSIONALS

4.01 Competence

(a) Social workers should accept responsibility or employment only on the basis of existing competence or the intention to acquire the necessary competence.

(b) Social workers should strive to become and remain proficient in professional practice and the performance of professional functions. Social workers should critically examine and keep current with emerging knowledge relevant to social work. Social workers should routinely review the professional literature and participate in continuing education relevant to social work practice and social work ethics.

(c) Social workers should base practice on recognized knowledge, including empirically based knowledge, relevant to social work and social work ethics.

4.02 Discrimination

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

4.03 Private Conduct

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

4.04 Dishonesty, Fraud, and Deception

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

4.05 Impairment

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

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

4.06 Misrepresentation

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

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

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

4.07 Solicitations

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

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

4.08 Acknowledging Credit

(a) Social workers should take responsibility and credit, including authorship credit, only for work they have actually performed and to which they have contributed.

(b) Social workers should honestly acknowledge the work of and the contributions made by others.

5. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO THE SOCIAL WORK PROFESSION

5.01 Integrity of the Profession

(a) Social workers should work toward the maintenance and promotion of high standards of practice.

(b) Social workers should uphold and advance the values, ethics, knowledge, and mission of the profession. Social workers should protect, enhance, and improve the integrity of the profession through appropriate study and research, active discussion, and responsible criticism of the profession.

(c) Social workers should contribute time and professional expertise to activities that promote respect for the value, integrity, and competence of the social work profession. These activities may include teaching, research, consultation, service, legislative testimony, presentations in the community, and participation in their professional organizations.

(d) Social workers should contribute to the knowledge base of social work and share with colleagues their knowledge related to practice, research, and ethics. Social workers should seek to contribute to the profession's literature and to share their knowledge at professional meetings and conferences.

(e) Social workers should act to prevent the unauthorized and unqualified practice of social work.

5.02 Evaluation and Research

(a) Social workers should monitor and evaluate policies, the implementation of programs, and practice interventions.

(b) Social workers should promote and facilitate evaluation and research to contribute to the development of knowledge.

(c) Social workers should critically examine and keep current with emerging knowledge relevant to social work and fully use evaluation and research evidence in their professional practice.

(d) Social workers engaged in evaluation or research should carefully consider possible consequences and should follow guidelines developed for the protection of evaluation and research participants. Appropriate institutional review boards should be consulted.

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

(f) When using electronic technology to facilitate evaluation or research, social workers should ensure that participants provide informed consent for the use of such technology. Social workers should assess whether participants are able to use the technology and, when appropriate, offer reasonable alternatives to participate in the evaluation or research.

(g) 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.

(h) 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.

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

- (j) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.
- (k) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.
- (l) 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.
- (m) 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.
- (n) Social workers who report evaluation and research results should protect participants' confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.
- (o) 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.
- (p) 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.
- (q) Social workers should educate themselves, their students, and their colleagues about responsible research practices.

6. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO THE BROADER SOCIETY

6.01 Social Welfare

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

6.02 Public Participation

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

6.03 Public Emergencies

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

6.04 Social and Political Action

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

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

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

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

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.

July 2015

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.

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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.

Competency-Based Education

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.

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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.

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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.

Implicit Curriculum

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.

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.

* 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.

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.



Assessment

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.

SOCIAL WORK DEPARTMENT FACULTY AND STAFF

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ATTENTION ALL STUDENTS.....FOR YOUR INFORMATION

Please note: The Undergraduate Department of Social Work is located in 114 W. Rosedale Avenue. The Philadelphia campus is located at 701 Market Street on the concourse level.

TELEPHONE: Faculty office extensions are listed in this handbook and in this document. When calling, after the third ring, an answering service should pick up the line if the faculty member does not answer. If you need to talk with someone answer, please call 610-436-2527. The secretary may not always be at the desk, but will distribute your message and/or get back to you as soon as possible. When you are calling about an absence from class, please call the faculty members number directly. Except for the Chairperson, each faculty member keeps their own appointments.

LOUNGES: Sitting areas are located in hallway areas. A small eating area, and sink are in the kitchen area outside the student lab on both campuses. Please help us to keep them clean!

