It is the policy of Widener University not to discriminate on the basis of sex, age, race, national origin or ethnicity, religion, disability, status as a veteran of the Vietnam era or other covered veteran, sexual orientation, gender identity, or marital status in its educational programs, admissions policies, employment practices, financial aid, or other school-administered programs or activities.

These policies are subject to alteration based upon programmatic and procedural changes.
TABLE OF CONTENTS

MISSION AND GOALS ............................................................................................................................... 3
  BSW Program Mission and Goals........................................................................................................... 3
  Program Goals ....................................................................................................................................... 3
  Program Objectives ............................................................................................................................. 3

COUNCIL ON SOCIAL WORK EDUCATION ACCREDITATION .............................................................. 4

BSW CURRICULUM .................................................................................................................................. 5
  Competencies and Core Practice Behaviors ......................................................................................... 5
  BSW Course Requirements .................................................................................................................. 8
  BSW Curriculum Ladders .................................................................................................................... 9

BSW FIELD EDUCATION PROGRAM .................................................................................................... 13
  Field Curriculum ..................................................................................................................................... 13
    Field Roles and Responsibilities ........................................................................................................ 14
    The Learning Contract ..................................................................................................................... 17
    Operational Field Regulations and Guidelines .................................................................................. 18
    Field Placement Process ................................................................................................................... 19
    Field Placement at Worksite .............................................................................................................. 20
    Field Performance Probation and Termination ............................................................................... 21
    Field Probation with Continued Field Placement ........................................................................... 21
    Field Probation with Termination ..................................................................................................... 22
    Field Placement Terminated by Field Agency ................................................................................... 23
    Grievances about Social Work Field Issues ....................................................................................... 23

BSW STUDENT ASSESSMENT ................................................................................................................... 23

POLICIES AND PROCEDURES ............................................................................................................... 26
  Declaring the Social Work Major ......................................................................................................... 26
  Applying to the BSW Program .............................................................................................................. 26
  Academic Performance Standards for Admission and Retention ...................................................... 29

CODE OF PROFESSIONAL CONDUCT ............................................................................................... 32

COURSE REGISTRATION ......................................................................................................................... 33

ADVISEMENT .......................................................................................................................................... 33

STUDENT RIGHTS .................................................................................................................................. 34

DISCIPLINARY POLICY - BSW PROGRAM ............................................................................................. 35
  Academic Concerns ............................................................................................................................. 36
  Field Performance ............................................................................................................................... Error! Bookmark not defined.

VIOLATIONS OF PROFESSIONAL CODE OF ETHICS ...................................................................... 37

NON-ACADEMIC GROUNDS FOR TERMINATION AND DISMISSAL .................................................. 38

ACADEMIC AFFAIRS COMMITTEE ......................................................................................................... 39
  Responsibility of the Committee .......................................................................................................... 39
 Roles of Program Director, Committee Chair and Complainant(s) ..................................................... 39
initiating a Performance Review ........................................................................................................... 39
  Student Privacy and Confidentiality ..................................................................................................... 40
  Academic Affairs Procedures and Process ........................................................................................... 41
  Academic Affairs Meeting Agenda ....................................................................................................... 42
  Possible Outcomes of Performance Review .......................................................................................... 42

BSW PROGRAM STUDENT GRIEVANCE AND APPEALS PROCEDURES ........................................ 43
  Grievances About Academic Issues .................................................................................................... 43
  Grievances About Field Issues ............................................................................................................ 43
  Grievances About Non-academic Issues ............................................................................................. 43

WIDENER UNIVERSITY CODES OF CONDUCT ................................................................................. 45
  Violations of Student Code of Conduct ................................................................................................. 45
  Standards of Academic Integrity .......................................................................................................... 47
    Academic Integrity Statement ............................................................................................................. 47
  Definition of Violations of the Standards of Academic Integrity .......................................................... 48
  Statement on Plagiarism ........................................................................................................................ 48
  Definition of Plagiarism ........................................................................................................................ 48
Widener University

Widener is an innovative metropolitan university that combines academic quality with career preparation and a commitment to community service. A Widener education connects curricula to societal issues through civic engagement. Dynamic teaching, active scholarship, personal attention, and experiential learning are key components of the Widener experience.

For a complete description of the university’s mission, vision, and strategic goals, please see the Widener University homepage at http://www.widener.edu/about/vision.asp

Center for Social Work Education Mission
“Real world, real people, real practice”

Since 1975, the BSW program at Widener University’s Center for Social Work Education has been preparing social workers for entry level agency-based generalist social work practice with individuals, families, groups, organizations and communities. The BSW program implements its model of generalist social work practice through the core social work curriculum, field instruction and a range of service learning activities infused throughout the curriculum.

As a social work program within a Metropolitan University committed to civic engagement and community service, the mission of the Widener University’s BSW program is to prepare culturally competent generalist social workers who: are dedicated to the attainment of social and economic justice for the betterment of poor, vulnerable, and oppressed individuals, families, groups, and communities; demonstrate care and compassion for clients from diverse backgrounds; hold an unwavering belief in client strengths, client empowerment and the importance of the helping relationship; and use self-reflection and critical thinking in creating purposeful interventions informed by theory and evidence, by:

- Creating a supportive and nurturing academic environment that integrates dynamic classroom instruction and scientific inquiry with real world learning.
- Having a diverse faculty whose social work practice, research and community service experiences inform their teaching and inspire our students.
- Having students and faculty engage in community based research and community partnerships that strengthen disadvantaged individuals, families, organizations and communities while contributing to the knowledge base of the profession.
The BSW Program’s goals flow from the mission:

1. To prepare generalist social workers that can effectively deliver culturally competent strengths-based social work services to individuals, families, and groups from diverse client populations.
2. To create a nurturing and supportive learning environment that inspires students to be advocates for social change and a more just and equitable society.
3. To have faculty and students actively involved in community partnerships and civic engagement activities that promotes the well being of disadvantaged populations and communities.
4. To have faculty and students participate in the development and dissemination of knowledge for the profession.

The BSW Program’s mission and goals are based upon the themes of (1) agency-based generalist practice with diverse populations, (2) social justice, (3) community partnerships and civic engagements, (4) working with vulnerable and disadvantaged populations, and (5) contributing the knowledge based of the profession.

**Council on Social Work Education Accreditation**

The Council on Social Work Education accredits social work education programs at both the baccalaureate and master's levels. The BSW program and the MSW program at Widener are fully accredited by the Council on Social Work Education.

“The Council on Social Work Education (CSWE) uses the Educational Policy and Accreditation Standards (EPAS) to accredit baccalaureate- and master’s-level social work programs. EPAS supports academic excellence by establishing thresholds for professional competence. It permits programs to use traditional and emerging models of curriculum design by balancing requirements that promote comparability across programs with a level of flexibility that encourages programs to differentiate. EPAS describe four features of an integrated curriculum design: (1) program mission and goals; (2) explicit curriculum; (3) implicit curriculum; and (4) assessment. The Educational Policy and Accreditation Standards are conceptually linked. Educational Policy describes each curriculum feature. Accreditation Standards (*in italics*) are derived from the Educational Policy and specify the requirements used to develop and maintain an accredited social work program at the baccalaureate (B) or master’s (M) level.” ([http://www.cswe.org/File.aspx?id=13780](http://www.cswe.org/File.aspx?id=13780) taken from CSWE website 8/17/11.)

Widener University’s Center for Social Work Education embraces these standards and has used them as the basis for our curriculum. The following lists the Social Work Practice, Education, and Educational Policy and Accreditation Standards (EPAS, *see Appendix II*) of the Council for Social Work Education. Each policy is further developed through the use of Core Practice Behaviors (CPB).
BSW Curriculum

The program's curriculum and its goals reflect Widener University’s Mission and Strategic Plan (2001). Additionally, they are consistent with the Council on Social Work Education's Educational Policy Accreditation Standards (EPAS; see Appendix II for a complete version) for social work education. As such, the BSW curriculum is based on the CSWE Competencies and Core Practice Behaviors (CPBs) presented below. The program's goals are achieved by having students progress through a structured sequenced curriculum that combines classroom learning with experiential learning in both service learning community partner organizations and supervised field practica. Academic credit is not given, in part or in whole, for life experience and previous work experience. Enrollment in the social work practice courses beyond the introductory level is restricted to social work majors.

The BSW curricula include an integrated approach to exposure to the field through service learning opportunities. At each academic level, numerous courses include a service-learning requirement in order to bridge textbook learning with lived community exposure coupled with reflection-oriented assignments.

Core Competencies and Practice Behaviors

Educational Policy 2.1.1 – Identify as a professional social worker and conduct oneself accordingly.
- CPB1 – advocate for client access to the services of social work
- CBP2 – practice personal reflection and self-correction to assure continual professional development
- CPB3 – attend to professional roles and boundaries
- CPB4 – demonstrate professional demeanor in behavior, appearance, and communication
- CPB5 – engage in career-long learning and
- CPB6 – use supervision and consultation

Educational Policy 2.1.2 – Apply social work ethical principles to guide professional practice.
- CPB7 – recognize and manage personal values in a way that allows professional values to guide practice
- CPB9 – tolerate ambiguity in resolving ethical conflicts and
- CPB10 – apply strategies of ethical reasoning to arrive at principled decisions

Educational Policy 2.1.3 – Apply critical thinking to inform and communicate professional judgments.
• CPB11 – distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom
• CPB12 – analyze models of assessment, prevention, intervention, and evaluation and
• CPB13 – demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues

Educational Policy 2.1.4 – Engage diversity and difference in practice.
• CPB14 - Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power
• CPB15 – gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups
• CPB16 – recognize and communicate their understanding of the importance of difference in shaping life experiences and
• CPB17 – view themselves as learners and engage those with whom they work as informants

Educational Policy 2.1.5 – Advance human rights and social and economic justice.
• CPB18 – understand the forms and mechanisms of oppression and discrimination
• CPB19 – advocate for human rights and social and economic justice and
• CPB20 – engage in practices that advance social and economic justice.

Educational Policy 2.1.6 – Engage in research-informed practice and practice-informed research.
• CPB21 – use practice experience to inform scientific inquiry and
• CPB22 – use research evidence to inform practice

Educational Policy 2.1.7 – Apply knowledge of human behavior and the social environment.
• CPB23 – use conceptual frameworks to guide the processes of assessment, intervention, and evaluation and
• CBP24 – critique and apply knowledge to understand person and environment

Educational Policy 2.1.8 – Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
• CPB25 – analyze, formulate, and advocate for policies that advance social well-being and
• CPB26 – collaborate with colleagues and clients for effective policy action

Educational Policy 2.1.9 – Respond to contexts that shape practice.
• CPB27 - Continuously discover, appraise, and attend to changing locates, populations, scientific and technological developments, and emerging societal trends to provide relevant services and
• CPB28 - Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services
Educational Policy 2.1.10 (a)-(d) – Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Educational Policy 2.1.10(a) – Engagement
• CPB29 - Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities
• CPB30 - Use empathy and other interpersonal skills and
• CPB31 - Develop a mutually agreed-on focus of work and desired outcomes

Educational Policy 2.1.10(b) – Assessment
• CPB32 - Collect, organize, and interpret client data
• CPB33 – assess client strengths and limitations
• CPB34 – develop mutually agreed-on intervention goals and objectives and
• CPB35 – select appropriate intervention strategies

Educational Policy 2.1.10(c) - Intervention
• CPB36 – initiate actions to achieve organizational goals
• CPB37 – implement prevention interventions that enhance client capacities
• CPB38 – help clients resolve problems
• CPB39 – negotiate, mediate, and advocate for clients and
• CPB40 – facilitate transitions and endings

Educational Policy 2.1.10(d) – Evaluation
⇒ CPB41 – critically analyze, monitor and evaluate interventions.
BSW Course Requirements

Social Work majors must satisfy the course requirements for the major as well as the general distribution requirements of the University. Below is a list of the course requirements and the additional courses needed to meet the University's general education distribution requirements.

List of Course Requirements

<table>
<thead>
<tr>
<th>Requirements—Social Work Major</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introductory Courses (22 credits)</strong></td>
<td></td>
</tr>
<tr>
<td>SW 107 Introduction to Social Work and Social Welfare</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 101 Principles of Biological Systems w/Lab or BIO 107 Biology and Society</td>
<td>4</td>
</tr>
<tr>
<td>BIO 102 Principles of Human Biology or PSY 355 Biological Psychology or ANTH 204 Biological Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 101 English Composition</td>
<td>3</td>
</tr>
<tr>
<td>PSY 105 Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 105 Cultural Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 105 Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td><strong>Core Courses (36 credits)</strong></td>
<td></td>
</tr>
<tr>
<td>SW 320 Generalist Social Work Practice with Individuals, Families, and Groups I</td>
<td>3</td>
</tr>
<tr>
<td>SW 321 Generalist Social Work Practice with Individuals, Families, and Groups II</td>
<td>3</td>
</tr>
<tr>
<td>SW 330 Human Behavior and Cultural Diversity I</td>
<td>3</td>
</tr>
<tr>
<td>SW 331 Human Behavior and Cultural Diversity II</td>
<td>3</td>
</tr>
<tr>
<td>SW 341 Social Work History and Policy I</td>
<td>3</td>
</tr>
<tr>
<td>SW 342 Social Work History and Policy II</td>
<td>3</td>
</tr>
<tr>
<td>SW 350 Social Work Research Methods I</td>
<td>3*</td>
</tr>
<tr>
<td>SW 351 Social Work Research Methods II</td>
<td>3*</td>
</tr>
<tr>
<td>SW 409 Social Work Capstone I</td>
<td>3</td>
</tr>
<tr>
<td>SW 410 Social Work Capstone II</td>
<td>3</td>
</tr>
<tr>
<td>SW 440 Social Work with Organizations</td>
<td>3</td>
</tr>
<tr>
<td>SW 441 Social Work with Communities</td>
<td>3</td>
</tr>
<tr>
<td><strong>Field Practicum Sequence (16 hours per week or 240 hours/Semester)</strong></td>
<td></td>
</tr>
<tr>
<td>SW 420 Social Work Practice with Individuals, Families &amp; Groups I</td>
<td>3</td>
</tr>
<tr>
<td>SW 421 Social Work Practice with Individuals, Families &amp; Groups II</td>
<td>3</td>
</tr>
<tr>
<td>SW 423 Social Work Field Placement I</td>
<td>3</td>
</tr>
<tr>
<td>SW 424 Social Work Field Placement II</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>70</strong></td>
</tr>
</tbody>
</table>

*Social work students with a dual major in psychology must take PSY 385 & PSY 387. Social work-only majors and dual majors in gender and women’s studies must take SW 350 & SW 351.
BSW Curriculum Ladders

Currently the BSW program has numerous curriculum ladders depending upon whether or not a student is a dual major, a transfer student or a four-year social work-only major.

<table>
<thead>
<tr>
<th>CURRICULUM—SOCIAL WORK MAJOR</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Freshman Fall</strong></td>
<td>16.5</td>
</tr>
<tr>
<td>SW 107 Introduction to Social Work &amp; Social Welfare</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 101 Principles of Biological Systems w/ Lab</td>
<td>4</td>
</tr>
<tr>
<td>or BIOL 107 Biology &amp; Society</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 101 Composition &amp; Critical Thought</td>
<td>3</td>
</tr>
<tr>
<td>PSY 105 Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Developmental Course (If required)</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education Elective</td>
<td>0.5</td>
</tr>
</tbody>
</table>

| **Freshman Spring**         | 15.5    |
| ANTH 105 Cultural Anthropology                              | 3       |
| BIO 102 Principles of Human Biology or PSY 355 Biological Psychology | 3       |
| or ANTH 204 Biological Anthropology                        | 3       |
| SOC 105 Introduction to Sociology                           | 3       |
| Humanities Elective                                         | 3       |
| Free Elective                                               | 3       |
| Physical Education Elective                                 | 0.5     |

| **Sophomore Fall**          | 15      |
| Humanities Elective         | 3       |
| Social Science Elective     | 3       |
| Math/Science Elective       | 3       |
| Free Elective               | 3       |
| Free Elective               | 3       |

| **Sophomore Spring**        | 15      |
| Humanities Elective         | 3       |
| Humanities Elective         | 3       |
| Math/Science Elective       | 3       |
| Free Elective               | 3       |
| Free Elective               | 3       |

| **Junior Fall**             | 15      |
| SW 320 Generalist Social Work Practice with Individuals, Families, and Groups I | 3       |
| SW 330 Human Behavior and Cultural Diversity I                | 3       |
| SW 341 Social Work History and Policy I                      | 3       |
| SW 350 Social Work Research Methods I                        | 3       |
| Free Elective                                                  | 3       |

| **Junior Spring**           | 15      |
| SW 321 Generalist Social Work Practice with Individuals, Families, and Groups II | 3       |
| SW 331 Human Behavior and Cultural Diversity II                | 3       |
| SW 342 Social Work History and Policy II                      | 3       |
| SW 351 Social Work Research Methods II                        | 3       |
| Free Elective                                                  | 3       |
### Senior Fall
- SW 420 Social Work Practice with Individuals, Families & Groups I** 3
- SW 423 Social Work Field Placement I 3
- SW 409 Social Work Capstone I 3
- SW 440 Social Work with Organizations 3
- Free Elective 3

### Senior Spring
- SW 421 Social Work Practice with Individuals, Families & Groups II 3
- SW 424 Social Work Field Placement II 3
- SW 410 Social Work Capstone II 3
- SW 441 Social Work with Communities 3
- Free Elective 3

**Total Credits** 122

### CURRICULUM—SOCIAL WORK/
PSYCHOLOGY DUAL MAJOR

<table>
<thead>
<tr>
<th>Freshman Fall</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SW 107 Introduction to Social Work &amp; Social Welfare</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 101 Principles of Biological Systems w/ Lab or BIOL 107 Biology &amp; Society</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 101 Composition &amp; Critical Thought</td>
<td>3</td>
</tr>
<tr>
<td>PSY 105 Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>MATH 101 (if required) or Science Elective</td>
<td>3</td>
</tr>
<tr>
<td>FRS 101 Freshman Seminar (optional)</td>
<td>1</td>
</tr>
<tr>
<td>Physical Education Elective</td>
<td>0.5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Freshman Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 105 Cultural Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>GP 101 American Government &amp; Politics</td>
<td>3</td>
</tr>
<tr>
<td>SOC 105 Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>MATH 116 or 117 (Science Elective 2)</td>
<td>3</td>
</tr>
<tr>
<td>PSY Advanced Elective 1†</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education Elective</td>
<td>0.5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sophomore Fall</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY Advanced Elective 2†</td>
<td>3</td>
</tr>
<tr>
<td>Humanities Elective 1</td>
<td>3</td>
</tr>
<tr>
<td>PSY 385 Statistical Methods w/ Lab</td>
<td>4</td>
</tr>
<tr>
<td>Science Elective 3</td>
<td>3</td>
</tr>
<tr>
<td>SW 330 Human Behavior and Cultural Diversity I</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sophomore Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 387 Research Design &amp; Lab</td>
<td>3</td>
</tr>
<tr>
<td>PSY Advanced Elective 3</td>
<td>3</td>
</tr>
<tr>
<td>Humanities Elective 2 (WE)</td>
<td>3</td>
</tr>
<tr>
<td>Humanities Elective 3</td>
<td>3</td>
</tr>
<tr>
<td>SW 331 Human Behavior and Cultural Diversity II</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Junior Fall</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 355 Biological Psychology (PSY Advanced Elective 4/Science Elective 4)*</td>
<td>3</td>
</tr>
<tr>
<td>PSY Advanced Elective 5†</td>
<td>3</td>
</tr>
<tr>
<td>SW 320 Generalist Social Work Practice with Individuals, Families, and Groups I</td>
<td>3</td>
</tr>
</tbody>
</table>
SW 341 Social Work History and Policy I 3
Humanities Elective 4 3

**Junior Spring** 16
PSY 330 or PSY 377 (WE) 3
PSY Advanced Elective 6 w/ Lab† 4
SW 321 Generalist Social Work Practice 3
with Individuals, Families, and Groups II
SW 342 Social Work History and Policy II 3
ASC 400 Values Seminar 3

**Senior Fall** 15
PSY 409 Senior Research I 3
SW 420 Social Work Practice 3
with Individuals, Families & Groups I** 3
SW 423 Social Work Field Placement I 3
SW 409 Social Work Capstone I 3
SW 440 Social Work with Organizations 3

**Senior Spring** 15
SW 421 Social Work Practice 3
with Individuals, Families & Groups II 3
SW 424 Social Work Field Placement II 3
SW 410 Social Work Capstone II 3
SW 441 Social Work with Communities 3
PSY 410 Senior Research II 3

**Total Credits** 124/125

*PSY 355 Biological Psychology counts as both a psychology and science elective. †Psychology electives are in the “Requirements—Psychology Major” section of this catalog. Select two electives from each advanced electives cluster: Experimental, Professional/Applied, and Social/Developmental. For the Social/Developmental electives, students must select one of the following: PSY 204, 205, 206, 210, or 245.

**SOCIAL WORK/GENDER & WOMEN’S STUDIES DUAL MAJOR**

**Freshman Fall** 16.5
ANTH 105 Cultural Anthropology 3
BIOL 101 Principles of Biological Systems w/ Lab 4
or BIOL 107 Biology & Society 3
ENGL 101 Composition & Critical Thought 3
SW 107 Introduction to Social Work & Social Welfare 3
GWS 101 Introduction to Women’s Studies 3
Physical Education Elective 0.5

**Freshman Spring** 15.5
BIOL 102 Principles of Human Biology 3
GP 101 American Government 3
PSY 105 Introduction to Psychology 3
SOC 105 Introduction to Sociology 3
GWS/Humanities Elective 3
Physical Education Elective 0.5

**Sophomore Fall** 15
GWS/Social Science Elective 3
GWS/Humanities Elective 3
GWS/Humanities Elective 3
Math/Science Elective 3
SW 330 Human Behavior and Cultural Diversity I 3

**Sophomore Spring** 15
GWS/Humanities Elective 3
GWS/Social Science Elective 3
Math/Science Elective 3
Free Elective 3
SW 331 Human Behavior and Cultural Diversity II 3

**Junior Fall** 15
SW 320 Generalist Social Work Practice with Individuals, Families, and Groups I 3
SW 341 Social Work History and Policy I 3
SW 350 Social Work Research Methods I 3
GWS/Social Science Elective* 3
Free Elective 3

**Junior Spring** 15
SW 321 Generalist Social Work Practice with Individuals, Families, and Groups II 3
SW 342 Social Work History and Policy II 3
SW 351 Social Work Research Methods II 3
GWS 355 Feminist Theories and Methodology 3
GWS/Social Science Elective 3

**Senior Fall** 15
SW 420 Social Work Practice with Individuals, Families & Groups I** 3
SW 423 Social Work Field Placement I 3
SW 409 Social Work Capstone I 3
SW 440 Social Work with Organizations 3
GWS 409 Senior Capstone 3

**Senior Spring** 15
SW 421 Social Work Practice with Individuals, Families & Groups II 3
SW 424 Social Work Field Placement II 3
SW 410 Social Work Capstone II 3
SW 441 Social Work with Communities 3
Free Elective 3

**Total Credits** 122

*All gender and women’s studies courses that are cross-listed with humanities courses count for general education humanities credit. Those cross-listed with science courses count for general education science credit. Those cross-listed with social science courses count for general education social science credit. For cross-listed courses, see the “Requirements-Gender and Women’s Studies Majors” section of the bulletin. Please refer to the “General Education Distribution Requirements” under the Center for Social Work Education section of the bulletin for details.

**The double major will fold the GWS practicum (GWS 394) into the SW practicum (SW 420), with the addition of a separate paper of at least 15 pages and regular meetings with the WS Director as well as a requirement that the SW practicum must involve work with women.
BSW Field Education Program

BSW students are required to complete 480 hours of field education taken in conjunction with related practice courses and field seminars. It is through this sequence that students have the opportunity to apply the skills identified as essential for the beginning level social worker. The field sequence also provides exposure to professional practice and the development of professional identification. This experience enables the student to evaluate his or her own interest and suitability for a career in social work while providing professional evaluation and guidance in respect to student's competencies in his/her chosen field. The student will have a range of generalist practice experiences with individuals, families, groups and communities within an agency based practice, utilizing a strengths-based model with the opportunity to engage in a variety of social work roles, including enabler, broker, mediator, advocate and educator.

Field Curriculum

The field education curriculum is composed of two required practica, SW 423-SW 424 and concurrent practice classes, Social Work Practice with Individuals and Families and Groups I (SW 420) and Social Work Practice with Individuals and Families and Groups II (SW 421). The faculty liaison also serves as the practice teacher in order to reinforce the integration of practice and field learning. The following describes the focus of each practicum and the practice classes.

SW 423 Field Instruction I

The senior practicum is a professional level field placement in a supervised social work setting for two days per week (16 hours) for one semester. The student is placed in an agency that allows a range of social work roles and tasks of the generalist social worker. Emphasis is placed on the development of professional abilities and attitudes. May be taken on a pass/fail basis only. Prerequisite: permission of the instructor. Corequisite: SW 420, Social work majors only. 3 semester hours.

SW 420 Social Work Practice with Individuals, Families and Groups

Building on SW 320 and SW 321, this course provides the student with the knowledge, skills and values of social work practice with individuals, families and groups. It provides the student with a multi-theoretical, strengths based and empowerment approach to engagement, assessment, contracting, intervention and termination of clients in agency based practice. The course focuses on social work values and ethics, and knowledge and skills to work with micro client systems. The student develops critical thinking skills to understand and begin to integrate the theoretical framework that inform generalist social work practice. The student begins to develop cultural sensitivity and the ability to work with diverse populations. Class and field discussion, case presentations, exercises, role-plays, readings and assignments help the student identify with the values and ethics and become socialized into the social work profession, develop the helping relationship skills and purposeful use of self throughout the stages of change, promote critical thinking and
the ability to work with diverse populations. Prerequisites: SW 320 and SW 321. Corequisite: SW423. 3 semester hours.

**SW 424 Field Instruction II**

The final practicum continues the experience of SW 423. The student is expected to develop a strong professional commitment and identity and the skills necessary to function effectively as a beginning bachelor level professional social worker. These include the ability to develop and maintain a helping professional relationship with clients; the ability to understand social welfare policy as it relates to individual practice; the ability to identify and use existing resources; and the ability to function efficiently within a social work setting. May be taken on a pass/fail basis only. Prerequisite: permission or the instructor. Corequisite: SW 421. Social work majors only. 3 semester hours.

**SW 421 Social Work Practice with Individuals, Families and Groups II**

This course builds upon the social work foundation provided in SW 420. It provides the student with increased knowledge and skills to work with families and groups in agency-based practice. Students will focus on case management skills, including related assessment, advocacy and collaboration with others to obtain needed and at times scarce resources for clients. The student will integrate relevant theories and literature into practice and select and use a variety of social work roles and skills in the work with the client. Strategies and techniques for monitoring and evaluating practice interventions will be addressed and implemented. Various service systems will be explored to give students exposure to a wide variety of populations and agency setting. Critical thinking and experiential learning are paramount throughout the course. Class and field discussions, exercises, readings, professional career and educational presentations, and assignments are directed at increased self-awareness, skill development with individuals, families and groups, critical analysis to inform practice, effective work with a diverse population and socialization into the social work profession. Prerequisite: SW 420. Corequisite: SW 424. 3 semester hours.

**Roles and Responsibilities**

Successful field experiences are dependent upon cooperation between the Social Work program, the faculty liaison, field instructor, and the student.

**Responsibilities of the Social Work Program**

1. Developing and maintaining a curriculum appropriate for preparation of the beginning level generalist social work professional.

2. Maintaining high standards and criteria for achievement of the BSW degree.

3. Selecting appropriate field practicum agencies, and overseeing their selection of
appropriate field instructors.

4. Coordinating all field activities, including the development of the field calendar, and providing a faculty field liaison who will maintain ongoing contact of at least two visits per year with the field instructor and student.

5. Providing supervisory training and consultation sessions for field instructors.

6. Providing continuing education, library, and fitness center privileges for field instructors.

7. Providing liability insurance for all students in the field.

8. Providing field practicum agencies with an Agreement of Affiliation that specifies mutual expectations and responsibilities.

**Responsibilities of the Faculty Liaison**

1. Directing weekly field discussions as an integrated part of SW 420/SW 421 for students in field placement.

2. Maintaining ongoing contact with the agency field supervisor and the student. Each student within the field is assigned a Widener social work faculty liaison person who visits on-site each assigned student a minimum of two times per year. The liaison person also consults frequently on campus with his/her assigned students.

3. Maintaining field notes on the student's activity and progress.

4. Participating in a field assessment meeting with the program director and other faculty liaison.

5. Participating and awarding a "pass" or "fail" grade in final student field evaluations.

6. Monitoring worksite field practica to insure differentiation of field practicum assignments from paid employment assignments.

**Responsibilities of the Agency**

1. Conducting social work practice from a person-in-environment perspective.

2. Engaging in social work practice that is consistent with the values, ethics, and principles of the social work profession.
3. Practicing non-discrimination with regard to gender, sexual orientation, race, color, ethnicity, age, religion, or disability in the provision of services and operation of the setting.

4. Providing the student with adequate learning assignments and resources so that he/she can achieve the identified competencies.

5. Providing the student with an orientation to the agency services, operations, structure, and personnel guidelines; including safety policies and procedures.

6. Providing the student with a qualified field instructor who has adequate time to supervise, meet with the faculty liaison, and attend supervisory training seminars.

7. Signing an Affiliation Agreement with the University indicating acceptance of respective responsibilities.

Responsibilities of the Field Instructor

1. Having a BSW or MSW degree, two years of professional social work practice experience, and is committed to the student's learning of knowledge, skills and values of the social work profession.

2. Having the skills to provide knowledge base of agency-based generalist social work practice.

3. Providing a minimum of 60 minutes of individual supervision weekly. The BSW field instructor will help the student look at the process of interaction with the client system in a planful manner through required four (4) process recordings each semester.

4. Having adequate agency time to orient, prepare and train the assigned student.

5. Agreeing to attend scheduled faculty liaison meetings and BSW field instructors seminars provided by the Center for Social Work Education Field Education program.

6. Engaging the student each semester in a collaborative process of evaluation of the student’s performance and learning in the field, completing each semester, a formal evaluation of the student’s performance and learning.

Responsibilities of the Student

1. Completing an Application for Field Practicum and, if needed, an Agency Agreement for Worksite Placement form prior to the field placement and attending an interview with the BSW Program Field Director on learning needs.
2. Preparing a learning contract of his/her expectations for placement to be discussed with the field instructor.

3. Discussing the field practica evaluation process with the field instructor.

4. Learning and following the policy of the agency in which he/she is placed.

5. Adhering to the field placement calendar and to the agency's work schedule. This includes notifying field instructor and faculty liaison person of any absence and arranging to make up lost time.

6. Striving to meet the expected core competencies.

7. Participating in supervisory conferences by preparing an agenda, addressing issues related to practicum assignments, theoretical issues, and/or related agency concerns. BSW students must submit at least (4) four process recordings each semester for review.

8. Participating in social work staff meetings, student seminars, teaching seminars, study groups and conferences.

9. Performing practicum assignments in a responsible and professional manner, including all required documentation and planful delivery of services.

10. Maintaining ongoing communication with the faculty field liaison about any concern or problem interfering with successful practicum performance.

11. Maintaining confidentiality of client contact, case records and other social work setting material. Students must have approval of their field instructor before using case material for class purposes and client identity must be appropriately disguised.


13. Completing the Student Field Placement Evaluation at the end of the second semester of field practice and submitting it to the BSW Program Field Director.

14. Obtaining any agency required clearances such as criminal background checks, child abuse clearances or medical clearances at the student’s own expense.

**The Learning Contract**

*Purpose*

The purpose of the Learning Contract (see *Appendix XVI*) is to serve as a vehicle to allow the student and field instructor to share expectations and to define, clarify, and focus the
learning journey in the field. In order to meet the identified core competencies and related practice behaviors, the Learning Contract requires the student to develop individual learning goals and activities for each semester. A learning activity can address more than one outcome and can span more than one core practice behavior. The Learning Contract can also serve as a useful document for evaluating the progress the student is making during as well as at the end of the semester.

**Procedures**

At the beginning of the fall semester the student should review with her/his field instructor previous practica, work and volunteer experiences, career goals and particular learning interests and needs; as well as what she/he needs to learn in the specific field practicum in order to carry out a social work service role. From this assessment, the student develops individual learning goals and tasks or activities as ways to meet these goals. The student and field instructor need to discuss and share ideas for the Learning Contract but the student is responsible for writing and submitting the Learning Contract to the faculty field liaison. In addition to the individualized learning goals and tasks specified in the Learning Contract, the student is expected to master the ten core competencies and related practice behaviors for that year outline in the field practicum evaluation.

The Learning Contract identifies first the goals and then lists the activities or tasks that the student and field instructor will do to achieve these goals. Due dates are also designated. Students should strive to develop a Learning Contract that integrates the generalist model into practice. The field practicum should allow the student a wide range of learning opportunities to practice generalist social work skills with individuals, families, groups, organizations and communities.

The student and field instructor should use the Learning Contract throughout the semester to monitor the student’s progress in achieving her/his identified learning goals and tasks. Similarly, the student and field instructor should review the Learning Contract at the end of the semester in order to prepare for the Field Practicum Evaluation (See Appendix XIV).

**Operational Regulations and Procedural Guidelines**

Listed below are the regulations and procedural guidelines that govern the structure of field instruction.

1. Students in Field Instruction I (SW 423) and Field Instruction II (SW 424) are required to devote 16 hours per week for a total of 240 hours per semester or 480 hours per year in an agency based setting.

2. Field experience hours are generally on Mondays and Wednesdays, 9 am to 5 pm. Modifications are possible based on specific student and agency needs. Students must follow the agency's schedule of regular hours, lunch time, and breaks. Any
requested change or adjustment of hours must have agency and school approval. The student follows the vacation schedule as outlined in the field calendar. The student can take Agency holidays that occur on practicum days.

3. The school supports the agency in holding the student responsible for professional behavior. When absence from the agency is necessary, due to illness or other valid personal reasons, it is the student's responsibility to notify the department and the agency. The agency is asked to assist us by noting any absences.

4. The responsibility for making up missed days, including those missed through illness, is the student's, in consultation with the field instructor and the faculty field liaison.

5. If the need emerges or when an interest has developed, students are encouraged to participate in agency activities held outside the regular field placement schedule. The field instructor should also feel free to suggest that the student attend significant programs, activities or meetings that might provide an added or different learning experience. Compensatory time is usually given for hours above the 16 hour weekly requirement.

6. The school does not provide reimbursement for car fare for students to travel to agencies or on agency business. Travel within the placement is the agency's responsibility and may be assumed by the student while travel to the placement is the student's responsibility. The school does not assume responsibility for injury to, or caused by, the student during the field practicum.

7. Students have been apprised of the significance of confidentiality. They are instructed to abide by its staunch responsibilities as well as to adhere to NASW Code of Ethics (see Appendix I). Use of case material for assignments has to be cleared with the agency; however, agencies are encouraged to allow students access to records as it relates to their learning and professional growth.

8. Students are not required to share journals or reports prepared for field seminar or class with their field instructor; however, students are encouraged to do so in order to enhance learning and supervisory relationships.

Field Placement Process

Matching students with a field practicum setting that is appropriate to their professional interests, experience, and learning needs requires careful individual preparation and planning. After being accepted as a social work major in the BSW program, the student completes an Application for Field Practicum (see Appendix VIII). The BSW Program Field Director meets with those students during the spring to explore further the student’s agency setting preferences, previous social work experience and skill level, practice domain interests, needs regarding geographic preferences and future professional goals. Every effort is made to meet the individual student's learning needs, but the student must
be flexible with her/his requests. The student has access to the placement field book, brochures and past student evaluations and attends a Field Panel Discussion in order to become better acquainted with BSW field opportunities. However the ultimate determination of a field practicum match is up to the BSW Program Field Director. Following the interview, the BSW Program Field Director contacts one of the appropriate agencies and presents the student to the agency field instruction coordinator for consideration for student placement. If the student is accepted as a potential intern, the student and agency field instruction coordinator schedule a preliminary interview. Each student is given an outline of possible questions to help focus the interview. If either the student or the agency field instruction coordinator has serious reservations about the placement, the BSW Program Field Director addresses these reservations with both parties to determine whether adjustments might be made that would facilitate a successful match. If the problems cannot be resolved, an interview with another agency is scheduled.

Field Instruction at Place of Worksite

Occasionally a student may need to fulfill the practicum experience in the social work setting in which they are also employed. The student must have fulfilled the employee probationary requirements satisfactorily in order to consider a worksite practicum. Through careful planning with the BSW Program Field Director and the social work setting, a student may meet his/her field instruction requirements at his/her employment site. However, the student's practicum assignments must be clearly differentiated from his/her work assignments. His/her placement location, supervision, case assignments, field instruction time and learning tasks should be separated from his/her Agency-related work space, supervision, case assignments, time and tasks.

The worksite setting must support the student’s professional training program by providing sufficient resources as well as populations and/or social work roles and functions for the student’s field instruction that are different from the student’s paid work assignments.

The BSW worksite student submits an Application for Field Practicum, (see Appendix VIII) the semester before field instruction is to begin. The student should have a preliminary discussion about the possibility of worksite field instruction with the appropriate worksite administrator and the BSW Program Field Director to ensure the worksite can meet the program’s criteria. If the preliminary discussion indicates that the worksite field instruction proposal is viable, the Director may visit the agency to meet with the student, the field instructor and agency field instruction coordinator in order to develop and finalize the educational focus of the worksite field instruction plan and to ensure that it is sufficiently different from the student’s paid work responsibilities. The student submits a final written Agency Agreement for Worksite Placement to the BSW Program Field Director and to the Agency field instructor no later than August 1 (see Appendix X). The student retains a copy for his/her own records and gives a copy both to his/her field instructor and worksite administrator. The faculty field liaison closely monitors the worksite placement to ensure that the agreed upon plan is fully
implemented, and that the placement experience is adequately differentiated from the student’s paid work responsibilities.

Field Performance Probation and Termination

Generally, the field instructor and the student work collaboratively to resolve field difficulties. If the field instructor feels that the student is not making adequate progress, he/she will inform the student and then meet with the student and the student's faculty field liaison in order to develop a plan to remediate the problem(s). A written statement of the plan is prepared by the field instructor within one week following the joint meeting. A copy of the plan is given to the student and the faculty field liaison. Throughout the balance of the semester, the faculty field liaison will monitor the situation and provide whatever support is needed to assist the student and field instructor so that the student can achieve a satisfactory level of performance by the end of the semester.

In order to demonstrate competency for each semester of field, students are expected to earn a score of three (3) or above on each of the ten Competencies based on the average score of the Core Practice Behaviors (CPBs). If the student does not meet these competency scores, then the student may receive a grade of Non-Pass for the semester. The Pass or Non-Pass grade for field is awarded by the faculty field liaison. If the student receives a grade of Non-Pass for the first semester of field (SW 423), he or she is placed on Field Probation with Continued Field Placement or Field Probation with Termination.

Field Probation with Continued Field Placement

If a student receives a Non-Pass for the first semester of field, but it is determined by the Director of Field Education, BSW Program Field Director, Faculty Field Liaison, and the Field Instructor that the student has the potential to recover and master the competencies during the next semester of field education, and the agency is willing to continue to host the student, then the student will continue in the field the next semester while on field probation. If the student demonstrates improvement and earns the required competency scores at the end of the second semester of field placement, the Non-Pass from the first semester will convert to a Pass.

Students placed on Field Probation with Continuation receive a letter from the BSW Program Field Director outlining the specific performance deficits and the specific field outcomes that need to be improved during the next semester of field education placement. A copy of the letter is forwarded to the Director of Field Education, the student’s Field Instructor and Faculty Field Liaison. The BSW Program Field Director convenes a meeting of the Field Instructor, the student and the Faculty Field Liaison to develop a written plan to address the identified problems. The plan clearly identifies the student’s deficits, specifies learning goals and the tasks to be undertaken, and the time frame for resolving the problems. The BSW Program Field Director chairs the meeting and participates in the development of the plan.
During the probation semester, the Faculty Field Liaison will consult regularly with the Field Instructor and monitor the student’s progress based on the plan that was developed. The field instructor must document in writing that she has worked with the student on the agreed upon plan. If the student does not show improvement in the identified areas by the end of the probation semester (moving to a “3” rating on the competencies), he/she may fail the probationary field placement that will result in dismissal from the program. The BSW Program Field Director will make the final grading decision with input from the faculty field liaison.

All competencies must be passed by the end of the field year. A grade of “Non-Pass” with an approved continuation plan, if not resolved, will remain a Non-Pass and be equivalent to an F. The student receiving a second Non-Pass for field instruction is dismissed from the program. The Director of Field Education informs the student in writing, outlining the specific field performance deficits and the specific field competencies that were not mastered.

**Field Probation with Termination**

Students earning a Non-Pass for the first semester of field, who are not deemed eligible by the BSW Program Field Director and Faculty Field Liaison to remain in the field placement, are placed on Field Probation with Termination from the field and not allowed to enroll in field placement during the second semester and must repeat the failed semester of field, with the concurrent practice class, the following year. Students earning a Non-Pass for the second semester of field placement are placed on Field Probation and must repeat the failed semester of field, with the concurrent practice class, the following year.

Students placed on Field Probation with Termination receive a letter from the BSW Program Field Director outlining the specific performance deficits and the specific outcomes that need to be improved before the student may request re-admission to field. A copy of the letter is forwarded to the Director of the BSW program and the Director of Field Education. The BSW Program Field Director convenes a meeting of the Director of Field Education, the field instructor, the student and the faculty field liaison to develop a written plan to address the identified problems. The plan clearly identifies the student’s deficits, and specifies the goals and the tasks to be undertaken. The BSW Program Field Director chairs the meeting and participates in the development of the plan.

The student placed on Field Probation with Termination from the field seeking re-admission to field must wait at least one semester before requesting a review for re-admission. The written request is made to the Director of Field Education and must indicate that the student has addressed all of the conditions that led to Field Probation with Termination and the plans that were developed to address the identified problems. The BSW Program Field Director, the BSW Program Director and the Director of Field Education will assess the student’s readiness for re-admission to field. Based on this assessment, the student may be reinstated to the field program. If it is determined by the BSW Program Field Director, the BSW Program Director and the Director of Field
Education that the student should not be re-instated to the field program, this recommendation is forwarded to the Center for Social Work Education Academic Affairs Committee for disposition.

**Field Placement Terminated by the Field Agency**

The Center for Social Work Education Academic Affairs Committee reviews any student terminated from a field placement by the agency, regardless of the grade earned. Pending the outcome of the review, the student is either placed on Field Probation with Continuation, Field Probation with Termination or dismissed from the BSW program.

The Center's and the University's Appeals Policy applies to the Field Probation Policy.

If a student receives a grade of "C-" or lower in SW 420 Social Work with Individuals, Families, and Groups I or SW 421 Social Work with Individuals, Families, and Groups II, then he/she must repeat the class and the field practicum for that semester.

The student who has been dismissed from the program for failure in the field must wait at least one semester before requesting re-admission to the BSW program. The written request is made to the Director of Field Education. The student must submit relevant documentation of his/her resolution of the identified problems. The BSW Program Field Director, BSW Program Director and the Director of Field Education assess the student’s readiness for field work. Based on this re-assessment the student may or may not be readmitted to the Field Program.