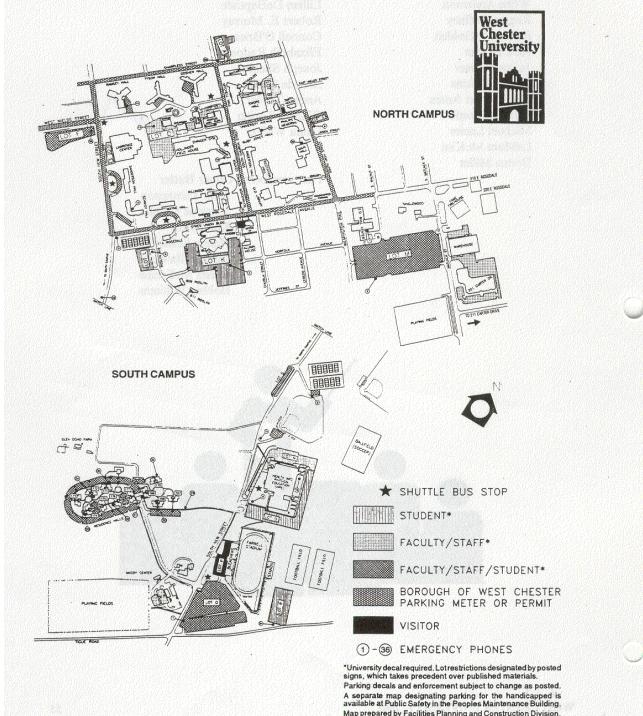
STUDENT FILES: Student official files are located on both campuses in the main offices. You may have access to these at any time upon request of the chairperson and/or department secretary, but you may not take them out of the office or remove information. If you want something removed from your file, please speak with the department chairperson. Please check your files periodically to make sure all materials are in order and your most current address/phone is included in your file. We ask that each student place a name and number of a contact person in case of emergency in the official student file.

COMPUTER LABS AND RESOURCE ROOMS: The Social Work Department has three computers and one printer for student use at the West Chester campus. The PASSHE-Philadelphia campus has two computer labs.

SMOKING: Students may smoke outside in the back of the building.

COPY MACHINE: Students have access to a copy machine located in the in the Frances Harvey Green Library on North Campus and in Sykes Student Union. There is no copy machine at the Philadelphia site for students to use at this time. Officers of the Social Work student organizations are supplied a code to use the administrative copy machine for club/organization business only.

Campus Map



CALENDARS

Field Education Calendar

FALL 2018

DATE	ACTIVITY	TIME	LOCATION
August 20, 2018	Field Orientation – Philly Campus	8:30-12:00	PASSHE Center City
August 27, 2018	Classes begin at WCU		
August 27, 2018	First day of field		
August 28, 2018	Field Orientation – West Chester	8:30-12:00	Graduate Center
August 30, 2018	First day of field for seniors		Agency Site
September 3, 2018	No classes - Labor Day		
September 14, 2018	Seminars in Field Instruction	9:00-4:00	Graduate Center and PASSHE Center City
September 17, 2018	Learning Contract Due		
October 1, 2018	Time Sheets Due		
October 3, 2018	Workshop – “I am Little Red”	10:30-12:30	Sykes Theater
October 12, 2018	Seminars in Field Instruction	9:00-12:00	PASSHE Center City
October 15, 2018	Mid-Semester Review Due		Graduate Center and PASSHE Center City
October 24, 2018	CWEB meeting		
	Current Students	12:00-12:30	Sykes 210
	Interested Students	12:30-1:00	Sykes 210
November 16, 2018	Seminars in Field Instruction	9:00-12:00	Graduate Center and PASSHE Center City
November 5, 2018	Time Sheets Due		
November 19-25, 2018	Fall/Thanksgiving Break (No classes)		

December 14, 2018	Seminars in Field Instruction	9:00-12:00	Graduate Center and PASSHE Center City
December 10, 2018	Last day of Classes		
December 10, 2018	Final Evaluations Due		
December 13, 2018	Last day of Field		
December 14, 2018	Time Sheets Due		

SPRING 2019

January 11, 2019	Seminars in Field Instruction	9:00-12:00	Graduate Center and PASSHE Center City
January 21, 2019	Martin Luther King Day (University closed)		
January 22, 2019	Classes begin		
January 22, 2019	Seniors start back in field		
January 22, 2019	Junior Preparation for Field	8:30-12:00	Graduate Center
January 22, 2019	Junior Field Orientation	1:00-4:00	Graduate Center
January 24, 2019	First Day of Field for Juniors		
January 25, 2019	MLK BSW Community Event		
February 8, 2019	Seminars in Field Instruction	9:00-12:00	TBA Graduate Center and PASSHE Center City
February 11, 2019	Learning Contracts Due – Seniors		
February 18, 2019	Learning Contracts Due – Juniors		
March 2019	Social Work Month		
March 4, 2019	Mid-Semester Review Due (Seniors and Juniors)		
March 11-17, 2019	Spring Break (No classes and field)		
April 22, 2019	Final Evaluations Due (Seniors and Juniors)		
May 1, 2019	Field Instructor's Appreciation Breakfast	8:30-11:30	Philadelphia - TBA
May 2, 2019	Field Instructor's Appreciation Breakfast	8:30-11:30	Penn Oaks Golf Club
May 2, 2019	Last day of Field		
May 6, 2019	Last day of Class		
May 10, 2019	Senior Recognition Event	3:00-6:00 pm	Sykes Ballrooms
May 11/12, 2019	Commencement		