**Grievances about Social Work Field Issues**

All student grievances about field issues are channeled first through the field instructor. If no resolution is made, the student may call for a meeting with the field instructor, the field liaison, BSW Program Field Director to attempt to find a resolution. If the results of this meeting are not satisfactory to the student, he/she may appeal to the Director of Field Education and the BSW Program Director. Based on the outcome of this review, the BSW Director may initiate a performance review with the Academic Affairs Committee of Center for Social Work Education. Appeals should be made in writing.

**BSW Program Student Assessment**

The Center for Social Work Education has an established, tested, and continuously improved plan of assessment to evaluate the degree to which it meets its program objectives, and an effective approach to use the results of these assessments to modify and improve the program. This plan has been in effect since the beginning of the program, but has undergone modifications based upon (1) changes in program goals, (2) the work requirements of the program evaluation, (3) longitudinal data drawn from previous program evaluations, and (4) student needs. The Center for Social Work Education Program Data Analyst holds these documents.
Method 1 – BSW Student Exit Outcome Survey (EOS Forms). To gain an annual indicator of student’s perceptions of program goal attainment, the Exit Survey instrument will be provided to all graduating BSW students in their final semester. The students will be asked to rate their objective attainment during a prescribed period of study. For BSW students, some of the Core Practice Behaviors (CPBs) as established by the Council on Social Work Education’s (CSWE) Educational Policy Accreditation Standards (EPAS; see Appendix II) will be measured.

Method 2 – BSW Alumni Survey (AS). To acquire an indicator of the student’s perceptions of program goal attainment while the student is in practice, a survey of program graduates will be conducted at least every three (3) years to find out what our graduates are doing professionally, and to elicit their opinions on how well their graduate education at Widener University’s Center for Social Work Education prepared them for the world of professional social work. The students will be asked to rate their objective attainment during their studies. For BSW students, some of the CPBs will be measured. Additional questions ask the graduate to evaluate her/his preparedness for agency-based practice, the usefulness of specific courses and general strengths and weaknesses of the program.

Method 3 – Field Instruction Evaluations (FIE). To gain an annual indicator of field instructors’ perceptions of program goal attainment, a survey of BSW field instructors will be conducted at the end of each year. The measures on these surveys vary from the formats used in Methods 1 & 2 above. Here, each program goal will be rated on the average score of two or three aggregated indicators of goal attainment, rather than upon the program goals themselves. This approach was chosen to take into account the greater opportunity to observe students afforded by the close relationship between the field instructor and the student. These indicators were developed by the faculty and field staff, and are a combination of behavior, attitude and knowledge.

Method 4 – Designated Course Assignments. Annual faculty perceptions of program goal attainment will be provided through the use of “Designated Course Assignment” ratings. The value is that it provides a standard measure for faculty, which is a constituency only weakly measured in the past. These “designated assignments” are regular class assignments that have been selected by the faculty as very good indicators of the level of attainment of one or more of the program goal. To measure the attainment, in the normal process of grading a regular (but “Designated”) class assignment, the faculty member will rate the student’s goal attainment separately from the grade given on the assignment. The score will be tallied across all students who complete this assignment, and then provided to the Program Data Analyst, who will then aggregate and average the responses. Each program goal has a Designated Course Assignment and all assignments have been selected from required classes – thus almost all faculty will have an opportunity to rate progress on at least one objective.

Method 5 – BSW Focus Groups. The Center will annually conduct focus groups with BSW students completing each level of our curriculum. Focus group participation is based on a selection of students randomly chosen from the BSW program. The groups
will be led by trained faculty members during the last three weeks of classes. These focus groups will be used to provide feedback about the strengths and weaknesses of the curriculum and about the student’s learning experience. Data will be qualitative and will serve to provide an in-depth check on the other data findings from the other methods.

Method 6 – Annual Faculty Survey. A survey of all full-time social work faculty will be conducted on an annual basis. Questions measure the faculty member’s scholarly and community activities over the course of the year.

Method 7 – BSW Candidacy Packet Review. During the sophomore or junior year, all BSW students must apply for BSW candidacy as described below. At that time, the BSW Admissions Committee will review the Student Candidacy Packet to assess student progress and development. The packet will include:

- BSW Program Candidacy Application (see Appendix IV);
- Transcript of all previous academic work at Widener University or an official report of grades, which indicates GPA (Program Evaluation from Campus Cruiser);
- Transfer Equivalency Report (Transfer students only);
- A Letter of Recommendation from a faculty member;
- A written Personal Statement describing:
  - the applicant's interest in social work as a profession,
  - professional goals,
  - a succinct self-evaluation describing one's personal qualities as they relate to the seven categories of the Academic Performance Standards: Scholastic, Professional Values and Ethics, Self-Awareness, Interpersonal Relationship Skills, Responsibility and Professional Readiness, Critical Thinking and Problem-Solving Abilities, and Communication Skills.
Policies and Procedures\(^1\)

**Declaring the Social Work Major**

Students may declare social work as a major upon entering the university or at any time prior to the junior year. Enrollment in professional social work courses beyond introductory level courses (SW 107 and SW 330/331) is restricted to social work majors or by special permission by the instructor or BSW Program Director.

When a student declares social work as a major, the director of the Baccalaureate Social Work Program meets with the student to discuss the course of study appropriate for a social work major, develop a tentative plan for completion of required course work and assign a social work faculty advisor. The social work faculty advisor will meet with the student each semester to review his/her course of study and to provide assistance with other academic concerns and/or with personal problems.

*Application to the BSW Program: BSW Candidacy*

Four-year students are formally considered for admission to the BSW program in the spring semester of their sophomore year. Transfer students are considered for admission in their fall semester of their junior year. Below are the two separate procedures for four-year students and transfer students:

**Four-year students.**

To be considered for admission to the BSW program, a four-year student must have completed at least 60 credits and completed SW 107, SW 320 and SW 330, and meet the Academic Performance Standards.

All four-year social work majors must submit an application for admission to the BSW program no later than the spring semester of the sophomore year to be eligible to earn the BSW degree. The application procedure requires students to meet with their advisors to discuss their qualifications for admission. Four-year students applying to the BSW program will submit a BSW candidacy packet described later below. In order to be considered for admission to the BSW Program, a student must have the following:

- Completed at least 60 credit hours;
- Completed SW 107, SW 320 and SW 330;
- Achieved a cumulative GPA of 2.5 or higher;
- Earned no lower than a grade of a “C” in any social work course;
- Demonstrated competency in oral and written expression of the English language;
- Demonstrated personal characteristics consistent with potential for professional social work practice;

---

\(^1\) Wherever the Undergraduate Student Bulletin is referenced, it can be accessed at http://www.widener.edu/Media/Website%20Resources/catalogs/UG11Cat.pdf
Complete an application and be accepted by the BSW Admissions Committee, which includes a personal statement as discussed in the attached form.

Transfer students.

To be considered for admission to the BSW program, a transfer student must have been accepted to the university with a completed transfer equivalency report that has been discussed with the BSW Program Director upon entering the university. Transfer students must be enrolled in appropriate social work courses depending up the transfer equivalency report and meet the Academic Performance Standards.

All transfer social work majors must submit an application for admission to the BSW program no later than the spring semester of the junior year to be eligible to earn the BSW degree. The application procedure requires students to meet with the BSW Program Director to discuss their qualifications for admission. Transfer students applying to the BSW program will submit a BSW candidacy packet described below. In order to be considered for admission to the BSW Program, a transfer student must have the following:

- Widener University Transfer Equivalency Report discussed with the BSW Program Director;
- Enrolled in appropriate social work courses according to the academic planning upon entering the university;
- Achieved a cumulative GPA of 2.5 or higher;
- Earned no lower than a grade of a “C” in any social work course;
- Demonstrated competency in oral and written expression of the English language;
- Demonstrated personal characteristics consistent with potential for professional social work practice;
- Met with the BSW Program Director for a formal candidacy interview;
- Complete an application and be accepted by the BSW Admissions Committee, which includes a personal statement as discussed in the attached form.

BSW candidacy packet.

All social work students (four-year and transfer students) must submit their BSW candidacy packets by the announced deadlines. These packets must include:
- Transcript of all previous academic work at Widener University or an official report of grades, which indicates GPA (Program Evaluation from Campus Cruiser).
- Transfer Equivalency Report (Transfer students only)
- Evidence of competency in oral and written communication skills (Grades and Personal Statement)
- A Letter of Recommendation from a faculty member.
- A written Personal Statement describing:
  - the applicant's interest in social work as a profession,
  - professional goals,
  - a succinct self-evaluation describing one's personal qualities as they relate to
the seven categories of the Academic Performance Standards: Scholastic, Professional Values and Ethics, Self-Awareness, Interpersonal Relationship Skills, Responsibility and Professional Readiness, Critical Thinking and Problem-Solving Abilities, and Communication Skills.

The BSW Director will notify potential BSW candidates of the deadline for submission of the entire candidacy packet, including the written Personal Statement each semester. In order to be considered for admission to BSW candidacy, students must submit the Personal Statement by the announced deadline.

The faculty advisor will be available to review each applicant's materials and meet with the student to discuss the advisor’s recommendation regarding formal admission. Following this review, the faculty advisor submits his/her recommendations to the BSW Admissions Committee.

The BSW Director will disseminate the BSW Candidacy Packets at least 5 working days ahead of BSW Admissions Committee Candidacy Review. Each member of the committee is expected to review each packet thoroughly and score the packet, including the personal statement addressing the Academic Performance Standards (See Appendix V) using the BSW Candidacy Summation Rubric (see Appendix VI).

The BSW Admissions Committee meets at the end of each semester to review applications and the recommendations of the student's faculty advisor. The Committee will also review the student's grades, faculty experiences with the student, and BSW Program Director interviews conducted with transfer students. Three independent reviewers will score the packet of each BSW student. All three scores will be combined to determine the candidacy disposition (see Appendix VII). Dispositions will be communicated to the students in a timely manner.

Possible dispositions include 1) Acceptance; 2) Conditional Acceptance; or, 3) Rejection. Students who are rejected will be counseled out of the BSW Program and referred to the Office of the Associate Provost of Undergraduate Studies to explore other possible majors.

Conditional Acceptance to the BSW Program

A student with a cumulative GPA of 2.2, who otherwise meets all of the criteria for formal acceptance into the BSW Program, may receive a conditional acceptance to the BSW program. With a conditional acceptance to the BSW Program the student must raise his/her cumulative GPA to a 2.3 or higher by the end of the spring semester of that academic year. If the student fails to meet this requirement, the student will be denied admission to the BSW Program at the end of the spring semester of that academic year.
Academic Performance Standards for Admission and Retention

Because of the responsible positions of authority that social workers hold, and the potential to do harm in those positions, academic requirements in a social work program are by necessity comprehensive. In addition to student scholastic requirements for completion of courses at certain grade levels, social work students are expected to behave in a manner that is consistent with the values, ethics, and conduct requirements of the profession of social work in their three primary roles in the program: as learners, as students in a professional program, and as future social workers. Comprehensive academic performance standards in the social work program include cognitive, skill, scholastic, behavioral, and professional components and are primary indicators of professional readiness for practice in the field of social work.

The Academic Performance Standards for the Widener Center for Social Work Education’s BSW Program fall into 7 categories: Scholastic, Professional Values and Ethics, Self-Awareness, Interpersonal Relationship Skills, Responsibility and Professional Readiness, Critical Thinking and Problem-Solving Abilities, and Communication Skills. These Standards are linked to some of the Council on Social Work Education’s Core Practice Behaviors that Center for Social Work Education has adopted as its own.

The BSW Program’s Academic Performance Standards (provided here and as Appendix V) and examples of essential behavior for each standard were developed to ensure clarity on expectations for student behavior and achievement and to ensure that students from our program are well-suited for the professional demands, roles, and responsibilities of professional social workers.

Students who are unable to achieve or to demonstrate the essential behavior identified in these standards will either (1) not be admitted into the program; or (2) for students already admitted, come before the Center for Social Work Education Academic Affairs Committee, in accordance with the Center’s policies and procedures that govern how issues of student continuation in and termination from the program are addressed.

<table>
<thead>
<tr>
<th>Scholastic Standard:</th>
<th>Includes overall GPA, GPA in required social work courses, and course grades.</th>
</tr>
</thead>
</table>

**Essential Student Behavior:**

- Must achieve/ maintain an overall GPA of 2.5.
- Must achieve/maintain a GPA of 2.5 in required SW courses.
- Must earn a C or better in all required SW courses. May repeat required SW courses with a C- or below one time only. May repeat no more than two required SW courses. Must earn a C or higher in English Composition (ENG 101). Must successfully complete SW 401, SW 402, SW 403, and SW 404, the first time it is taken.

<table>
<thead>
<tr>
<th>Professional Values and Ethics Standard:</th>
<th>Students demonstrate adherence to ethical, legal, and professional directives and expectations (CPBs 2, 3, 4, 7, 8, 9, 10).</th>
</tr>
</thead>
</table>
Essential Student Behavior:

- Judgment and conduct are consistent with the values and ethics of the profession as advanced in the NASW Code of Ethics, as well as with established laws, policies, and professional standards of care.
- Demonstrates potential for adherence to ethical expectations and obligations in working with diverse client populations and working environments, validating the dignity and worth of all people.
- Demonstrates professional and academic integrity in meeting the goals of the social work program and in fulfilling all program requirements. Students should remain aware of and abide by the Widener Compact as defined in The Undergraduate Bulletin.
- Demonstrates respect for the rights of others and upholds the ethical standards of client privacy and confidentiality at all times.

Self-Awareness Standard: Students demonstrate professional readiness through a commitment to the process of self-reflection and self-critique, assuming full responsibility for professional growth and for protecting clients, peers, supervisors, faculty, and other relevant parties from the adverse effects of performance problems and unprofessional behavior (CPBs 2, 3, 4, 6, 7, 8, 9, 10, 17).

Essential Student Behavior:

- Demonstrates awareness of self and its impacts on interpersonal and professional relationships.
- Demonstrates a willingness to examine and assess the relationship between his/her personal values/socialization and their fit with expected professional behavior, as well as to grow toward professionalism by responsibly reconciling differences, as required by the NASW Code of Ethics.
- Demonstrates the capacity to assess strengths, limitations, and suitability for professional practice throughout the program of study.
- Acknowledges, seeks help to resolve, and ultimately resolves personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties that interfere with judgment, academic performance, and/or interactions with clients, peers, supervisors, faculty, and other relevant parties.
- Advocates for himself/herself in an appropriate and responsible manner.
- Shows a willingness to receive and accept feedback and/or supervision in a positive manner and to use the feedback to enhance his/her professional development.
- Demonstrates the ability to deal with life stressors through the use of appropriate coping mechanisms.
- Identifies appropriate professional learning goals and takes an active role in the learning process.
- Prepares for and effectively utilizes supervision and other forms of professional advisement and mentorship.
- Demonstrates a realistic and accurate self-awareness of his/her own strengths, limitations, values, and performance.

Interpersonal Relationship Skills Standard: Interactions with peers, clients, faculty, staff, advisors, supervisors, agency personnel, and field instructors reflect integrity, honesty, and cooperation, as well as a clear understanding of professional role and appropriate boundaries (CPBs 2, 3, 4, 7, 8, 9, 10, 29, 30, 31).

Essential Student Behavior:

- Relates interpersonally in a manner that is respectful, nonmanipulative, nondisruptive, nondiscriminatory, and characterized by maturity.
- Demonstrates interpersonal skills that would indicate an ability to form and to sustain effective helping relationships.
- Uses proper channels for conflict resolution.
- Maintains appropriate boundaries in all relevant relationships and arenas.
Demonstrates appropriate use of self in the professional role.

**Responsibility and Professional Readiness Standard:** Appropriate levels of responsibility and professional readiness are demonstrated over the course of the program of study (CPBs 2, 3, 4, 6, 7, 8, 9, 10, 13).

**Essential Student Behavior:**

- Demonstrates responsible and self-directed behavior in adherence to the plan of study and the proper sequencing of courses for program completion.
- Shows potential for responsible and accountable behavior by observing advisement deadlines, keeping appointments or canceling appointments if unable to keep them, attending class regularly and on time, and observing assignment due dates.
- Demonstrates ability to adhere to agency protocols and policies, dress codes, and documentation requirements.
- Demonstrates behaviors on campus, in the classroom, in the field placement, in the community, and with peers that are in compliance with program policies, institutional policies, and professional ethical standards.
- Refrains from illegal drug use and demonstrates behavior that is consistent with Widener University Drug and Alcohol Policy as outlined in *The Undergraduate Bulletin* and the *Widener University Student Handbook*.
- Passes drug screens, as may be required by the program or field practicum.
- Absence of a history involving conviction of a violent crime or other felony.
- Communicates in advance to all affected parties whenever there is an interruption of planned attendance or task completion, tardiness, or late submission of assignments and identifies appropriate alternatives when a change in plans is necessary.
- Demonstrates ability to function within the structure of organizations and service delivery systems, as a member of a team and of an agency.
- Demonstrates application of effective time management strategies in completing all professional and academic responsibilities and activities.
- Responds in a timely and appropriate manner to communication from faculty, supervisors, field instruction personnel, and clients.

**Critical Thinking and Problem-Solving Abilities Standard:** Individual reasoning reflects a comprehensive analysis that distinguishes fact from inference; conclusions are grounded in relevant data, information, and evidence (CPBs 11, 12, 13, 14, 15, 16, 17, 21, 22, 23, 24).

**Essential Student Behavior:**

- Demonstrates the ability to identify ways in which biological, psychological, social, developmental, spiritual, socioeconomic, and environmental factors that may affect an individual, family, groups, communities and organizations.
- Demonstrates ability to gather and assess relevant information; to interpret information correctly; to come to well-reasoned conclusions and/or solutions; to think open-mindedly about alternative viewpoints, recognizing their underlying assumptions, implications, and practical consequences.
- Demonstrates the ability to identify and incorporate classroom learning in assessments and interventions with clients.
- Demonstrates ability to engage in reflective thinking to overcome personal beliefs rooted in prejudices, sweeping generalizations, stereotypes, and oversimplifications.

**Communication Skills Standard:** All verbal, nonverbal, and written communication exchanges are in accordance with professional standards (CPBs 13, 29, 30, 31).
Essential Student Behavior:

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

Center for Social Work Education
Code of Professional Conduct

Once accepted in the BSW Program, the student must adhere to the Center for Social Work Education Code of Professional Conduct. To promote a positive, collegial and professional atmosphere among students, faculty, and staff and, in the student’s field practicum, with colleagues, supervisors and clients, the Center for Social Work Education BSW Program has developed the following Code of Professional Conduct.

Respect
The NASW Code of Ethics extends to the classrooms, hallways, and offices of the Center for Social Work Education BSW Program and the University as well as in the field practicum environment. Students must treat other students, faculty, staff, clients, field instructors, and colleagues with respect and in a professional and courteous manner at all times, whether in person or in written communication, including electronic correspondence.

Truth
Endeavor to cite only the truth and not knowingly misrepresent, mischaracterize, or misquote information received from others.

Responsibility
Take responsibility for one’s own actions instead of blaming others and be willing to engage in productive problem-solving when conflicts, disagreements, or differences of perception arise.

Professional Attire
Dress in a professionally appropriate manner for the field placement and classroom environment. Avoid clothing that could be considered provocative or inappropriately casual.

Cooperation
Work together with other students, faculty, and staff and in the practicum environment in a spirit of cooperation toward common goals of seeking and providing a high standard of professionalism.
Confidentiality/Privacy
Strive to uphold the right to confidentiality and privacy by not talking about others.

Non-discrimination
Embrace the differences in people, their ideas and opinions and reject bigotry and oppression.

Advisor Confidentiality
Respect student privacy; however, advisors have an obligation to report any information they learn about violations of the law, the NASW Code of Ethics, the Center for Social Work Education Program or University policies, particularly in cases of academic dishonesty or endangerment to the student or to others. This information must be reported to the Director of the BSW Program.

Course Registration and Advisement
The Registrar notifies all undergraduate students regarding registration times and procedures on Campus Cruiser. Students are responsible to contact their advisor to arrange an advisement appointment. Upon consultation with the student’s advisor, the student must get the advisor to sign the Undergraduate Advising Form before the student’s registration access date and time. This form must be submitted to the secretary in the Center for Social Work Education. Meeting with an advisor is not a valid reason for missing class.

Upon becoming a social work major, each student is assigned a social work faculty advisor with whom he/she meets on a regular basis for the entire duration of the student's matriculation as a social work major. The faculty advisors hold a minimum of a Masters in Social Work (MSW) and are fully knowledgeable about the Social Work Program, its advisement policies, its curriculum and other learning opportunities. The University's Faculty Advising Handbook and the Orientation for new faculty members provide the base for knowledge about faculty advising. In addition, the BSW Program Director holds an annual advising workshop for new academic advisors. Each semester, prior to advisement for registration, academic advisors are notified about any modifications, changes, etc., necessary for the advisement process. Advisors are notified through either a faculty meeting or email.

University policy dictates that advisors meet with their advisees at least once each semester, with faculty having a minimum of four open office hours per week for student advising. Additionally, special hours are scheduled prior to each registration session. Because of the nature of social work education, the number of meetings for social work students is greatly expanded. Students have the option to request assignment to a particular advisor or to request a change in advisors.

All freshman and transfer students who indicate interest in the Social Work Program (or upperclassmen who wish to declare or change to social work as a major) meet with the Program Director and are advised about the Program. A preliminary assessment of their
motivation and understanding of the program and a career in social work is also conducted. Students are encouraged to engage in their own assessment of motivation and interest in the profession and are encouraged to engage in volunteer activities to enhance this process. During advisement, beginning students are assisted in selecting general distribution, as well as core foundation social work courses, in the recommended sequence. If a change in major is required later on, the University general distribution requirements will have been met.

Advising includes both the academic and professional areas. All students not only select and register for courses each semester with their advisor, but they also discuss grades and progress toward their development of a social work identity. In addition, the advisement process helps students develop an overall curriculum plan, provides information related to combining social work with other interests (double major, minors, etc.), addressing academic or career related problems and support for seeking help at the University writing, reading and/or math centers as needed. These academic plans are recorded on various forms through the advisement process and maintained in the student's file.

The advisement policies are made known to the students during their interview with the Program Director and through the Widener University Undergraduate Student Handbook, formal notification through Campus Cruiser, classroom announcements and discussion at student orientations.

If a student experiences emotional and/or personal difficulties that interfere with their professional functioning, the student may be encouraged to seek professional help. When a student's difficulties are severe enough to indicate that discontinuance in the Program is advisable, the Program Director, faculty advisor and other pertinent faculty members may meet with him/her to offer support and recommendations. Procedures leading toward possible dismissal are outlined in the BSW Disciplinary Policy described in the section below.

**Student Rights**

A statement of student rights and responsibilities is provided for students in the Widener University Undergraduate Student Handbook found on the Widener website. The Widener University Undergraduate Student Handbook also describes the University's student grievance and appeal procedures. The policy statement on “Disciplinary Policies” developed by the Center of Social Work Education for the BSW social work program is presented below.

**The Student Advocate**

A faculty member of the Center for Social Work Education is appointed to serve as the Student Advocate. In matters of student academic or curricular concerns, ethical complaints by or against students or other types of concerns or problems within the BSW Program, the Student Advocate can serve as a mediator, advocate or ombudsman for the student or students. For matters outside the Center, but within the University, the Student Advocate can serve to provide the student with guidance about various courses of action.
Disciplinary Policies

Social work education serves the function of assuring that competent persons enter the social work profession, and Center for Social Work Education is committed to ensuring that students from our program are well-suited for the professional demands, roles, and responsibilities of social workers. Consequently, at times social work faculty may find it necessary to assess or reassess a student’s motivation and/or suitability for a career in social work, and thus for continuation in the program. To fulfill this obligation, the social work faculty has defined herein the policies and procedures that govern how issues of student continuation in and termination from the BSW Program are handled when a concern is raised about a student’s performance.

A student can be dismissed from the program for failing to meet the Center for Social Work Education’s Academic Performance Standards or violations of the Code of Professional Conduct. The Academic Affairs Committee of the Center for Social Work Education will review the status of all students in jeopardy of termination and dismissal. A student can withdraw from the Program in good standing any time before the Committee’s review and the status of “Withdrawn” is placed on his/her transcript. If a student placed on probation after a review by the Committee chooses to withdraw, the status of “Withdrawn on Probation” is placed on the transcript. Similarly, if the student is dismissed from the Program, the transcript will state this status accordingly.

Given the nature and scope of professional social work practice, academic performance standards, as defined in the program’s Academic Performance Standards for Admission and Retention are comprehensive. Students are introduced to these standards when they first interface with the program and their student file is established. At that time, they are provided with a copy of the “Code of Professional Conduct” that they signed, as well as the Academic Performance Standards.

Below is an illustrative but not exhaustive list of problems that might result in an Academic Performance Review, based on the program’s Academic Performance Standards.

Students are seen as violating the BSW Program’s Academic Performance Standards and might be subject to performance review when they:

- fail to demonstrate professional integrity in meeting the objectives of the social work program and in fulfilling all program requirements.
- perform at levels of C- and below in course and/or field work
- breach the standards for academic conduct, including but not limited to plagiarism, the giving or falsifying of any academic documents or materials, cheating, and the giving or receiving of unauthorized aid in tests, examinations, or other assigned school work. Center for Social Work Education’s policy on
academic and classroom misconduct is defined in the Student Handbook and Undergraduate Bulletin.

- are excessively absent from class, as defined in the instructor’s syllabus.
- are consistently irresponsible in meeting classroom and program requirements; for example, they are involved in a high frequency of the following: tardiness and absences, absences on exam days, assignments are turned in late, required field experiences or group meetings to prepare for group projects are missed.
- do not meet the grade-point requirements that have been established at different points in the program.
- continue to reject social work values as they proceed through the program or who do not comply with the NASW Code of Ethics.
- fail to engage in ethical behavior in the community commensurate with the professional role.
- are found to be in serious violation of Widener University Student Disciplinary Rules, as determined by the Widener University Judicial System.
- are convicted of a violent crime or other felony.
- are under the influence of alcohol or drugs in the classroom or field settings, which causes them to function in an impaired manner, exhibit inappropriate behavior, or demonstrate negligence or unprofessional conduct, as defined in the NASW Code of Ethics.
- violate Widener University’s Drug-Free Campus/Workplace Policy, as found in Student Handbook and Undergraduate Bulletin.
- are unable to pass a drug screen, as required by the program or the field practicum.
- behave in ways that are inappropriate to the field of social work, as defined in the NASW Code of Ethics or Widener University and the BSW Program policies.
- are unable to demonstrate willingness to grow toward professionalism by responsibly and satisfactorily reconciling differences between personal and professional values/ethics in order to practice in an ethical and a professional manner, as required by the NASW Code of Ethics.
- interact inappropriately or ineffectively with faculty, staff, peers, field instructors, or in other collegial relationships.
Academic Concerns

As stated above, students may declare social work as a major field of study at any time prior to or during their junior at Widener. Students must apply for formal admission into the BSW program as per the Candidacy process. In order to be formally admitted into the BSW program, students must achieve an overall grade point average (GPA) of at least 2.5 and a GPA of at least 2.5 in social work courses. Social work students GPA’s are reviewed at the end of each semester and are notified by the BSW Program Director if their academic progress is in jeopardy. Students who declare social work as their major during their junior year may prolong their time at Widener to complete the social work academic requirements.

Once accepted, BSW students must maintain an overall GPA of at least 2.5 and receive a grade of "C" or higher in all social work courses. A student is placed on probation when his/her overall GPA falls below 2.5 or when he/she receives a grade lower than a "C" in a social work course. A "C-" is not acceptable and a student will be required to repeat any social work course for which he/she receives a "C-" or lower. A second semester senior must receive a grade of "C" or higher in all social work courses and a passing grade in all other courses required for the major in order to graduate with a BSW degree.

A student failing to maintain the required GPA or who receives a grade lower than a "C" may be placed on academic probation for one semester. Students placed on academic probation must develop a plan to resolve their academic difficulties with their faculty advisor. In addition, it is the discretion of the BSW Program Director to limit the number of credits BSW students may take while on probation.

Students on academic probation who raise their overall GPA to 2.5 and receive a grade of "C" or higher in their social work courses will be removed from probation. Students who fail to achieve this while on academic probation are then dismissed from the program. Any student who is dismissed from the program may appeal the dismissal decision as outlined in this manual and the Widener University Undergraduate Student Handbook and Undergraduate Student Bulletin.

Violations of Professional Code of Ethics

Upon the receipt of an allegation of a violation of social work ethics, as defined by the NASW Code of Ethics (see Appendix I), the BSW Program Director or an authorized representative will make a preliminary investigation of the complaint. The BSW Program Director or authorized representative may dismiss the complaint. If, however, sufficient cause is found to warrant further investigation of the allegation, the Director or authorized representative will refer the matter to the chair of the Academic Affairs committee at the Widener Center for Social Work Education in a timely manner to examine the allegation. If the violation is related to the field, the Director of Field Instruction will also participate in this meeting.
Non-Academic Grounds for Termination and Dismissal

A student can be dismissed from the program for inappropriate or inadequate performance in the field, for violations of professional standards of behavior, for violations of the Student Code of Conduct, for academic fraud, or for documented interpersonal problems, such as interpersonal difficulties that interfere with the student’s capacity to engage in professional social work practice. A pattern of impaired relationships may serve as grounds for dismissal from the program. A pattern of impaired relationships may include difficulty in relating to others in the program (i.e., peers, faculty, staff, field instructors, and/or clients), inability to establish trusting relationships, lack of respect for others, inability to recognize the needs of others in interactions, or inability to accept critical feedback may undermine the student’s capacity for social work practice and may place clients at risk. The Center’s Academic Affairs Committee will review the status of any student in jeopardy of dismissal for non-academic reasons.

If students demonstrate interpersonal problems that affect their ability to engage with faculty, staff, peers, clients and other professional colleagues, the person expressing concern must communicate her/his or concern to the BSW Program Director. The BSW Program Director then gathers information. When a concern is substantiated, the BSW Program Director will notify the student in writing of the interpersonal problems that have been identified and give the student the opportunity to discuss the issues, and to supply a written response regarding the concerns.

Students must have an opportunity to correct the described interpersonal problems. This opportunity should be developed through discussions with the member(s) of the faculty expressing concerns, the student, and the BSW Program Director. Any subsequent or additional concerns by faculty must be documented in the same manner. Similarly, any meetings with the student in order to attempt resolution of recorded concerns must also be summarized in writing with copies provided both to the student and the BSW Program Director.

The BSW Program Director will notify the student’s advisor of record that such an action has been taken. The BSW Program Director will retain the copy of the findings in a separate, secure file. The BSW Program Director will destroy the file upon the student’s successful completion of the program.

A pattern of impaired relationships, documented in the manner described above, may serve as grounds for dismissal from the program. A consistent pattern of difficulty in relating to others in the program (i.e., peers, faculty, staff and/or field instructors), such as the inability to establish trusting relationships, lack of respect for others, inability to recognize the needs of others in interactions, or inability to accept critical feedback may undermine the student’s capacity for social work practice and may place clients at risk.

If such a documented pattern of interpersonal problems emerges for a student, the BSW Program Director will bring the matter to the attention of the Associate Dean and
Director of the Center. The Associate Dean and Director may then refer the matter to the Academic Affairs Committee for review of the student’s status in the program.

Students, who have been dismissed from Widener University for academic or non-academic reasons, seeking readmission, must fill out a re-admission application and submit it to the Office of Admissions. The application must indicate that the applicant has addressed all of the conditions leading to their dismissal. Students must submit an official transcript of coursework completed at other institutions since leaving Widener. Please see the Undergraduate Student Bulletin for detailed policies and procedures.

The Academic Affairs Committee

The Academic Affairs Committee composition is described in the by-laws of the Center for Social Work Education.

Responsibility of the Committee

The Academic Affairs Committee will be concerned with problematic performance situations. Each student has the responsibility for discussing academic performance difficulties with his/her instructors, faculty field liaison, and advisor, as appropriate to the situation. The committee chair shall see that all necessary information is compiled and available for committee use in deliberations.

Roles of Program Director, Committee Chair and Complainant(s)

Upon receiving a written concern or complaint, it is the Program Director’s responsibility to supply the chair with all relevant case documents. The committee chair is responsible for convening the committee, informing the student in writing that a complaint has come forward, gathering information, disseminating necessary information and materials to committee members, recording the review process, and communicating information to the student regarding committee action and decisions. The complainant is viewed as the person(s) most knowledgeable about the situation under review and is therefore responsible for presenting pertinent information on the nature of and facts about the problem under review.

Academic Affairs Procedures and Processes

Initiating a Performance Review.

- A complainant with a student concern should forward the concern in writing to the BSW Program Director. A student who has a concern about another student may also bring that concern to the BSW Program Director. The Program Director then determines whether to request an Academic Affairs Committee review.
- To request a review, the Program Director gives the complaint and any supporting documentation, in writing, to the Academic Affairs Committee chair.
• From the date that the Academic Affairs Committee chair receives the written complaint, he or she has no more than 5 working days to schedule a review meeting, inviting – in writing – the student, the Student Advocate, and Committee members. This documentation should include a referral to this policy manual for further information and relevant policies and procedures.
• The review meeting is to occur no fewer than 5 working days from the date of notification, in order to allow the student, Student Advocate, and Committee Members ample time to review the documentation.

If the Academic Affairs Committee chair initiates a complaint against a student or there is another conflict of interest, another faculty member on the committee will be designated as chair of the committee.

Documentation.

• At the time of the notification of the meeting, both the student and the Student Advocate should receive the same supporting documentation or case material received by the Committee.
• As noted above, the student will have a minimum of 5 working days to review this material prior to the review.
• If any form of plagiarism has occurred, documents are not confidential as per university policy. An instructor is permitted to handle such situations individually, but must still document the incident and any actions taken or adjustments made, providing documentation and written notification to both the student and the Program Director.
• One complete copy of the complaint and all supporting documents will be forwarded along with the Committee’s recommendation to the Associate Dean.
• All other copies will be destroyed.
• The Associate Dean will keep a confidential copy as well copies of the minutes.

Role of the Student Advocate.

• Within the 5-day notification period, the Student Advocate should schedule a meeting with the student to review material.
• As part of this meeting, the Advocate should:
  o Make sure that the student understands the complaint;
  o Make sure that the student understands the Committee’s policies and procedures and knows what procedures will be followed in the review meeting;
  o Discuss possible outcomes of the case;
  o Provide referrals for student emotional support (Widener University Counseling Center);
  o Answer any student questions and provide general guidance on conduct.

Student Privacy and Confidentiality.
All procedures relating to the performance review shall be carried out in a manner that will protect the student’s right to privacy consistent with university policy. Members of the committee and all other persons who appear at the review meeting are expected to observe the confidential nature of the information made available to them, as well as any discussion held during the meeting. Actions and recommendations of the committee are to be confidential and shared only with those persons involved with the student in an educational capacity or University personnel on a need-to-know basis.

The committee operates under the professional concept of a “circle of confidentiality,” which means that departmental personnel and field instructors have a right and an obligation to exchange information on students as this impacts the operation of any part of the program, the integrity of the program in meeting its goals and objectives, the performance status of a student in the program, and the safety and well-being of any Widener University personnel, other students, or field agency personnel.

*Academic Affairs Meeting Procedures.*

As per the above, the Academic Affairs meeting called by the chair should occur within the above noted timeline. Attendance at the review meeting will be governed as follows:

1) The student whose performance will be reviewed is expected to attend the performance review meeting. However, if the student has been contacted but refuses to attend, the review will be conducted in his/her absence. Prior to the meeting date, the student is responsible for contacting the chair to confirm his/her intent to attend the meeting in writing. The student, the Student Advocate, and other student-invited individuals attend only the section of the meeting highlighted below as “Student Presentation and Response to Documentation.”

2) The student may invite another student or staff person from within the institution to attend the Academic Affairs Committee meeting, excluding legal counsel; it is the student’s responsibility to notify the chair of the committee ahead of time regarding who is being invited to attend.

3) Other persons who have significant knowledge of the problem or of the student’s academic performance also may be invited by either the student or the committee chair for information purposes. The chair may invite additional administrative personnel from within the institution, as appropriate.

4) The chair has the authority to limit the number of people who will be attending the review. The chair will also set the schedule for their participation.

In all cases, the Center for Social Work Education Academic Affairs Committee shall follow procedures to insure student due process, which requires the following:

- The student shall be advised of the time and place of the hearing;
The student shall be advised of the breach of regulations of which she/he is charged;

The student shall be advised of the following rights:
  o The right to present his or her case;
  o The right to be accompanied by the BSW Student Advocate;

The student shall be advised of the method of appeal;

The student shall be advised of supportive resources as appropriate (e.g. The Widener Counseling Center).

**Academic Affairs Meeting Agenda.**

1) Presentation of the Case

   a. Presentation of facts leading to the performance review (Program Director)
   b. Presentation of additional facts or clarification of facts related to investigation (Complainant, others)
   c. Summation of Facts (Chair)

2) Student Presentation and Response to Documentation

   a. Student, Student Advocate and other invited individuals are present

3) Deliberation

   a. Only the committee members, as well as additional administrative resources from within the institution, shall be present for this part of the meeting.

4) Recommendations

   a. Recommendations of or actions taken by the committee shall be forwarded in writing to the Associate Dean and Director of the WSCSE in a prompt and reasonable time period following the meeting of the committee. See “Possible Outcomes of Performance Review,” below, for illustrative recommendations. The Associate Dean and Director of the Center for Social Work Education reviews the committee’s recommendations and attached materials and renders a disposition in writing to the student in a prompt and reasonable time period. This letter should include referral to appeals procedures found in this BSW policy manual and the Undergraduate Student Bulletin.

5) Documentation

   a. The chair will collect all copies of all materials prepared for the committee in advance of the meeting and generated by the committee during the meeting and shred them. One set of the materials and corresponding disposition letters from the committee and the Center for Social Work Education Director will be kept by the Director in a confidential file.

6) Student Response
a. The student may put in writing his or her opinions about or reactions to the review process and/or the committee’s recommendations/actions. This written response should be sent to the chair of the committee, who will place a copy in the confidential file.

Possible Outcomes of Performance Review

The following are some possible outcomes of a performance review, applied as appropriate to the severity of the offense. This list is to be seen as *illustrative* rather than exhaustive.

- Mutually agreed upon counseling
- Mandatory participation in, and satisfactory completion of, an alcohol or drug rehabilitation program
- A written performance plan
- Required human service activity
- Extra coursework or educational experiences
- A departmental probationary period during which specified criteria must be met
- Referral to a Widener’s Judicial Affairs Office
- Suspension or dismissal from the program (including field)

BSW Program Student Grievance and Appeals Procedures

Students have the right to file grievances and appeal decisions with regard to grades, faculty behavior, allegations of student violations of conduct, allegations of ethics violations or documented interpersonal problems. The various methods of grievance and appeal are fully outlined in the *Widener University Undergraduate Student Handbook*.

Grievances about Academic Issues

For grievances about academic issues, students should refer to the *Widener University Undergraduate Student Handbook* and *Undergraduate Student Bulletin*.

Grievances about Field Issues

All student grievances about field issues are directed first to the field instructor. If no resolution is reached, the student may request a meeting with his/her field instructor, field liaison and the Director of Field Instruction to attempt to find a resolution. If the results of this meeting are not satisfactory to the student, he/she may appeal to (in the following order): the Director of the BSW Program, the Academic Affairs Committee of the Center for Social Work Education, the Associate Dean and Director of the Center for Social Work Education and the Dean of the School of Human Service Professions. Appeals to all levels other than the faculty member should be made in writing. Review of the appeal will be made in a timely fashion and the student and the faculty member will be provided with the opportunity to state his/her case in person. The student and the faculty member will be notified, in writing, of the review decision.
Grievances about Non-academic Issues

To file a grievance regarding decisions about ethical or non-academic misconduct, including sexual harassment or discrimination, the student should follow the procedures outlined in the *Widener University Undergraduate Student Handbook*. In general, the student may appeal to (in the following order): the Director of the BSW Program, the Academic Affairs Committee of the Center for Social Work Education, the Associate Dean and Director of the Center for Social Work Education, and the Dean of the School of Human Services Professions. Appeals to all levels other than the faculty member should be made in writing.
Widener University Code of Conduct

Widener University’s Student Code of Conduct is direct and simple:

*Widener students are expected to be honest, mature, and responsible and to respect the rights and property of others. The purpose of the Student Code is to promote, preserve, and protect the educational mission of the university.*

Violations of the Student Code

A violation of any policy, rule, regulation, or standard of the university constitutes a violation of the Student Code. The following general policies, rules, regulations, and standards are published to help students understand Widener’s expectations for their behavior. The listing is not exhaustive, and additional policies, rules, regulations, and standards may be established by the university at any time. In addition, any policy, rule, regulation, or standard may be amended or revoked by the university at any time. Students are advised to refer to additional university publications such as the Undergraduate Bulletin, Parking Regulations Policy, Electronic Communications Policy, and departmental policy documents for more information. All students are responsible for familiarizing themselves thoroughly with all policies, rules, regulations, and standards of the university, including those relating specifically to residential students as set forth in this handbook. Questions or recommendations for new policies, rules, regulations, or standards should be directed to the Office of Student Affairs. Violations of any policy, rule, regulation, or standard of the university are subject to the sanctions set forth in the section entitled “Campus Judicial System.”

To ensure that these rights are guaranteed, all University and community rules and regulations must be strictly followed. The following behaviors may result in disciplinary action, not excluding suspension or dismissal:

- conduct that unreasonably obstructs or disrupts institutional activities such as teaching, research or the individual pursuit of learning;
- unreasonably obstructs free access of members or guests of the University or to the University buildings, preventing normal operations of the University in any way; or disrupting the relationship between the University and the community;
- disobeying the general regulations of the University as can be found in the *Undergraduate Student Handbook* or any other generally available set of guidelines;
- damage, defacement, or destruction of University property or personal property of its members or guests;
- serious threats to assault, or assault of, any member or guest of the University;
- deprivation of any member of the University community of his/her rights by physical means;
- theft or gross dishonesty including cheating on tests or examinations, falsifying clinical experience, plagiarism, alteration, forgery or misuse of University documents, records and ID cards. Academic dishonesty will be treated under the Standards of Academic Integrity.
- use, possession, sale or exchange of illegal drugs, drug paraphernalia, narcotics, or medicines requiring physician's prescription without such prescriptions;
- verbal and/or physical harassment of another student, any employee of Widener University or any member of the local Chester community;
- knowingly furnishing false information to the University or its faculty or staff;
- knowingly interfering with the University faculty or staff (including resident assistants) acting in the performance of their duties;
- the violation of federal, state or local criminal laws;
- involving any member of the university in a violation of the law;
- knowingly bringing false charges of harassment against faculty, students, or staff;
- violating rules related to fire safety equipment as outlined elsewhere in this handbook; and
- the unapproved possession or use of firearms, ammunition, fireworks, major or minor explosives, or any lethal weapon. Students who are on the Rifle Team or who belong to the Rifle/Pistol Club must register firearms and/or ammunition with the Department of Campus Safety. Control of these items shall be at the discretion of the director of Campus Safety only. The University may permit exceptions to this regarding items for the ROTC detachment, in which case control of these items shall be coordinated between the director of Campus Safety and the professor of Military Science. No items noted above are permitted in the residence halls at any time. All weapons must be placed in the secured arms area on campus. Students violating these guidelines will be dismissed from the University and given further disciplinary action if further action is deemed necessary. The University will report such violations to civil authorities if warranted.