Undergraduate Social Work Department / Fall 2018 Calendar

WC Campus Social Work Club Meeting every other Wednesday, 12-12:50pm, Sykes 254

WC Campus Student-Faculty Meeting 1st Wednesday of month, 12-12:50, Sykes 254

Date	Activity/Event	Time	Location
AUGUST			
August 20 (M)	Field Supervisors Orientation	8-12pm	701 Market St.
August 21 (T)	New Student Orientation PHILLY BSW	5-8pm	701 Market St.
August 23(T)	Welcome Back - Team Retreat and Marathon Meeting	11-4pm	Graduate Center
August 21 (T)	New Student Orientation	5-8pm	701 Market St.
August 27 (M)	Classes Begin WCU Main Campus and Philadelphia		
August 28 (T)	Field Instructor Orientation	8:30-12pm	Graduate Center
August 30 (W)	First Day of Field—Seniors		
SEPTEMBER			

September 3 (M)	No Classes – Labor Day		
September 5 (W)	Welcome Back Student Orientation (WC) and Social Work Clubs Meeting	12-12:50pm	114 Rosedale Ave.
September 8 (F)	Student Leadership Retreat WC Campus	2-4pm	114 Rosedale Ave
September 11 (W)	Departmental Meeting (ALL) *Site-specific Faculty/Staff meetings can take place after Full-Team meeting has concluded	9:15-10:45	Sykes 257
September 14 (F)	Seminars in Field Instruction	9-4pm	Graduate Center and PASSHE Center City
September 12-14 (W-F)	PAUSWE Conference	All Day	Kalahari Resort, Pocono Manor, PA
September 14 (F)	SuperMoms of WCU present “Selfcare Isn’t Selfish”	6:00-8:30pm	Sykes 252A&B
September – Alternate with clubs on Wednesdays	Social Work Clubs Meetings -Supermom’s of WCU -Phi Alpha -ABSW	12:00pm-12:50pm	Sykes 254
September 19 (W)	Social Work Club Orientation – Meet the Social Work Club Board	12pm – 12:50pm	Sykes 252
September 19 (W)	The Global Mental Health Alliance: We’re All A Little ‘Crazy’	7:00-9:00pm	Sykes Student Union
September 25	Assessment Meeting – All Faculty	9:15-10:45	257 Sykes
September 27-28	Latina/o Communities Conference	8-5 daily	WCU MC Sykes Student Union

OCTOBER

October 1 (M)	Candidacy Applications and Field Materials Due		
October 3 (W)	Workshop – “I am Little Red”	10:30-12:30pm	Sykes Theater
October 5 (F)	QPR Suicide Prevention Training	TBD	TBD
October 7 (Sunday)	American Foundation for Suicide Prevention Out of the Darkness Community Walk **Registration is free – donations welcome! Event contingent on student interest!	Check-in 6:30am – Walk 7:30-11am	Philadelphia Art Museum
October 9 (T)	Departmental Meeting (ALL) *Site-specific Faculty/Staff meetings can take place after Full-Team meeting has concluded	9:15-10:45am	Sykes 257
October 10 (W) NOTE Date Change	Social Work Club – Student –Faculty Meeting (WC)	12:00-12:50pm	Sykes 254
October 12 (F)	Seminars in Field Instruction	9:00 – 12:00	Graduate Center and PASSHE Center City
October 12-14	WCU Family Weekend	All day	WCU Various Campus Locations
October 15 (M)	Mid-Term Evaluation Due		
October 23 (T)	Last day to drop a course		