Students are reminded that violations of University policy are not limited to the above list. Rather, this code is provided merely to highlight some important rules and regulations which must be observed.

The University calls attention to the Commonwealth of Pennsylvania's "Ethnic Intimidation Act of 1982" which takes cognizance of the fact that certain criminal acts are a result of manifestation of malicious intent toward the particular race, color, religion or national origin of an individual or group. All students are responsible for their actions relating to this act. A complete copy of the act is on file and is available from the Dean of Students' office.

Students who feel their rights are being impaired or infringed upon are urged to discuss the matter with the student(s) involved and to consult with the office of the Dean of Students.

For a complete description of Widener University policies on:
- Drugs and Alcohol
- Offensive Weapons
- Gambling
- Hazing
- Discrimination and Harassment
• Community Relations
• Identification Cards
• Athletic and Recreational Activities
• Violations that affect the Educational Mission
• Violations that affect Health and Safety, including assault, terroristic threats, disorderly conduct, exploitation, creation of a fire hazard, smoking, etc.
• Violations that affect Property
• Violations that affect Residence Halls students should refer to the Widener University Student Handbook and the Undergraduate Student Bulletin.

University Sanctions

Students who fail to meet the standards of conduct expected by the University or who bring discredit or tend to bring discredit on the institution will be liable for penalties according to the nature, severity and number of their offenses.

Possible disciplinary sanctions include:

• warning (written or verbal);
• fines, as assessed by specific University department or dean of students;
• restitution;
• work assignments as relevant to the offense;
• participation in an alcohol and/or drug education program in a case of related offenses;
• dismissal or suspension from summer school or from a particular summer session if violation occurs in summer months;
• dismissal or suspension from Widener University. The University reserves the right to suspend immediately, pending further action, a student who threatens the life and/or property of another person.
• Termination of services is automatic upon dismissal or suspension from the University for disciplinary reasons. Financial restitution for any property damage will be charged against the student's account or campus organization.

Standards of Academic Integrity

Academic Integrity Statement

The Academic Integrity Policy was approved by the Faculty Council. Additional regulations are excerpted and paraphrased from the “Minutes of the Academic Council.” These regulations explain Widener University’s expectations regarding students’ academic conduct and describe procedures related to those expectations. Exceptions to the regulations may be made only by special action of the school/college academic councils of the Academic Review Board.

Widener University strongly supports the concept of academic integrity and expects students and all other members of the Widener University community to be honest in all
academic endeavors. Cheating, plagiarism, and all other forms of academic fraud are unacceptable; they are serious violations of university policy. In some circumstances, students’ conduct may require review under the research integrity policy, the freedom to learn policy, the judicial review policy, and other university policies. Widener University expects all students to be familiar with university policies on academic integrity, as outlined in this catalog. The university will not accept a claim of ignorance—either of the policy itself or of what constitutes academic fraud—as a valid defense against such a charge.

Definition of Violations of the Standards of Academic Integrity

Violations of academic integrity constitute academic fraud. Academic fraud consists of any action that serves to undermine the integrity of the academic process or that gives the student an unfair advantage, including:

- inspecting, duplicating or distributing test materials without authorization.
- cheating, attempting to cheat, or assisting others to cheat.
- altering work after it has been submitted for a grade.
- plagiarizing.
- using or attempting to use anything that constitutes unauthorized assistance.
- fabricating, falsifying, distorting, or inventing any information, documentation, or citation.

Each student’s program may have on record additional specific acts particular to a discipline that constitutes academic fraud. These specific acts are specified in relevant handbooks or course syllabi.

Statement on Plagiarism

One of the most common violations of academic integrity is plagiarism. Plagiarism can be intentional or unintentional. However, since each student is responsible for knowing what constitutes plagiarism, unintentional plagiarism is as unacceptable as intentional plagiarism and commission of it will bring the same penalties. In many classes, faculty members will provide their definitions of plagiarism. In classes where a definition is not provided, students will be held to the definition of plagiarism that follows:

Definition of Plagiarism

Plagiarism—submitting the work of others as one’s own—is a serious offense. In the academic world, plagiarism is theft. Information from sources—whether quoted, paraphrased, or summarized—must be given credit through specific citations. When a student paraphrases a work, it is still necessary to cite the original source. Merely rearranging a sentence or changing a few words is not sufficient. The citation style should be appropriate for the discipline and should clearly indicate the beginning and ending of the referenced material. All sources used in the preparation of an academic paper must
Faculty and Student Responsibilities

- Every student, faculty member, and administrator is responsible for upholding the highest standards of academic integrity. Every member of the Widener community shall honor the spirit of this policy by refusing to tolerate academic fraud.
- When expectations for a course are not addressed in this policy, it is the responsibility of the instructor to provide students with additional guidelines for what constitutes “authorized” and “unauthorized” assistance.
- It is the responsibility of every student to seek clarification if in doubt about what constitutes “authorized” and “unauthorized” assistance. In cases of collaborative work, all students within the collaborative group may be responsible for “unauthorized” assistance to any individual student within the collaborative group.
- Students are required to obtain permission prior to submitting work, any part of which was previously or will be submitted in another course. The instructor has the option of accepting, rejecting, or requiring modification of the content of previously or simultaneously submitted work.

A student who suspects that a violation of academic integrity has occurred should report that violation to the associate provost for undergraduate academic affairs or their dean. In this report, the student should describe any action taken, such as talking with the person involved or with a faculty or staff member. Every effort will be made to preserve the anonymity of the student reporting the incident; however, confidentiality cannot be guaranteed.

For a detailed description of the resolution processes between faculty and student as well as at the School or college level, see the Undergraduate Student Bulletin Academic Policies.

In interpreting the above, follow this rule: If students should have any doubts, use a footnote, or other appropriate reference citation.

CAMPUS JUDICIAL SYSTEM

A violation by any student or any student group of the Code of Conduct or of any of the general policies, rules, regulations, or standards of Widener University found in the academic catalogs, Student Handbook, Residence Hall Agreement, or any other generally available set of guidelines or codes of conduct shall be resolved according to the procedures set forth below, unless such violation is subject to a specific code or set of regulations adopted by the university. Except as otherwise provided herein, the Campus Judicial System shall have jurisdiction in all disciplinary matters arising under the general policies, rules, regulations, and standards of the university against all students, whether
they be undergraduates, graduates, or professional students, or others, including students who are on unexpired leaves of absence.

For a complete description of the judicial system procedures, students should refer to the *Widener University Undergraduate Student Handbook*.

**FREEDOM TO LEARN POLICY**

Widener University is a comprehensive teaching institution. Widener exists for the pursuit of truth and for the development of students. As members of our academic community, our students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Free inquiry and free expression in an environment of individual and group responsibility are essential to any community of scholars.

For a complete presentation of the guidelines that have been developed to preserve and protect that community, students should refer to the *Widener University Undergraduate Student Handbook*.

**EDUCATIONAL RECORDS**

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. The complete FERPA policy can be found online at [www.widener.edu/ferpa](http://www.widener.edu/ferpa).

**DISCRIMINATION**

Widener University has the following nondiscrimination policy:

> It is the policy of Widener University not to discriminate on the basis of sex, physical handicap, race, age, color, religion, national or ethnic origin, marital status or sexual or affectional preferences in its educational programs, admissions policies, employment practices, financial aid or other school-administered programs. This policy is enforced by federal law under Title XI of the Educational Amendments Acts of 1972, Title VI of the Civil Rights Act of 1964 and Section 504 of the Rehabilitation Act of 1973.

The Center for Social Work Education is strongly committed to the implementation of this policy statement in every aspect of its activities and has formulated the following position.

> It is the policy of the Center for Social Work Education not to discriminate on the basis of sex, physical handicap, race, age, color, religion, national or ethnic origin, marital status, sexual orientation, gender identity and expression, creed or
political beliefs in its educational programs, admissions policies, employment practices, financial aid or other school-administered programs.

The Center for Social Work Education is committed to social justice and the enhancement of a high quality of life for all people and actively seeks to achieve this end through its mission, its policies and through the day-to-day activities of its faculty, staff and students.

As such, the Center seeks to encourage the development of an atmosphere which is highly sensitive to the diverse needs of its students, faculty and staff. Further, the program actively attempts to address and will not tolerate, discriminatory behaviors and attitudes associated with racism, sexism, classism, ageism, sectariansim, homophobia, transphobia and political or creedic differences which are important historical and contemporary barriers that place constraints upon the attainment of a high quality of life and social justice.

To achieve these ends, the program will provide material in its courses which will contribute to a better understanding of the value of diversity and the consequences of the oppressive nature of the behaviors and attitudes associated with racism, sexism, classism, ageism, homophobia and political or creedic differences. The program will also seek to maximize opportunities for the educational and social advancement of individuals who are members of groups, which have traditionally been excluded from such opportunities.

The program will also take strong action against individuals in instances of discriminatory conduct. In such situations, the offended party may bring a formal grievance to (in the following order): the offending party, the Associate Dean and Director of the Center for Social Work Education, the Academic Affairs committee of the Center for Social Work Education, the Dean of the School of Human Service Professions and the University Provost. Legal action under federal and state civil rights laws is also in force.

**Student Life**

The faculty of the Center for Social Work Education recognize that student needs and interests are important aspects of the success of the program and as such, students are provided with two types of opportunities to become involved in the life of the program. These include: 1) the BSW Student Organization (AKA BSW Club); 2) The National Alliance of Black Social Workers – Widener Student Chapter; and, 3) Representatives to standing governance committees of the program.

**BSW Club**

The social work students, with strong faculty encouragement and support, have developed and maintained a viable student Social Work Club. The Social Work Club is directed and employed by the students as a vehicle for professional socialization and growth as well as a means for formal input into the program. It is recognized as a viable student organization on campus and is financed by student government operating funds.
A social work faculty member serves as an advisor to the organization and the Social Work Program subsidizes the Social Work Club's operating budget on an as-needed basis.

One of the primary functions of the Social Work Club is to invite professional social workers to describe and discuss social work practice in their respective service fields. The Social Work Club holds approximately two to three meetings a semester. In the past they have taken field trips to the Hospital of the University of Pennsylvania Drug Addiction Unit for infants and mothers, to Women's Alternative Center (shelter for homeless women and children) and to Keystone Center (alcohol and drug rehabilitation center). Students have also been actively involved in coordinating an AIDS Awareness Week on campus, have sponsored two parties for children at a homeless shelter in Chester and have been actively involved in a tutoring program for young children in Chester.

**National Alliance of Black Social Workers – Widener Student Chapter**

The National Alliance of Black Social Workers was formed in May 1968 in San Francisco, California. It was created by a coalition of African American social work groups and practitioners, united to combat individual and institutional racism in the American social welfare system. The NABSW Student Chapter of the Center for Social Work Education was chartered in March 1998 with the help of the Philadelphia Chapter Alliance of Black Social workers and seventeen graduate and undergraduate students. The organization follows the by-laws and dues structure of the national office in Detroit, Michigan and provides students of African descent a supportive environment, an opportunity for service, as well as professional and cultural development.

**BSW Representation on CSWE Committees**

The Widener Center for Social Work Education faculty members serve on various committees to perform a lot of the Center's functions. The committees that need BSW representatives are:

1. **Diversity Committee**: This committee actively addresses issues of diversity in the Center.

2. **Continuing Education**: This committee provides opportunities for graduates, alum, and other working professionals to participate in various workshops for continuing education.

3. **Academic Affairs**: This committee meets only in the event of a student-related concern which requires the attention of the administration.

**Student/Faculty Mutual Evaluation**

Students are involved in evaluating the program through participation on the Advisory Board, representation and participation on the Center for Social Work committees,
Academic Affairs, Diversity, Faculty Affairs and ad hoc faculty search committees, the activities of the Social Work Club and through faculty and course evaluations. At the end of each semester, students complete the Course Evaluation form which records their assessment of the course and the faculty member's teaching performance. Student anonymity prevails on the Course Evaluations. Each instructor may review his/her Course Evaluations after final grades have been submitted. The Associate Dean and Director maintains a record of faculty performance reflected by the Course Evaluations; and when indicated, discussions regarding improved teaching performance are conducted with the faculty member involved.

**Student Role in University Governance**

At the University level, students participate in administrative decisions through representation on the Student Life and Affairs Committee of Widener University Council, the Student Government Association, the Interfraternity Council, the Social Affairs committee and certain faculty committees. The Student Government president attends the December meeting of the Board of Trustees. The Student Government Association of the Pennsylvania Campus exercises legislative, executive and judicial supervision over the day student population on its campus. The Interfraternity Council of the Pennsylvania Campus supervises and coordinates the activities of the six national fraternities (plus one colony) and the three national sororities. The Social Affairs Committee provides the day students of the Pennsylvania Campus with various forms of entertainment, including rock concerts, cultural and educational events and off-campus outings.
Appendix I

CODE OF ETHICS

Effective January 1, 1997

Preamble

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

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

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

• service
• social justice
• dignity and worth of the person
• importance of human relationships
• integrity
• competence.
This constellation of core values reflects what is unique to the social work profession. Core values and the principles that flow from them, must be balanced within the context and complexity of the human experience.

Purpose of the NASW Code of Ethics

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

The NASW Code of Ethics serves six purposes:

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

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

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

Further, the NASW Code of Ethics does not specify which values, principles and standards are most important and ought to outweigh others in instances when they conflict. Reasonable differences of opinion can and do exist among social workers with respect to the ways in which values, ethical principles and ethical standards should be rank ordered when they conflict. Ethical decision making in a given situation must apply the informed judgment of the individual social worker and should also consider how the issues would be judged in a peer review process where the ethical standards of the profession would be applied.
Ethical decision making is a process. There are many instances in social work where simple answers are not available to resolve complex ethical issues. Social workers should take into consideration all the values, principles and standards in this Code that are relevant to any situation in which ethical judgment is warranted. Social workers’ decisions and actions should be consistent with the spirit as well as the letter of this Code.

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

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

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

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

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

Value: *Service*

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

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

Value: *Social Justice*

Ethical Principle: *Social workers challenge social injustice.*

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

Value: *Dignity and Worth of the Person*

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

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

Value: *Importance of Human Relationships*

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

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

Value: *Integrity*

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

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

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

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

Ethical Standards

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

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

1. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES TO CLIENTS

1.01 Commitment to Clients

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

1.02 Self-Determination

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

1.03 Informed Consent

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

(b) In instances when clients are not literate or have difficulty understanding the primary language used in the practice setting, social workers should take steps to ensure clients’ comprehension. This may include providing clients with a detailed verbal explanation or arranging for a qualified interpreter or translator whenever possible.
(c) In instances when clients lack the capacity to provide informed consent, social workers should protect clients’ interests by seeking permission from an appropriate third party, informing clients consistent with the clients’ level of understanding. In such instances social workers should seek to ensure that the third party acts in a manner consistent with clients’ wishes and interests. Social workers should take reasonable steps to enhance such clients’ ability to give informed consent.

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

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

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

1.04 Competence

(a) Social workers should provide services and represent themselves as competent only within the boundaries of their education, training, license, certification, consultation received, supervised experience, or other relevant professional experience.

(b) Social workers should provide services in substantive areas or use intervention techniques or approaches that are new to them only after engaging in appropriate study, training, consultation and supervision from people who are competent in those interventions or techniques.

(c) When generally recognized standards do not exist with respect to an emerging area of practice, social workers should exercise careful judgment and take responsible steps (including appropriate education, research, training, consultation and supervision) to ensure the competence of their work and to protect clients from harm.

1.05 Cultural Competence and Social Diversity

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

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

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

1.06 Conflicts of Interest

(a) Social workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment. Social workers should inform clients when a real or potential conflict of interest arises and take reasonable steps to resolve the issue in a manner that makes the clients’ interests primary and protects clients’ interests to the greatest extent possible. In some cases, protecting clients’ interests may require termination of the professional relationship with proper referral of the client.
(b) Social workers should not take unfair advantage of any professional relationship or exploit others to further their personal, religious, political, or business interests.

(c) Social workers should not engage in dual or multiple relationships with clients or former clients in which there is a risk of exploitation or potential harm to the client. In instances when dual or multiple relationships are unavoidable, social workers should take steps to protect clients and are responsible for setting clear, appropriate and culturally sensitive boundaries. (Dual or multiple relationships occur when social workers relate to clients in more than one relationship, whether professional, social, or business. Dual or multiple relationships can occur simultaneously or consecutively.)

(d) When social workers provide services to two or more people who have a relationship with each other (for example, couples, family members), social workers should clarify with all parties which individuals will be considered clients and the nature of social workers’ professional obligations to the various individuals who are receiving services. Social workers who anticipate a conflict of interest among the individuals receiving services or who anticipate having to perform in potentially conflicting roles (for example, when a social worker is asked to testify in a child custody dispute or divorce proceedings involving clients) should clarify their role with the parties involved and take appropriate action to minimize any conflict of interest.

1.07 Privacy and Confidentiality

(a) Social workers should respect clients’ right to privacy. Social workers should not solicit private information from clients unless it is essential to providing services or conducting social work evaluation or research. Once private information is shared, standards of confidentiality apply.

(b) Social workers may disclose confidential information when appropriate with valid consent from a client or a person legally authorized to consent on behalf of a client.

(c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable and imminent harm to a client or other identifiable person or when laws or regulations require disclosure without a client’s consent. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.

(d) Social workers should inform clients, to the extent possible, about the disclosure of confidential information and the potential consequences, when feasible before the disclosure is made. This applies whether social workers disclose confidential information on the basis of a legal requirement or client consent.

(e) Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients’ right to confidentiality. Social workers should review with clients circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. This discussion should occur as soon as possible in the social worker–client relationship and as needed throughout the course of the relationship.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

1.09 Sexual Relationships

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

(b) Social workers should not engage in sexual activities or sexual contact with clients’ relatives or other individuals with whom clients maintain a close personal relationship when there is a risk of exploitation or potential harm to the client. Sexual activity or sexual contact with clients’ relatives or other individuals with whom clients maintain a personal relationship has the potential to be harmful to the client and may make it difficult for the social worker and client to maintain appropriate professional boundaries. Social workers—not their clients, their clients’ relatives, or other individuals with whom the client maintains a personal relationship—assume the full burden for setting clear, appropriate and culturally sensitive boundaries.

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

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

1.10 Physical Contact

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

1.11 Sexual Harassment

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

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

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

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

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

1.14 Clients Who Lack Decision-Making Capacity
When social workers act on behalf of clients who lack the capacity to make informed decisions, social workers should take reasonable steps to safeguard the interests and rights of those clients.

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

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

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

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

(d) Social workers should not terminate services to pursue a social, financial, or sexual relationship with a client.
(e) Social workers who anticipate the termination or interruption of services to clients should notify clients promptly and seek the transfer, referral, or continuation of services in relation to the clients’ needs and preferences.

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

2. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES TO COLLEAGUES

2.01 Respect

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

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

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

2.02 Confidentiality

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

2.03 Interdisciplinary Collaboration

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

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

2.04 Disputes Involving Colleagues

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

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

2.05 Consultation

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

(b) Social workers should keep themselves informed about colleagues’ areas of expertise and competencies. Social workers should seek consultation only from colleagues who have
demonstrated knowledge, expertise and competence related to the subject of the consultation.
(c) When consulting with colleagues about clients, social workers should disclose the least amount of information necessary to achieve the purposes of the consultation.

2.06 Referral for Services
(a) Social workers should refer clients to other professionals when the other professionals’ specialized knowledge or expertise is needed to serve clients fully or when social workers believe that they are not being effective or making reasonable progress with clients and that additional service is required.
(b) Social workers who refer clients to other professionals should take appropriate steps to facilitate an orderly transfer of responsibility. Social workers who refer clients to other professionals should disclose, with clients’ consent, all pertinent information to the new service providers.
(c) Social workers are prohibited from giving or receiving payment for a referral when no professional service is provided by the referring social worker.

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

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

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

2.10 Incompetence of Colleagues
(a) Social workers who have direct knowledge of a social work colleague’s incompetence should consult with that colleague when feasible and assist the colleague in taking remedial action.
(b) Social workers who believe that a social work colleague is incompetent and has not taken adequate steps to address the incompetence should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies and other professional organizations.
2.11 Unethical Conduct of Colleagues
   (a) Social workers should take adequate measures to discourage, prevent, expose and correct the unethical conduct of colleagues.
   (b) Social workers should be knowledgeable about established policies and procedures for handling concerns about colleagues’ unethical behavior. Social workers should be familiar with national, state and local procedures for handling ethics complaints. These include policies and procedures created by NASW, licensing and regulatory bodies, employers, agencies and other professional organizations.
   (c) Social workers who believe that a colleague has acted unethically should seek resolution by discussing their concerns with the colleague when feasible and when such discussion is likely to be productive.
   (d) When necessary, social workers who believe that a colleague has acted unethically should take action through appropriate formal channels (such as contacting a state licensing board or regulatory body, an NASW committee on inquiry, or other professional ethics committees).
   (e) Social workers should defend and assist colleagues who are unjustly charged with unethical conduct.

3. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES IN PRACTICE SETTINGS

3.01 Supervision and Consultation
   (a) Social workers who provide supervision or consultation should have the necessary knowledge and skill to supervise or consult appropriately and should do so only within their areas of knowledge and competence.
   (b) Social workers who provide supervision or consultation are responsible for setting clear, appropriate and culturally sensitive boundaries.
   (c) Social workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation or potential harm to the supervisee.
   (d) Social workers who provide supervision should evaluate supervisees’ performance in a manner that is fair and respectful.

3.02 Education and Training
   (a) Social workers who function as educators, field instructors for students, or trainers should provide instruction only within their areas of knowledge and competence and should provide instruction based on the most current information and knowledge available in the profession.
   (b) Social workers who function as educators or field instructors for students should evaluate students’ performance in a manner that is fair and respectful.
   (c) Social workers who function as educators or field instructors for students should take reasonable steps to ensure that clients are routinely informed when services are being provided by students.
   (d) Social workers who function as educators or field instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student. Social work educators and field instructors are responsible for setting clear, appropriate and culturally sensitive boundaries.
3.03 Performance Evaluation

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

3.04 Client Records

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

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

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

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

3.05 Billing

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

3.06 Client Transfer

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

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

3.07 Administration

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

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

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

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

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

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

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

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

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

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

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

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

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

(b) The actions of social workers who are involved in labor–management disputes, job actions, or labor strikes should be guided by the profession’s values, ethical principles and ethical standards. Reasonable differences of opinion exist among social workers concerning their primary obligation as professionals during an actual or threatened labor strike or job action. Social workers should carefully examine relevant issues and their possible impact on clients before deciding on a course of action.

4. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES AS PROFESSIONALS

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

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

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

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

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

4.04 Dishonesty, Fraud and Deception
Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception.

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

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

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

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

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

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

(b) Social workers should not engage in solicitation of testimonial endorsements (including solicitation of consent to use a client’s prior statement as a testimonial endorsement) from current clients or from other people who, because of their particular circumstances, are vulnerable to undue influence.
4.08 Acknowledging Credit
   (a) Social workers should take responsibility and credit, including authorship credit, only for work they have actually performed and to which they have contributed.
   (b) Social workers should honestly acknowledge the work of and the contributions made by others.

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

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

5.02 Evaluation and Research
   (a) Social workers should monitor and evaluate policies, the implementation of programs and practice interventions.
   (b) Social workers should promote and facilitate evaluation and research to contribute to the development of knowledge.
   (c) Social workers should critically examine and keep current with emerging knowledge relevant to social work and fully use evaluation and research evidence in their professional practice.
   (d) Social workers engaged in evaluation or research should carefully consider possible consequences and should follow guidelines developed for the protection of evaluation and research participants. Appropriate institutional review boards should be consulted.
   (e) Social workers engaged in evaluation or research should obtain voluntary and written informed consent from participants, when appropriate, without any implied or actual deprivation or penalty for refusal to participate; without undue inducement to participate; and with due regard for participants’ well-being, privacy and dignity. Informed consent should include information about the nature, extent and duration of the participation requested and disclosure of the risks and benefits of participation in the research.
   (f) When evaluation or research participants are incapable of giving informed consent, social workers should provide an appropriate explanation to the participants, obtain the
participants’ assent to the extent they are able and obtain written consent from an appropriate proxy.

(g) Social workers should never design or conduct evaluation or research that does not use consent procedures, such as certain forms of naturalistic observation and archival research, unless rigorous and responsible review of the research has found it to be justified because of its prospective scientific, educational, or applied value and unless equally effective alternative procedures that do not involve waiver of consent are not feasible.

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

(i) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.

(j) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.

(k) Social workers engaged in the evaluation of services should discuss collected information only for professional purposes and only with people professionally concerned with this information.

(l) Social workers engaged in evaluation or research should ensure the anonymity or confidentiality of participants and of the data obtained from them. Social workers should inform participants of any limits of confidentiality, the measures that will be taken to ensure confidentiality and when any records containing research data will be destroyed.

(m) Social workers who report evaluation and research results should protect participants’ confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.

(n) Social workers should report evaluation and research findings accurately. They should not fabricate or falsify results and should take steps to correct any errors later found in published data using standard publication methods.

(o) Social workers engaged in evaluation or research should be alert to and avoid conflicts of interest and dual relationships with participants, should inform participants when a real or potential conflict of interest arises and should take steps to resolve the issue in a manner that makes participants’ interests primary.

(p) Social workers should educate themselves, their students and their colleagues about responsible research practices.

6. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES TO THE BROADER SOCIETY

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

6.02 Public Participation
Social workers should facilitate informed participation by the public in shaping social policies and institutions.
6.03 Public Emergencies

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

6.04 Social and Political Action

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

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

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

(d) Social workers should act to prevent and eliminate domination of, exploitation of and discrimination against any person, group, or class on the basis of race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, or mental or physical disability.
The purpose of the social work profession is to promote human and community well-being. Guided by a person and environment construct, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, social work’s purpose is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons.

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

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

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

1. Program Mission and Goals

Educational Policy 1.0—Program Mission and Goals
The mission and goals of each social work program address the profession’s purpose, are grounded in core professional values (EP 1.1), and are informed by context (EP 1.2).
Educational Policy 1.1—Values Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work. These values underpin the explicit and implicit curriculum and frame the profession’s commitment to respect for all people and the quest for social and economic justice.

Educational Policy 1.2—Program Context Context encompasses the mission of the institution in which the program is located and the needs and opportunities associated with the setting. Programs are further influenced by their historical, political, economic, social, cultural, demographic, and global contexts and by the ways they elect to engage these factors. Additional factors include new knowledge, technology, and ideas that may have a bearing on contemporary and future social work education and practice.

Accreditation Standard 1.0—Mission and Goals The social work program’s mission and goals reflect the profession’s purpose and values and the program’s context.

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

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

2. Explicit Curriculum

Educational Policy 2.0—The Social Work Curriculum and Professional Practice The explicit curriculum constitutes the program’s formal educational structure and includes the courses and the curriculum. Social work education is grounded in the liberal arts, which provide the intellectual basis for the professional curriculum and inform its design. The explicit curriculum achieves the program’s competencies through an intentional design that includes the foundation offered at the baccalaureate and master’s levels and the advanced curriculum offered at the master’s level. The BSW curriculum prepares its graduates for generalist practice through mastery of the core competencies. The MSW curriculum prepares its graduates for advanced practice through mastery of the core competencies augmented by knowledge and practice behaviors specific to a concentration.

Educational Policy 2.1—Core Competencies Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities. The ten core competencies are listed below, followed by a description of characteristic knowledge, values, skills, and the resulting practice behaviors that may be used to operationalize the curriculum and assessment methods. Programs may add competencies consistent with their missions and goals.

Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself
Social workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth. Social workers

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

Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice. Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers

- recognize and manage personal values in a way that allows professional values to guide practice;
- make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics4 and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;5
- tolerate ambiguity in resolving ethical conflicts; and
- apply strategies of ethical reasoning to arrive at principled decisions.

Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments. Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers

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

Educational Policy 2.1.4—Engage diversity and difference in practice. Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers

- recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;

---


• gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
• recognize and communicate their understanding of the importance of difference in shaping life experiences; and
• view themselves as learners and engage those with whom they work as informants.

Educational Policy 2.1.5—Advance human rights and social and economic justice. Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers
• understand the forms and mechanisms of oppression and discrimination;
• advocate for human rights and social and economic justice; and
• engage in practices that advance social and economic justice.

Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research. Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers
• use practice experience to inform scientific inquiry and
• use research evidence to inform practice.

Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment. Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers
• utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
• critique and apply knowledge to understand person and environment.

Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services. Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers
• analyze, formulate, and advocate for policies that advance social well-being; and
• collaborate with colleagues and clients for effective policy action.

Educational Policy 2.1.9—Respond to contexts that shape practice. Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers
• continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and
• provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

Educational Policy 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

Educational Policy 2.1.10(a)—Engagement Social workers
• substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
• use empathy and other interpersonal skills; and
• develop a mutually agreed-on focus of work and desired outcomes.

Educational Policy 2.1.10(b)—Assessment Social workers
• collect, organize, and interpret client data;
• assess client strengths and limitations;
• develop mutually agreed-on intervention goals and objectives; and
• select appropriate intervention strategies.

Educational Policy 2.1.10(c)—Intervention Social workers
• initiate actions to achieve organizational goals;
• implement prevention interventions that enhance client capacities;
• help clients resolve problems;
• negotiate, mediate, and advocate for clients; and
• facilitate transitions and endings.

Educational Policy 2.1.10(d)—Evaluation Social workers critically analyze, monitor, and evaluate interventions.

Educational Policy B2.2—Generalist Practice Generalist practice is grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. BSW practice incorporates all of the core competencies.

Educational Policy M2.2—Advanced Practice Advanced practitioners refine and advance the quality of social work practice and that of the larger social work profession. They synthesize and apply a broad range of interdisciplinary and multidisciplinary knowledge and skills. In areas of specialization, advanced practitioners assess, intervene, and evaluate to promote human and
social well-being. To do so they suit each action to the circumstances at hand, using the discrimination learned through experience and self-improvement. Advanced practice incorporates all of the core competencies augmented by knowledge and practice behaviors specific to a concentration.

**Educational Policy 2.3—Signature Pedagogy: Field Education** Signature pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner. Professionals have pedagogical norms with which they connect and integrate theory and practice. In social work, the signature pedagogy is field education. The intent of field education is to connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies.

**Accreditation Standard B2.0—Curriculum** The 10 core competencies are used to design the professional curriculum. The program

- **B2.0.1** Discusses how its mission and goals are consistent with generalist practice as defined in EP B2.2.
- **B2.0.2** Identifies its competencies consistent with EP 2.1 through 2.1.10(d).
- **B2.0.3** Provides an operational definition for each of its competencies used in its curriculum design and its assessment [EP 2.1 through 2.1.10(d)].
- **B2.0.4** Provides a rationale for its formal curriculum design demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field (EP 2.0).
- **B2.0.5** Describes and explains how its curriculum content (knowledge, values, and skills) implements the operational definition of each of its competencies.

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

- **M2.0.1** Identifies its concentration(s) (EP M2.2).
- **M2.0.2** Discusses how its mission and goals are consistent with advanced practice (EP M2.2).
- **M2.0.3** Identifies its program competencies consistent with EP 2.1 through 2.1.10(d) and EP M2.2.
- **M2.0.4** Provides an operational definition for each of the competencies used in its curriculum design and its assessment [EP 2.1 through 2.1.10(d); EP M2.2].
- **M2.0.5** Provides a rationale for its formal curriculum design (foundation and advanced), demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field (EP 2.0).
- **M2.0.6** Describes and explains how its curriculum content (relevant theories and conceptual frameworks, values, and skills) implements the operational definition of each of its competencies.

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

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

---

B2.1.2 Provides generalist practice opportunities for students to demonstrate the core competencies.
M2.1.2 Provides advanced practice opportunities for students to demonstrate the program’s competencies.
2.1.3 Provides a minimum of 400 hours of field education for baccalaureate programs and 900 hours for master’s programs.
2.1.4 Admits only those students who have met the program’s specified criteria for field education.
2.1.5 Specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; maintaining field liaison contacts with field education settings; and evaluating student learning and field setting effectiveness congruent with the program’s competencies.
2.1.6 Specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program competencies. Field instructors for baccalaureate students hold a baccalaureate or master's degree in social work from a CSWE-accredited program. Field instructors for master's students hold a master's degree in social work from a CSWE-accredited program. For cases in which a field instructor does not hold a CSWE-accredited social work degree, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.
2.1.7 Provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.
2.1.8 Develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student’s employment.

1. Implicit Curriculum

Educational Policy 3.0—Implicit Curriculum: The Learning Environment The implicit curriculum refers to the educational environment in which the explicit curriculum is presented. It is composed of the following elements: the program’s commitment to diversity; admissions policies and procedures; advisement, retention, and termination policies; student participation in governance; faculty; administrative structure; and resources. The implicit curriculum is manifested through policies that are fair and transparent in substance and implementation, the qualifications of the faculty, and the adequacy of resources. The culture of human interchange; the spirit of inquiry; the support for difference and diversity; and the values and priorities in the educational environment, including the field setting, inform the student’s learning and development. The implicit curriculum is as important as the explicit curriculum in shaping the professional character and competence of the program’s graduates. Heightened awareness of the importance of the implicit curriculum promotes an educational culture that is congruent with the values of the profession.7

Educational Policy 3.1—Diversity
The program’s commitment to diversity—including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation—is reflected in its learning environment (institutional setting; selection of field education settings and their clientele; composition of program advisory or field committees; educational and social resources; resource allocation; program leadership; speaker series, seminars, and special programs; support groups; research and other initiatives; and the demographic make-up of its faculty, staff, and student body).

**Accreditation Standard 3.1—Diversity**

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

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

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

**Educational Policy 3.2—Student Development**

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

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

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

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

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

**M3.2.3** BSW graduates entering MSW programs are not to repeat what has been mastered in their BSW programs. MSW programs describe the policies and procedures used for awarding advanced standing. These policies and procedures should be explicit and unambiguous. Advanced standing is awarded only to graduates holding degrees from baccalaureate social work programs accredited by CSWE, those recognized through its International Social Work Degree Recognition and Evaluation Service, or covered under a memorandum of understanding with international social work accreditors.

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

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

**Advisement, retention, and termination**

3.2.6 The program describes its academic and professional advising policies and procedures.

3.2.7 Professional advising is provided by social work program faculty, staff, or both. The program spells out how it informs students of its criteria for evaluating their academic and professional performance, including policies and procedures for grievance.

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

**Student participation**

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

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

**Educational Policy 3.3—Faculty**

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

**Accreditation Standard 3.3—Faculty**

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

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

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

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

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

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

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

**Educational Policy 3.4—Administrative Structure**

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

**Accreditation Standard 3.4—Administrative Structure**

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

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

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

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

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

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

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

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

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

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

3.4.5 The program identifies the field education director.

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

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

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

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

Educational Policy 3.5—Resources
Adequate resources are fundamental to creating, maintaining, and improving an educational environment that supports the development of competent social work practitioners. Social work programs have the necessary resources to support learning and professionalization of students and program improvement.

Accreditation Standard 3.5—Resources

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

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

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

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

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

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

5. Assessment

Educational Policy 4.0—Assessment Assessment is an integral component of competency-based education. To evaluate the extent to which the competencies have been met, a system of assessment is central to this model of education. Data from assessment continuously inform and promote change in the explicit and implicit curriculum to enhance attainment of program competencies.

Accreditation Standard 4.0—Assessment

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

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

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

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

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

Center for Social Work Education

BSW Student Agreement

The purpose of this form is to document that I have: (1) received a personal copy of the Academic Performance Standards for Admission and Retention (Adopted 2012) and the Code of Professional Conduct; (2) familiarized myself with the expectations contained in these documents and the BSW Student Policy Manual; (3) had an opportunity to discuss these commitments with a faculty member, if desired; and (4) agreed to abide by these Standards and Code in the courses in my major in the Widener Center for Social Work Education. I understand that these Standards and Code are in addition to other behavioral/performance standards that are in the Widener University Student Handbook and Undergraduate Student Bulletin and that may be identified in expectations requested by specific community service agencies or businesses where field placement experiences are assigned.

I know that this form will be kept in my academic file until graduation and is appropriate for all learning experiences in my major. Because human service professional education involves responsibility for others who may be dependent on me for health and safety, I know that an unwillingness on my part to accept personal responsibility for abiding by these performance expectations will result in my withdrawal from a major in the Widener Center for Social Work Education. I understand and agree to abide by the expectations outlined in the Widener University Center for Social Work Education Academic Performance Standards for Admission and Retention.

Signature: ________________________
Print Name: ________________________
Student ID No: ________________________
Major: ________________________
Date: ________________________
Witness: ________________________

Widener University’s Student Code of Conduct is direct and simple: Widener students are expected to be honest, mature, and responsible and to respect the rights and property of others. The purpose of the Student Code is to promote, preserve, and protect the educational mission of the university.
BSW Program Candidacy Application

The BSW Program requires that all students formally apply for admission in their junior year. To be considered for admission to the BSW program, a student must have completed at least 60 credits and either completed or enrolled in SW 320 and SW 330, and meet the Academic Performance Standards.

All social work majors must submit an application for admission to the BSW program no later than the fall semester of the junior year to be eligible to earn the BSW degree. Transfer students submit their candidacy application during the spring of their junior year. The application procedure requires students to meet with their advisors to discuss their qualifications for admission. Students applying to the BSW program will submit the following:

- Transcript of all previous academic work at Widener University or an official report of grades, which indicates GPA (Student File).

- Evidence of competency in oral and written communication skills (grades and personal statement).

- A letter of recommendation from a faculty member.

- A written **Personal Statement** describing:
  - the applicant's interest in social work as a profession,
  - professional goals, and
  - a self-evaluation describing one's personal qualities as they relate to the seven categories of the Academic Performance Standards: Scholastic, Professional Values and Ethics, Self-Awareness, Interpersonal Relationship Skills, Responsibility and Professional Readiness, Critical Thinking and Problem-Solving Abilities, and Communication Skills.

The BSW Director will notify potential BSW candidates of the deadline for submission of the written Personal Statement each fall semester. In order to be considered for admission to BSW candidacy, students must submit the Personal Statement by the announced deadline.
In order to be considered for admission to the BSW Program, a student must have the following:

- Completed at least 60 credit hours
- Completed or enrolled in SW 310 and SW 330
- Achieved a cumulative GPA of 2.5 or higher
- Earned no lower than a grade of a “C” in any social work course
- Demonstrated competency in oral and written expression of the English language
- Demonstrated personal characteristics consistent with potential for professional social work practice
- Complete an application and be accepted by the BSW Program Committee which includes a personal statement as discussed in the attached form.

Please complete the attached application and personal statement. Submit electronic copies of these materials to Dr. Brent Satterly at basatterly@mail.widener.edu on the specified date. The BSW Program Committee will review your application and render a decision in a timely manner.

Please note that many of the faculty members who sit on the committee have never met some of you. In light of this, your application should be exemplary and represent you in a professional manner. It is recommended that you set aside considerable time to prepare the best application that you can.

Please feel free to contact me with questions or concerns anytime. Thank you.

Sincerely,

Brent Satterly, PhD, LCSW
BSW Program Director
Center for Social Work Education
Widener University
BSW Program Application Cover Sheet

Name: ____________________________________

Address: ____________________________________

____________________________________

Phone: ____________________________________

Cell Phone: ____________________________________

Widener Email: ____________________________________

Credit Hours Completed: ____________________________________

Cumulative GPA: ____________________________________

Earned no lower than “C” in any social work course?

Yes [ ] No [ ]

If yes, please explain:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Completed SW 107? Yes [ ] No [ ] Grade:___

Enrolled in SW 320? Yes [ ] No [ ]

Enrolled in SW 330? Yes [ ] No [ ]
BSW Candidacy Personal Statement

Please include your name and your student number on the typed essay as a header. Please make sure that it is well written and reflective. It should be in the range of three to five pages. If you have had writing difficulties in the past, please have the statement reviewed at the Writing Center prior to handing it in.

Your essay should clearly address the following:

1. Please describe your interests in social work. (Provide details about your background and how it has influenced your decision to pursue social work as a major. Also discuss how you have grown professionally and personally since you have arrived at Widener University.)

2. Please describe your professional goals at this time. (What would you like to do in the field of social work in the future?)

3. Please provide a self-evaluation describing your personal qualities as they relate to the seven categories of the Academic Performance Standards: Scholastic, Professional Values and Ethics, Self-Awareness, Interpersonal Relationship Skills, Responsibility and Professional Readiness, Critical Thinking and Problem-Solving Abilities, and Communication Skills.

4. This next question should only be answered by persons that either do not have a cumulative GPA of a 2.5 at the time of completing the application and/or any students that has been on academic probation currently or in the past.

Please provide an explanation of why your cumulative GPA does not meet the requirements. Provide as many details as possible and indicate why you should be accepted into the social work major. In addition, please explain why you are or were on academic probation and why you should be accepted into the social work major at this time.
Center for Social Work Education

Academic Performance Standards for Admission and Retention

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

Essential Student Behavior:

- Must achieve/maintain an overall GPA of 2.5.
- Must achieve/maintain a GPA of 2.5 in required SW courses.
- Must earn a C or better in all required SW courses. May repeat required SW courses with a C- or below one time only. May repeat no more than two required SW courses. Must earn a C or higher in English Composition (ENG 101). Must successfully complete SW 401, SW 402, SW 403, and SW 404, the first time it is taken.

Professional Values and Ethics Standard: Students demonstrate adherence to ethical, legal, and professional directives and expectations (CPBs 2, 3, 4, 7, 8, 9, 10).

Essential Student Behavior:

- Judgment and conduct are consistent with the values and ethics of the profession as advanced in the NASW Code of Ethics, as well as with established laws, policies, and professional standards of care.
- Demonstrates potential for adherence to ethical expectations and obligations in working with diverse client populations and working environments, validating the dignity and worth of all people.
- Demonstrates professional and academic integrity in meeting the goals of the social work program and in fulfilling all program requirements. Students should remain aware of and abide by the Widener Compact as defined in The Undergraduate Bulletin.
- Demonstrates respect for the rights of others and upholds the ethical standards of client privacy and confidentiality at all times.

Self-Awareness Standard: Students demonstrate professional readiness through a commitment to the process of self-reflection and self-critique, assuming full responsibility for professional growth and for protecting clients, peers, supervisors, faculty, and other relevant parties from the adverse effects of performance problems and unprofessional behavior (CPB’s 2, 3, 4, 6, 7, 8, 9, 10, 17).

Essential Student Behavior:

- Demonstrates awareness of self and its impacts on interpersonal and professional relationships.
- Demonstrates a willingness to examine and assess the relationship between his/her personal values/socialization and their fit with expected professional behavior, as well as to grow toward professionalism by responsibly reconciling differences, as required by the NASW Code of Ethics.
- Demonstrates the capacity to assess strengths, limitations, and suitability for professional practice throughout the program of study.
- Acknowledges, seeks help to resolve, and ultimately resolves personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties that interfere with
judgment, academic performance, and/or interactions with clients, peers, supervisors, faculty, and other relevant parties.