October 24 (W)	CWEB Meeting -Session 1 Current Students: 12:00-12:30pm -Session 2 Interested Students: 12:30-1:00pm	Session 1: Current Students Session 2: Interested Students	Sykes 210
NOVEMBER			
November 7 (W)	Social Work Club – Talk With Social Work Department Faculty	12-12:50pm	Sykes 254
November 7-11 (W-S)	CSWE Conference	7:30-9:00pm	Orlando, FL
November 7 (W)	Phi Alpha Alumni Panel	7:30-9:00pm	BPMB Room 212
November 10 (Sat)	Chester County Color 5K *Registration is \$30 (price increases after September 30 th) Event contingent on student interest!	9am start	Everhart Park, West Chester
November 13 (T)	Department Meeting (ALL) – Focus on Review of Senior Students and Final Edits of Self-Study *Site-specific Faculty/Staff meetings can take place after Full-Team meeting has concluded	9:15-10:45am	Sykes 257
November 19-25 (M-S)	No Classes – Winter Break		
DECEMBER			
December 5 (W)	Student-Faculty Meeting	12:00-12:50pm	Sykes 254
December 10 (M)	Last Day of Classes WCU SIP Proposal Presentations / WC and PHL Seniors		
December 10 (M)	Last Day of Field		
December 11 (T)	Department Meeting (ALL) *Site-specific Faculty/Staff meetings can take place after Full-Team meeting has concluded	09:15-10:45am	Sykes 257
December	Graduation		Hollinger

Spring 2019

March is Social Work Month; Social Work Day at the United Nations in March (TBA)

Date	Activity/Event	Time	Location
JANUARY 2019			
January 11 (F)	Seminars in Field Instruction	9:00-12:00pm	Graduate Center and PASSHE Center City
January 21 (M)	Martin Luther King Day (University Closed)		
January 22 (T)	Classes Begin WCU; First Day of Field Seniors		
January 22 (T)	Seniors start back in field		
January 22 (T)	Junior Preparation for Field	8:30 – 12:00 pm	Graduate Center
January 22 (T)	Junior Field Orientation	1:00 4:00 pm	Graduate Center
January 24 (R)	First Day of Field for Juniors		
January 25 (F)	MLK BSW community event (WC/PHL) Details: TBA – SYK 252 reserved from 12-4pm w/WC students		
January 22-30	Add/Drop Week		
FEBRUARY 2019			
February 6 (W)	Student –Faculty Meeting WC	12 - 12:50pm	Sykes 254
February 8 (F)	Seminars in Field Instructions	9-12:00pm	Graduate Center and PASSHE Center City

February 12 (T)	Department Meeting/Student Review	9:00-11:00am	Sykes 257
MARCH 2019			
March 1-31	Social Work Month		
March 4 (M)	Mid Semester Review Due (Seniors and Juniors)		
March 6 (W)	Student-Faculty Meeting WC	12-12:50pm	Sykes 254
March 11-17 (M-Su)	Spring Break (No classes and no Field)		
Mar 13-17 (W-Su)	BPD Conference, Jacksonville, Florida		
March 19 (T)	Department Meeting	9:15am – 10:45am	Sykes 257
APRIL 2019			
April	Phi Alpha Inductions Ceremony	TBA	TBA
April	NASW-PA Legislative Lobby Day, Harrisburg, PA		
April 3 (W)	Student-Faculty Meeting WC	12-12:50pm	Sykes 115 (NOTE CHANGE IN RM)
April 9 (T)	Department Meeting	9:15am- 10:45am	Sykes 257
April 22 (M)	Final Evaluations Due (Seniors and Juniors)		
MAY 2019			
May 1 (W)	Field Instructor's Appreciation Breakfast	8:30 – 11:30am	Philadelphia, TBA
May 1 (W) NOTE DATE CHANGE	End of Year Student/Department CELEBRATION!	12:00- 12:50pm	TBD
May 2 (R)	Field Instructor's Appreciation Breakfast	8:30 – 11:30am	Penn Oaks Golf Club
May 2 (R)	Last day of Field		
May 5-11 (T-S)	Final Exams Week		
May 6 (M)	Last Day of Classes		
May 9 (R)	Senior Recognition Event Philadelphia	TBD	TBD
May 10 (F)	Senior Recognition Event WC	3:00 – 6:00 pm	Sykes Ballrooms
May 11 (S)	Commencement	12:30pm	Asplundh Concert Hall
May 14 (T)	Advisory Board Meeting	8:30-10:30am	TBD
May 14 (T)	Department Meeting	11am-4pm	TBD
	Social Services Career Fair?	3-5:30pm	Sykes
March (M)	Social Work Month Event WC?	1-4pm	
March (M or TH)	Social Work Month Event Philly?	4-7pm	

*Please note additional activities are added to the calendar throughout the academic year. For more up-to-date details, please attend the monthly student-faculty meeting.

*Dates and times are subject to change.

[ADA Classroom Modification Appeals Procedure](#)

[Policy on Disruptive Behavior](#)