- Advocates for himself/herself in an appropriate and responsible manner.
- Shows a willingness to receive and accept feedback and/or supervision in a positive manner and to use the feedback to enhance his/her professional development.
- Demonstrates the ability to deal with life stressors through the use of appropriate coping mechanisms.
- Identifies appropriate professional learning goals and takes an active role in the learning process.
- Prepares for and effectively utilizes supervision and other forms of professional advisement and mentorship.
- Demonstrates a realistic and accurate self-awareness of his/her own strengths, limitations, values, and performance.

<table>
<thead>
<tr>
<th><strong>Interpersonal Relationship Skills Standard:</strong></th>
<th>Interactions with peers, clients, faculty, staff, advisors, supervisors, agency personnel, and field instructors reflect integrity, honesty, and cooperation, as well as a clear understanding of professional role and appropriate boundaries (CPBs 2, 3, 4, 7, 8, 9, 10, 29, 30, 31).</th>
</tr>
</thead>
</table>

**Essential Student Behavior:**

- Relates interpersonally in a manner that is respectful, nonmanipulative, nondisruptive, nondiscriminatory, and characterized by maturity.
- Demonstrates interpersonal skills that would indicate an ability to form and to sustain effective helping relationships.
- Uses proper channels for conflict resolution.
- Maintains appropriate boundaries in all relevant relationships and arenas.
- Demonstrates appropriate use of self in the professional role.

<table>
<thead>
<tr>
<th><strong>Responsibility and Professional Readiness Standard:</strong></th>
<th>Appropriate levels of responsibility and professional readiness are demonstrated over the course of the program of study (CPBs 2, 3, 4, 6, 7, 8, 9, 10, 13).</th>
</tr>
</thead>
</table>

**Essential Student Behavior:**

- Demonstrates responsible and self-directed behavior in adherence to the plan of study and the proper sequencing of courses for program completion.
- Shows potential for responsible and accountable behavior by observing advisement deadlines, keeping appointments or canceling appointments if unable to keep them, attending class regularly and on time, and observing assignment due dates.
- Demonstrates ability to adhere to agency protocols and policies, dress codes, and documentation requirements.
- Demonstrates behaviors on campus, in the classroom, in the field placement, in the community, and with peers that are in compliance with program policies, institutional policies, and professional ethical standards.
- Refrains from illegal drug use and demonstrates behavior that is consistent with Widener University Drug and Alcohol Policy as outlined in The Undergraduate Bulletin and the Widener University Student Handbook.
- Passes drug screens, as may be required by the program or field practicum.
- Absence of a history involving conviction of a violent crime or other felony.
- Communicates in advance to all affected parties whenever there is an interruption of planned attendance or task completion, tardiness, or late submission of assignments and identifies appropriate alternatives when a change in plans is necessary.
- Demonstrates ability to function within the structure of organizations and service delivery systems, as a member of a team and of an agency.
➤ Demonstrates application of effective time management strategies in completing all professional and academic responsibilities and activities.
➤ Responds in a timely and appropriate manner to communication from faculty, supervisors, field instruction personnel, and clients.

**Critical Thinking and Problem-Solving Abilities Standard:** Individual reasoning reflects a comprehensive analysis that distinguishes fact from inference; conclusions are grounded in relevant data, information, and evidence (CPBs 11, 12, 13, 14, 15, 16, 17, 21, 22, 23, 24).

**Essential Student Behavior:**

➤ Demonstrates the ability to identify ways in which biological, psychological, social, developmental, spiritual, socioeconomic, and environmental factors that may affect an individual, family, groups, communities and organizations.
➤ Demonstrates ability to gather and assess relevant information; to interpret information correctly; to come to well-reasoned conclusions and/or solutions; to think open-mindedly about alternative viewpoints, recognizing their underlying assumptions, implications, and practical consequences.
➤ Demonstrates the ability to identify and incorporate classroom learning in assessments and interventions with clients.
➤ Demonstrates ability to engage in reflective thinking to overcome personal beliefs rooted in prejudices, sweeping generalizations, stereotypes, and oversimplifications.

**Communication Skills Standard:** All verbal, nonverbal, and written communication exchanges are in accordance with professional standards (CPBs 13, 29, 30, 31).

**Essential Student Behavior:**

➤ Speaks with dignity, respect, and cultural sensitivity to peers, clients, faculty, staff, advisors, supervisors, agency personnel, and field instructors.
➤ Shows skill in building rapport and engaging clients, applying principles of sound communication.
➤ Demonstrates good empathic and attending skills in client interactions.
➤ Demonstrates mastery of the English language in oral and written form.
➤ Prepares written products that reflect mastery of the conventions of the written word in clarity, accuracy, completeness, as well as that evidence correct grammar and syntax, proper diction, accurate reasoning, and APA formatting.
➤ Follows agency guidelines for recordkeeping.
Appendix VI

Center for Social Work Education

BSW Candidacy Packet Rubric

Student _______________________  Reviewer: ______________________

Formal admission to the BSW Program, known as Candidacy, occurs at differing times for four-years students versus transfer students. Four-year students are formally considered for admission to the BSW program in the spring semester of their sophomore year. Transfer students are considered for admission in their fall semester of their junior year. This rubric is designed to weigh each component of the BSW Candidacy Packet as outlines in the BSW Policy Manual.

To the Reviewer: Please review all components of the BSW Candidacy Packet. This includes the following: Program evaluation, transfer equivalency report (transfer students only), faculty letter of recommendation, and the personal statement of the student addressing the Academic Performance Standard paying special attention to the Essential Practice Behaviors linked with each Standard. Assign a score from 0 to 3 for each Standard and total the sum at the bottom of the rubric. Please feel free to comment.

<table>
<thead>
<tr>
<th>Academic Performance Standards &amp; Candidacy Requirements</th>
<th>Un-acceptable (0)</th>
<th>Good (1)</th>
<th>Very Good (2)</th>
<th>Excellent (3)</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Scholastic Standard: Includes overall GPA, GPA in required social work courses, and course grades. (Using Program Evaluation or Transfer Equivalency Report)</td>
<td>Does not achieve a 2.2</td>
<td>Achieved a 2.3</td>
<td>Achieved above a 2.3</td>
<td>Achieved a 2.5 or above</td>
<td></td>
</tr>
<tr>
<td>2. Professional Values &amp; Ethics Standard: Students demonstrate adherence to ethical, legal, and professional directives and expectations (CPBs 2, 3, 4, 7, 8, 9, 10).</td>
<td>Does not discuss</td>
<td>Discusses, but without depth and limited insight</td>
<td>Discusses, and provides comprehensive overview with some insights</td>
<td>Discusses, and provides comprehensive overview with key values and examples</td>
<td></td>
</tr>
<tr>
<td>3. Self-Awareness Standard: Students demonstrate professional readiness through a commitment to the process of self-reflection and self-critique, assuming full responsibility for professional growth and for protecting clients, peers, supervisors, faculty, and other relevant parties from the adverse</td>
<td>Does not discuss</td>
<td>Discusses, but without depth. Doesn’t demonstrate much self-reflection</td>
<td>Discusses, and provides comprehensive overview with some self-reflection and insights</td>
<td>Discusses, and provides comprehensive overview with insightful self-reflection, self-critique, and steps to self-correct</td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>---------------------------------------------</td>
<td>---------------------------------------------------</td>
<td>-------------------------------------------------</td>
<td>---------------------------------</td>
<td>-------------------------------------</td>
</tr>
<tr>
<td>Effect of performance problems and unprofessional behavior (CPBs 2, 3, 4, 6, 7, 8, 9, 10, 17).</td>
<td>Does not discuss</td>
<td>Discusses, but does not discuss</td>
<td>Discusses, and provides comprehensive overview with some insights and examples of professional interactions with others</td>
<td>Discusses, and provides comprehensive overview with examples of professional interactions with others. Also includes insights around boundaries and roles.</td>
<td>Discusses, and provides comprehensive overview with examples of problem-solving and critical thinking.</td>
</tr>
<tr>
<td>Interactions with peers, clients, faculty, staff, advisors, supervisors, agency personnel, and field instructors reflect integrity, honesty, and cooperation, as well as a clear understanding of professional role and appropriate boundaries (CPBs 2, 3, 4, 7, 8, 9, 10, 29, 30, 31).</td>
<td>Discusses, but without depth</td>
<td>Discusses, and provides comprehensive overview with some insights and examples of professional interactions with others</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Responsibility and Professional Readiness Standard: Appropriate levels of responsibility and professional readiness are demonstrated over the course of the program of study (CPBs 2, 3, 4, 6, 7, 8, 9, 10, 13).</td>
<td>Does not discuss</td>
<td>Discusses, but does not demonstrate professional readiness for practice</td>
<td>Discusses, and provides an example of professional readiness for practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individual reasoning reflects a comprehensive analysis that distinguishes fact from inference; conclusions are grounded in relevant data, information, and evidence (CPBs 11, 12, 13, 14, 15, 16, 17, 21, 22, 23, 24).</td>
<td>Does not discuss</td>
<td>Discusses, but does not display critical thinking or examples</td>
<td>Discusses, and provides some examples of problem-solving and critical thinking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All verbal, nonverbal, and written communication exchanges are in accordance with professional standards (CPBs 13, 29, 30, 31).</td>
<td>Does not discuss.</td>
<td>Discusses, but does not display examples of professional communication exchanges</td>
<td>Discusses, but does display some examples of professional communication exchanges</td>
<td>Discusses, but does display written and verbal examples of professional communication exchanges</td>
<td></td>
</tr>
<tr>
<td>Paper does not use APA format and/or multiple grammar, punctuation and spelling errors</td>
<td>&gt;3 errors in application of APA format and/or grammar, punctuation, and spelling errors</td>
<td>Paper is inconsistent in use of APA format for citations and references</td>
<td></td>
<td>Paper correctly applies APA format and is organized and written clearly using proper spelling, grammar, and punctuation</td>
<td></td>
</tr>
<tr>
<td>Paper does not use APA format and/or multiple grammar, punctuation and spelling errors</td>
<td>Does not</td>
<td>Includes, but</td>
<td>Letter</td>
<td>Letter</td>
<td></td>
</tr>
<tr>
<td>Recommendation</td>
<td>include</td>
<td>highlights positive aspects of student including academics, student engagement and well roundedness</td>
<td>highlights exemplary positive aspects of the student including academics, leadership abilities, student engagement, well roundedness, and cultural competency</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------</td>
<td>-------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL SCORE:**

27-24: **Accepted** - Student demonstrates propensity for professional social work practice
23-18: **Accepted** - Student demonstrates some propensity for professional social work practice
17-14: **Conditional Acceptance** - Student demonstrates limited propensity for professional social work practice with some potential for growth
13-9: **Conditional Acceptance** - Student demonstrates limited propensity for professional social work practice with limited potential for growth
8-6: **Rejected** - Student demonstrates very limited propensity for professional social work practice with very limited potential for growth
5-0: **Rejected** - Student does not demonstrate any propensity for professional social work practice with no potential for growth

**Comments:**

**DISPOSITION:**

____________________________________________
Appendix VII

Center for Social Work Education

BSW Candidacy Packet Disposition

BSW Student: _____________________________

Reviewer 1 Score: _____________________________

Reviewer 2 Score: _____________________________

Reviewer 3 Score: _____________________________

Individual Review Benchmarks: Individual scores range from 27 to 0 points.

<table>
<thead>
<tr>
<th>TOTAL SCORE</th>
<th>DISPOSITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>27-24</td>
<td>Accepted</td>
</tr>
<tr>
<td>23-18</td>
<td>Accepted</td>
</tr>
<tr>
<td>17-14</td>
<td>Conditional Acceptance</td>
</tr>
<tr>
<td>13-9</td>
<td>Conditional Acceptance</td>
</tr>
<tr>
<td>8-6</td>
<td>Rejected</td>
</tr>
<tr>
<td>5-0</td>
<td>Rejected</td>
</tr>
</tbody>
</table>

Combined Review Benchmarks: Combined scores range from 81-0.

<table>
<thead>
<tr>
<th>TOTAL SCORE</th>
<th>DISPOSITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>81-71</td>
<td>Accepted</td>
</tr>
<tr>
<td>70-61</td>
<td>Accepted</td>
</tr>
<tr>
<td>60-51</td>
<td>Conditional Acceptance</td>
</tr>
<tr>
<td>50-41</td>
<td>Conditional Acceptance</td>
</tr>
<tr>
<td>40-31</td>
<td>Rejected</td>
</tr>
<tr>
<td>30-0</td>
<td>Rejected</td>
</tr>
</tbody>
</table>

Combined Candidacy Score: _____________________________

DISPOSITION: _____________________________
Appendix VIII

Center for Social Work Education

BSW Field Practicum Application

Class Status ________________  Graduation Date ________________

Name __________________________________________________________

Home Address
____________________________________________________________
______________________________________________________________
(City)        (State)          (Zip Code)

Home Telephone ________________________________________________

Cell Phone ______________________________________________________

Email address __________________________________________________

Campus Address ________________  Box Number _________________

Campus Telephone ______________________________________________

1) Personal Data

Birthdate: ____________________  Marital Status: _________________________

Children: (number of) ______________  Ages: __________________________

Health: _________________________

Do you speak a language other than English? Yes  No

    Specify language ______________________

Will you be working during field? Yes  No

    Hours per week? ______________________

Do you have a registered insured car available for field placement? Yes  No
Do you have a valid driver’s license? Yes No

Have you ever been convicted of a crime? Yes No

If yes, please describe ___________________________

Have you been investigated by a child welfare agency? Yes No

If yes, please describe ___________________________

Do you have a disability that should be considered in placement? Yes No

If yes, please describe ___________________________

If you have any agency/client population you would not want to work with, please indicate and give reason.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

2.) WORK EXPERIENCE IN SOCIAL SERVICE OR RELATED AREAS.

A. Describe briefly volunteer, service learning and or life experiences you have had which you consider relevant to your practicum. Include specific skills or abilities that may be useful to you in your field assignment (i.e. art, music, language or writing skills, dramatic talents, cooking, horticultural abilities or experience).

B. Describe any employment experience you may have had and briefly list duties if relevant to your personal and professional development.

C. Worksite Field Placement Criteria is listed at the end of the Field Application and further elaboration is found in the field section of the BSW Policy and Procedure Manual on line. Will you be applying for a Worksite Placement? ____Yes ____No.

If yes please describe.

________________________________________________________________________
3.) **ACADEMIC DATA**

List all courses taken related to your major: (Note courses you are presently taking with (*). Include courses taken in other colleges, or workshops significant to social work (i.e. Interviewing, human sexuality, substance abuse, nutrition and health).

<table>
<thead>
<tr>
<th>Course or Workshop Title/Name</th>
<th>Course or Workshop Title/Name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4.) **PRACTICE PREFERENCES:**
Please review the website for field placement ideas. BSW students are placed in agencies that give a range of practice experiences and a variety of social work roles and skills.

**A. Areas of Interest:** Place a check mark next to all areas of interest.

- _____ Adults  
- _____ Older Adults  
- _____ Adolescents  
- _____ Children  
- _____ Criminal Justice  
- _____ IDD  
- _____ Families  
- _____ Child Welfare  
- _____ Medical/Health  
- _____ Mental Health  
- _____ Substance Abuse  
- _____ School  
- _____ Domestic Abuse  
- _____ Homelessness/Housing  
- _____ LGBT  
- _____ Physically Disabled  
- _____ Hospice  
- _____ Residential  
- _____ Other(Specify)

**B.** Please state the geographic area(s) that would be most convenient for your field placement. (Delaware County, Philadelphia County, Wilmington, etc.). Your flexibility and willingness to travel will open up more options for field placement.

5.) **SELF EVALUATION**
Discuss personal qualities (attributes) that would contribute to success in the practice of social work. Identify strengths, skills and experiences you feel you posses.

6.) **LEARNING NEEDS**
Please briefly state the challenges you will have and the skills you will need to learn in the field.
7.) **CAREER GOALS:**

Based on your current knowledge, indicate the areas of social work practice you are considering for your future.

8.) **SPECIAL LIFE EXPERIENCES:**

Describe any circumstances that may affect your involvement in field work (health, family responsibilities, work, legal, financial, etc.) Please include any information that may impact your ability to provide Child Abuse Clearances, Criminal Record Clearances, or FBI Fingerprint Clearances, if needed by the agency.

9.) This information is true and I have disclosed all information that could be pertinent to my field placement. I am aware that I may be required to provide Child Abuse Clearances, Criminal Record and/or FBI Fingerprint Clearances, and undergo a physical, immunizations and/or a drug screening test at my expense.

As a student in the BSW program at Widener University, I agree to abide by the NASW Code of Ethics in the classroom and in all aspects of my field practicum. This Code can be found in the Field Section in the BSW Policy Manual available online at the Center for Social Work Education website.

Signature: __________________________________________

Date: _______________________________________________
FIELD PLACEMENT SITE INTERVIEWS
Each student who plans to begin field placement in the fall will be asked to set up an appointment at a potential field placement site. Both the field instructor and student will explore the appropriateness of this practicum assignment. Listed below are questions to consider asking at this site interview.

1. What is the purpose and function of your agency?
2. What is the role of the social worker in your agency?
3. What may be specific tasks and activities I may participate in during a regular day?
4. What skills might I develop during a field practicum at this agency?
5. Is the staff composed of other disciplines than social work? How are they organized in relation to each other?
6. What are the general characteristics of the client population? What is a typical presenting problem? What is a typical student case? What services are provided? What treatment modalities are used most often?
7. How do you handle supervision in this agency?
8. Does the agency offer additional learning opportunities, student seminars, in-service training, workshops, secondary supervision, etc. other than primary supervision?
9. Will I have to work a night and/or vary my field placement schedule in order to attend necessary staff meetings or learning seminars?
10. Will I have an office or will I be sharing an office with another staff person or student? Are there students from other schools in this agency?

WORKSITE CRITERIA (Applies only to students with worksite field practicum)
If a student wants to have a practicum at her/his worksite, it must be clearly differentiated from his/her work and educationally focused in order to gain sufficient practice experience in the application of theory and skills. The learning placement population, cases, supervision and practicum time/days should be separated from the agency-related population, cases, supervision, time and tasks. Generalist BSW, two day placements require at least 6 hours of client system contact that may include counseling, psychosocial assessments, case management, crisis intervention, advocacy, group and family work, community as client and program planning. Supervision must be with an experienced BSW or MSW field instructor (two years minimum) who can supervise 60 minutes weekly from a generalist problem solving perspective. The student as well as the agency must have time, clear boundaries between work and school and a commitment to the students learning process in order to have an optimal worksite field placement.

Helpful websites for Clearances:
http://www.pa.cogentid.com/index.htm
https://epatch.state.pa.us/RecordCheckEntry.jsp;jsessionid=C10043A0009387A62175888132D341D0?actio
n=new
http://www.psp.state.pa.us/psp/lib/psp/sp4-164.pdf
http://www.dpw.state.pa.us/PartnersProviders/ChildWelfare/003671038.htm
Appendix IX

Center for Social Work Education

BSW Field Affiliation Agreement

THIS AGREEMENT is made and entered into on ____________________, by and between ______________________________, a nonprofit corporation ("Facility/Agency") and WIDENER UNIVERSITY - CENTER FOR SOCIAL WORK EDUCATION ("School") concerning social work field training for students from Widener University Center for Social Work Education.

WHEREAS, both parties desire to maintain and improve their existing standards of social services and education by entering into this Agreement; and

WHEREAS, both parties desire to establish and maintain a working relationship in order to assure maximum utilization of clinical services and facilities; and

WHEREAS, it is to the mutual interest of and to the mutual advantage of the parties to this Agreement that the students of School involved be given the opportunity and benefit of the use of existing clinical facilities maintained by Facility/Agency; and

WHEREAS, both parties are mutually desirous of cooperating in the organization and implementation of a clinical education program in the manner set forth in this Agreement.

NOW THEREFORE, in consideration of the mutual covenants contained herein and intending to be legally bound hereby, it is agreed by both parties as follows:

1. RESPONSIBILITIES OF SCHOOL

1.1 School shall retain general responsibility and discretion for content and methods of instruction, supervision, control, evaluation and related matters concerning the structure of the clinical education program and student admission to, dismissal from and participation in and faculty appointments to the clinical education program. School shall be responsible for advising Facility/Agency regarding appropriate student assignments, especially as related to any known student special needs. All students shall be identified as Widener University - Center for Social Work Education students while at Facility/Agency. The activities of the students while participating in the clinical education program at Facility/Agency shall be the following: learning experiences deemed appropriate for the educational level of the Undergraduate and Graduate students as mutually agreed upon by Representatives of the Facility/Agency and School.

1.2 School agrees to provide the services of a coordinator of clinical education (Director/Assistant Director of Field Instruction) as liaison between School and Facility/Agency. The Director/Assistant Director of Field Instruction shall establish the clinical education objectives for the affiliation and the methods for their implementation and for the evaluation of their effectiveness. The Director/Assistant Director of Field Instruction will provide
Facility/Agency with necessary information, including that regarding appropriate student assignments, prior to the student's arrival at Facility/Agency and will plan appropriate visits and consultation conferences. The Director/Assistant Director of Field Instruction will supply all forms necessary for Facility/Agency to evaluate students in a timely and proper fashion, if Facility/Agency is so required. School will provide field instructors with field manuals and field calendar.

1.3 School will send to Facility/Agency only those students who possess a satisfactory record, have met the minimum requirements established by School for the clinical education program and who have been educated in the performance of the skills necessary to participate in the clinical education program.

1.4 School shall assure that students meet the relevant governmental regulations that apply to the Facility/Agency. All students shall have had recent physical examinations.

1.5 School agrees to offer the staff of Facility/Agency the opportunity to attend workshops and special clinical education programs as the School shall from time to time conduct.

1.6 All applicable policies, procedures, rules and regulations of Facility/Agency shall apply to students and faculty of School during their participation in the clinical education program. School shall be responsible for advising its students and faculty of this requirement, including the responsibility to maintain the confidentiality of all Facility/Agency and Client/Patient records. However, Facility/Agency agrees to allow students to use case material within the bounds of confidentiality to complete course assignments.

1.7 School agrees to assure that students carry and maintain malpractice liability insurance coverage in the amount of $1,000,000 per occurrence and $3,000,000 in the aggregate while that student is acting within the scope of the students' educational objectives at the Facility/Agency. School shall also maintain for School general and professional liability insurance in adequate amounts. School will provide a copy of certificate of insurance coverage to Facility/Agency if requested.

1.8 School agrees to indemnify and hold harmless Facility/Agency, its directors, officers, agents and employees from and against any and all claims, allegations of malpractice, demands, actions, settlements or judgments, liabilities, losses, damages, suits, costs and expenses whatsoever, including without limitation any and all expenses whatsoever reasonably incurred in connection with investigating, preparing for, or defending against any litigation, commenced or threatened, or any claim whatsoever, based upon or arising out of activities described in this Agreement, to the extent occasioned by the negligence, actions or omissions of School its agents, employees or students or in connection with any acts or failure to act by School, its agents, employees or students.

1.9 School agrees that at Facility/Agency's request School shall withdraw a student or faculty member from Facility/Agency if Facility/Agency notifies School that such student or faculty member does not abide by the rules, regulations, policies and procedures of Facility/Agency, threatens Client/Patient well-being or Facility/Agency operations, or is otherwise detrimental to the clinical education program operations as documented by Facility/Agency. Such student or faculty member may not return to Facility/Agency unless both School and Facility/Agency agree to such return in writing.

1.10 School shall be responsible for initiating periodic reviews with the Field Instructor to review student progress and the clinical education program in general.
1.11 The Director/Assistant Director of Field Instruction in conjunction with the Facility/Agency staff and the student, will assume responsibility for the selection and planning of the students' learning experiences in conjunction with the staff and the student. Supervision and evaluation of student performance will be shared by the representatives of the Facility/Agency and School. Faculty shall visit the clinical site to the extent necessary to provide sound direction for students and collaboration with the Field Instructor.

2. RESPONSIBILITIES OF FACILITY/AGENCY

2.1 Facility/Agency agrees to designate a staff member acceptable to School as coordinator of clinical education (the “Facility/Agency Coordinator”) who will be responsible for working with School and its faculty to coordinate and direct the clinical education program and the students' clinical experience. The Facility/Agency Coordinator shall work with Director/Assistant Director of Field Instruction to insure an approved educational program. The format of the clinical education program, including program objectives, the methods for objective implementation, the evaluation of objective effectiveness, student assignments, and schedules shall be subject to the approval of the Facility/Agency Coordinator.

2.2 Facility/Agency shall provide supervision of a qualified field instructor to students while such students are participating in the clinical education portion of the Undergraduate and/or Graduate programs. For Undergraduate students, the field instructor shall hold the BSW degree and for Graduate students the field instructor shall hold the MSW degree. Field instructors will have a minimum of two years post graduate practice experience, and shall be afforded time to supervise, meet with representatives of the School, and attend supervisory seminars. The field instructor will provide a minimum of 60 minutes individual weekly supervision for Undergraduate students and 90 minutes for Graduate students and will use at least one process recording/tape recording weekly as a tool to focus the supervisory meeting.

2.3 Facility/Agency shall maintain a sufficient level of staff support so that an assigned student will not be expected to perform in lieu of staff.

2.4 Facility/Agency will provide a field placement for student(s) for the entire academic year barring unforeseen circumstances.

2.5 Facility/Agency shall provide to the student copies of all applicable rules, regulations, policies and procedures of the Facility/Agency including all updates of such material. The Facility/Agency shall be responsible for providing assigned interns with training regarding workplace safety appropriate to the Facility/Agency.

2.6 Facility/Agency shall permit students or faculty of School to participate in Facility/Agency's educational programs, including those involving Client/Patient care, at the discretion of the Facility/Agency Coordinator when such participation will not interfere with Client/Patient care or Facility/Agency operations.

2.7 Facility/Agency will provide sufficient desk space, phone service, offices supplies and clerical support necessary for the performance of student’s responsibilities. Facility/Agency shall provide space to accommodate meetings between faculty and students or Facility/Agency personnel as reasonably available.

2.8 When necessary and upon request of School, Facility/Agency will provide information and/or reports, on forms supplied by School, which may be needed by School for evaluation or for compliance with accreditation standards.
2.9. Facility/Agency will allow students access to the Facility/Agency's library during normal hours of operation.

2.10. Facility/Agency will allow student use of Facility/Agency's dining facilities; however, students are responsible for the provision of and/or payment for their own meals.

2.11 Facility/Agency shall extend to student whatever parking privileges are available to staff in general.

2.12 Facility/Agency agrees to indemnify and hold harmless School, its directors, officers, agents and employees from and against any and all claims, allegations of malpractice, demands, actions, settlements or judgments, liabilities, losses, damages, suits, costs and expenses whatsoever, including without limitation any and all expenses whatsoever reasonably incurred in connection with investigating, preparing or defending against any litigation, commenced or threatened, or any claim whatsoever, based upon or arising out of activities described in this Agreement, to the extent occasioned by the negligence, actions or omissions of Facility/Agency, its agents, or employees, or in connection with any acts or failure to act by Facility/Agency, its agents or employees.

2.13 Facility/Agency will maintain responsibility for the services to all Client/Patients and/or their families at all times irrespective of student assignment and/or participation.

2.14 Facility/Agency will provide observational and participatory experience in the designated clinical/administrative areas necessary to satisfy the School's course requirements.

2.15 Facility/Agency will provide orientation including clinical/administrative areas and selected Client/Patient units as may be appropriate for the students and faculty to the extent necessary for them to function adequately and appropriately in the Facility/Agency.

2.16 Facility/Agency will have a written understanding in regard to reimbursement and insurance coverage with students who are expected to use their own or agency automobiles in performing practicum assignments. Facility/Agency will provide for all student travel approved by the Field Instructor and occurring on behalf of Facility/Agency or its Client/Patients by reimbursing students for use of private cars at the same mileage rate provided to agency employees, or reimbursing students for the cost of public transportation.

3. **GENERAL TERMS**

3.1 It is mutually agreed upon that no student shall use Facility/Agency’s clinical facilities after the end of the student’s clinical day unless authoritative Facility/Agency personnel are present. Should the Facility/Agency choose to retain the student beyond the provisions of the field calendar, then the Facility/Agency and student must enter into a separate agreement.

3.2 Facility/Agency shall not assume responsibility for student or faculty members' medical care other than first aid and/or emergency treatment not covered by insurance which is necessitated by an injury sustained while participating in the activities of the clinical program at the Facility/Agency.

3.3 Neither party shall consider the students or faculty members to be employees of or agents of Facility/Agency, and Facility/Agency shall retain no financial obligations with respect to the students other than as provided in 2.16 above for transportation expenses incurred by students.
3.4 Both parties agree that in the performance of this Agreement, there will be no discrimination against any student or employee on account of race, color, sex, sexual preference, religious creed, ancestry, age, national origin, or non job-related disability. Receipt by either party of evidence of such discrimination shall be cause for termination of this Agreement.

3.5 The initial term of this Agreement shall be one year from the date first entered and thereafter from year to year unless terminated by either party.

3.6 Termination shall be by written notice thereof, delivered by either party to the other party on at least sixty (60) days prior to the start of the next academic year. Either party may also terminate this Agreement at any time if the other party defaults in any way of its obligations, but only if such default shall have continued for a period of thirty (30) days after receipt of written notice thereof by the other party.

3.7 This Agreement represents the entire understanding of the parties with respect to the subject matter covered herein and supersedes and nullifies any previous agreements between the parties.

3.8 An annual review by the Director/Assistant Director of Field Instruction and Facility/Agency Coordinator shall be held for the purpose of evaluating and developing student training opportunities at the Facility/Agency.

3.9 This Agreement may be amended only in writing and any amendments hereto must be signed by authorized representatives of School and the Facility/Agency.

3.10 This Agreement shall not constitute, nor shall it be construed or deemed to constitute, a partnership or joint venture between the parties hereto. On the contrary, such parties shall remain separate corporate entities, and each shall continue to conduct its own business and affairs under the control of its own officers and Board of Directors or Trustees, as the case may be with each Board of Directors or Trustees remaining solely responsible in all respects for the management and conduct of the business and affairs of its institution.

3.11 Any notice to be provided under the terms of this Agreement shall be sent by registered mail to the following persons:

School:

Patricia Fletcher, MSW, LCSW
Director of Field Education
Widener University, CSWE
One University Place
Chester, PA 19013-5792

Joseph J. Baker
Senior Vice President for Administration
And Finance
Widener University
One University Place
Chester, PA 19013-5792
This Agreement shall be governed by and construed in accordance with the laws of the Commonwealth of Pennsylvania.

IN WITNESS WHEREOF, the parties have caused this Agreement to be executed by their duly authorized officers, as of the day and year first above written.

FOR UNIVERSITY:

By: ______________________________
Joseph J. Baker
Senior Vice President for Administration and Finance

DATE: ____________________________

FOR CENTER FOR SOCIAL WORK EDUCATION

By: ______________________________
Patricia Fletcher, MSW, LCSW
Director of Field Education

DATE: ____________________________

FOR FACILITY/AGENCY:

By: ______________________________
(signature)

(please print your name and return address)

DATE: ____________________________
Appendix X

Center for Social Work Education

Agency Agreement for Work Site Field Placement

Student: Please provide the following information and submit this form to the Director of Field Education. Worksite plans must be approved by August 1.

Student Name: _____________________  Faculty Liaison_______________________

Agency Name:___________________________________________________________

Address:________________________________________________________________

City______________________State_________Zip____________County___________

Telephone: (_____)___________________

Field Instructor: _________________Phone_____________Email_________________

Work Supervisor:__________________Phone________________Email_______________

Current Job Description/Roles/Responsibilities/Client Population:

Description of Proposed Field Placement: Roles and Responsibilities/Client Population:

Specify how placement activities will differ from job responsibilities:
Address of Field Placement Site if different from above address:

Educational/Field Days/Hours must be defined and separated from the regular work days. The following hours are required in order to successfully complete the field placement portion of the Program:

- BSW: 480 hours, 2 Semesters
- First Year: 480 hours, 2 Semesters
- Second Year: 720 hours, 2 Semesters or Extended Field Year 3 Semesters

Please list your proposed weekly field and work schedule:

The Director of Field Education or the BSW Program Field Director may meet with the student, the worksite field instructor and/or field coordinator of the agency to discuss and finalize the field placement plan with an educational focus that differs from work.

Meeting Date:

_______________________________________ Date
Agency Field Instructor

_______________________________________ Date
Agency Work Supervisor

_______________________________________ Date
Student

This worksite plan is approved:

_______________________________________
Laura Sadtler, LCSW
Director of BSW Field Education

DATE:____________________________
Appendix XI

Center for Social Work Education

Field Visit Contact – Fall Semester

Student___________________________________ Field Liaison _______________

Field Instructor ___________________________  Phone No.__________________

Agency______________________________________________________________

Date_______________

1) Has student received an orientation to the agency?
2) What days and times is the student at their placement?
3) Does student have a space to work?
   Where does student see clients?

How is the student doing (clinically, comfort level, learning, adjusting to policies, paperwork….)

4) How many clients does the student have currently?
   What type of cases?
   If case load is low–when might that change?
   Does student have the opportunity for individual treatment?
   How long might the student get to work with a single case?

5) When and how is supervision done?
   How well matched are the student and supervisor?

6) Discuss Widener’s expectations (i.e. Process Recordings. Professional Development Plan, can student videotape for presentation? Hours, # of cases.....).

7) Are there other learning opportunities for student inside or outside the agency?
8) Does supervisor know about what Widener offers to supervisors? (Access to Library, free CEU’s, resources…..)? ____________

Does supervisor have my contact number? ____________

What is the preferred way for me to be in contact to contact him or her? ________________

9) Any challenges or concerns?

Any agency limitations that I should know about?

10) Misc Notes (phone contacts)

Field Liaison’s Signature____________________________________
Appendix XII

Center for Social Work Education

Field Visit Contact – Spring Semester

Student_________________________  Field Liaison ____________________
Field Instructor ____________________  Phone No._______________________
Agency____________________________________________________
Date_______________

1) Have there been any changes to clinical responsibilities since last semester?

2) What days and times is the student at their placement?

3) How is the student doing overall (comfort level, learning, clinically….)?

4) How many clients does the student have currently?
   What type of cases?
   If case load is low–when might that change?
   Does student have the opportunity for individual treatment?
   How long might the student get to work with a single case?

5) Is student meeting Widener’s expectations (i.e. Process Recordings? Professional Development Plan, can student videotape for presentation? Hours, # of cases.....).

6) When and how is supervision done?
   Is student prepared?
   How does s/he utilize supervision?
7) How is student’s relationship with the supervisor?

8) Are there other learning opportunities for student inside or outside the agency?

9) Any challenges or concerns?
   Any agency limitations that I should know about?
   If there are concerns what is the plan to increase supports by the agency or Widener?

9) Does supervisor have my contact number? __________
   What is the preferred way for me to be in contact to contact him or her?

10) Misc Notes (phone contacts)

Signature____________________________________________Date_____________
Field Liaison
Appendix XIII

Center for Social Work Education

BSW Field Activity Bi-Monthly Report

STUDENT NAME: ________________  AGENCY: ______________________

FACULTY LIAISON: ______________ MONTH: ___________ ACADEMIC YEAR: _______

FIELD PLACEMENT STUDENT:

Please give your activity bi-monthly field report to your faculty liaison the first week of October, December, February, and April.

1. Describe your present caseload, including number of current cases, problems presented, status of cases, treatment modality, interviews attended during the past month.

2. Describe other agency learning activities, such as in-service seminars, conferences, staff meetings, study groups, professional committees, collaboration with other professionals, advocacy concerns, etc.

3. Describe a case or new learning task educationally challenging to you as a student this past month.

4. Any comments or questions that you have for the faculty liaison about your practicum?
Appendix XIV
Center for Social Work Education

BSW Field Practicum Evaluation Form

<table>
<thead>
<tr>
<th>Fall Semester Evaluation</th>
<th>Spring Semester Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Intern__________________________</td>
<td></td>
</tr>
<tr>
<td>Name of Field Instructor__________________________</td>
<td></td>
</tr>
<tr>
<td>Agency Name ____________________________________</td>
<td></td>
</tr>
<tr>
<td>Address ______________________________________</td>
<td></td>
</tr>
<tr>
<td>Telephone__________________________</td>
<td>Email____________________________________</td>
</tr>
<tr>
<td>Briefly describe Student’s Assignments________________________________________</td>
<td></td>
</tr>
<tr>
<td>______________________________________________________________________________</td>
<td></td>
</tr>
<tr>
<td>______________________________________________________________________________</td>
<td></td>
</tr>
</tbody>
</table>

Instructions for Rating Interns on the 10 Competencies: Please rate your intern in comparison to a beginning-level generalist social worker and use the Assessment Rubric for Field Instructor’s Evaluation to guide your ratings of the required practice behaviors. The ten Competencies on this evaluation form were established by the Council on Social Work Education, the national accrediting organization for social work education. Please use the following scale to rate your intern’s level of mastery of all the practice behaviors associated with the 10 identified Competencies.

<table>
<thead>
<tr>
<th>Rating Level of Competency</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>n/a</td>
<td>Not applicable, as the intern has not had the opportunity to demonstrate competence in this area.</td>
</tr>
<tr>
<td>1</td>
<td>Greatly Below Expectations – The intern has not met expectations and does not give indication she/he will do so in the near future.</td>
</tr>
<tr>
<td>2</td>
<td>Below Expectations – The intern has not met expectations in this area, but gives indication she/he will do so in the near future.</td>
</tr>
<tr>
<td>3</td>
<td>Meets Expectations- The intern has met expectations in this area.</td>
</tr>
<tr>
<td>4</td>
<td>Exceeds Expectations- The intern has exceeded expectations in this area.</td>
</tr>
<tr>
<td>5</td>
<td>Greatly Exceeds Expectations- The intern has greatly exceeded expectations in this area.</td>
</tr>
</tbody>
</table>
Comments may be made under any competency statement if desired. Please be sure to indicate those areas in which you think the intern is particularly strong and those areas in which the student needs improvement. This evaluation is intended to give your intern feedback about his or her performance at this time. This evaluation is not the sole factor used to determine if your intern receives a pass or non-pass for the semester. It is, however, a major component that is taken into considered by the faculty field liaison in assigning the student’s field grade.

**Competency 2.1.1: Intern identifies as a professional social worker and conducts himself/herself accordingly.**

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
<th>n/a</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Advocates for client access to the services of social work.</td>
<td>n/a</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>1.2</td>
<td>Practices personal reflection &amp; self-correction to assure continual professional development.</td>
<td>n/a</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>1.3</td>
<td>Attends well to professional roles &amp; boundaries.</td>
<td>n/a</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>1.4</td>
<td>Demonstrates professional demeanor in behavior.</td>
<td>n/a</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>1.5</td>
<td>Demonstrates professional demeanor in appearance.</td>
<td>n/a</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>1.6</td>
<td>Demonstrates professional demeanor in communication.</td>
<td>n/a</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>1.7</td>
<td>Values a commitment to career-long learning.</td>
<td>n/a</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>1.8</td>
<td>Uses supervision &amp; consultation effectively.</td>
<td>n/a</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Supporting Evidence and/or Comments:

**Competency 2.1.2: Intern applies social work ethical principles to guide his or her professional practice.**

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
<th>n/a</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Recognizes and manages personal values that allows professional values to guide practice.</td>
<td>n/a</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2.2</td>
<td>Makes ethical decisions by applying standards of the NASW Code of Ethics.</td>
<td>n/a</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2.3</td>
<td>Tolerates ambiguity in resolving ethical conflicts.</td>
<td>n/a</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2.4</td>
<td>Applies strategies of ethical reasoning to arrive at principled decisions.</td>
<td>n/a</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Supporting Evidence and/or Comments:

**Competency 2.1.3: Intern applies critical thinking to inform and communicate professional judgments.**

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
<th>n/a</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>Synthesizes multiple sources of knowledge including practice knowledge &amp; wisdom with research-based knowledge.</td>
<td>n/a</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3.2</td>
<td>Analyzes different models of assessment, prevention, intervention, &amp; evaluation.</td>
<td>n/a</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3.3</td>
<td>Demonstrates effective oral communication in working with individuals.</td>
<td>n/a</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3.4</td>
<td>Demonstrates effective written communication in working with families.</td>
<td>n/a</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Supporting Evidence and/or Comments:
**Competency 2.1.4: Intern engages diversity and difference in practice.**

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td>Treats clients with dignity &amp; respect</td>
<td>n/a</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4.2</td>
<td>Practices in a way that demonstrates recognition of the extent to which a culture’s structures &amp; values may oppress, marginalize, alienate, or create or enhance privilege &amp; power.</td>
<td>n/a</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4.3</td>
<td>Articulates sufficient self-awareness to eliminate the influence of personal biases &amp; values in working with diverse groups of people.</td>
<td>n/a</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4.4</td>
<td>Articulates his or her understanding of the importance of difference in shaping life experiences.</td>
<td>n/a</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4.5</td>
<td>Views him or herself as a learner &amp; engages those with whom s/he works as informants.</td>
<td>n/a</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

Supporting Evidence and/or Comments:

**Competency 2.1.5: Intern advances human rights and social economic justice.**

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1</td>
<td>Identifies forms &amp; mechanisms of oppression and discrimination</td>
<td>n/a</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>5.2</td>
<td>Advocates for human rights &amp; social and economic justice.</td>
<td>n/a</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>5.3</td>
<td>Engages in practices that advance social and economic justice.</td>
<td>n/a</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

Supporting Evidence and/or Comments:

**Competency 2.1.6: Intern engages in research-informed practice and practice-informed research.**

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1</td>
<td>Applies practice experience to inform scientific inquiry (i.e., research &amp;/or assessment).</td>
<td>n/a</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>6.2</td>
<td>Demonstrates skill in using research findings to improve practice (including policy &amp; social service delivery).</td>
<td>n/a</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

Supporting Evidence and/or Comments:

**Competency 2.1.7: Intern applies knowledge of human behavior and the social environment.**

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1</td>
<td>Utilizes conceptual frameworks about human behavior across the life course to guide assessment.</td>
<td>n/a</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>7.2</td>
<td>Utilizes conceptual frameworks about human behavior across the life course to guide interventions.</td>
<td>n/a</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>7.3</td>
<td>Utilizes conceptual frameworks about human behavior across the life course to guide evaluation.</td>
<td>n/a</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>7.4</td>
<td>Synthesizes and applies knowledge to understand the transaction between the person-and-environment.</td>
<td>n/a</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

Supporting Evidence and/or Comments:
Competency 2.1.8: Intern engages in policy practice to advance social and economic well-being and to deliver effective social work services.

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>8.1</td>
<td>Analyzes policies that advance social well-being.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.2</td>
<td>Advocates for policies that advance social well-being.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.3</td>
<td>Collaborates with colleagues and clients for effective policy action.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Supporting Evidence and/or Comments:

Competency 2.1.9: Intern responds to contexts that shape practice.

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>9.1</td>
<td>Is skilled at discovering, appraising, and attending to changing locales, populations, scientific &amp; technological developments, &amp; emerging societal trends in order to provide relevant services.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.2</td>
<td>Provides leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Supporting Evidence and/or Comments:

Competency 2.1.10: Intern engages, assesses, intervenes and evaluates with individuals, families, groups, organizations, and communities.

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>10.1</td>
<td>Effectively prepares for action with clients/consumers (including those who are individuals, families, groups, organizations, or communities).</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.2</td>
<td>Effectively utilizes empathy and other interpersonal skills with clients/consumers.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.3</td>
<td>Develops a mutually agreed-upon focus of work and desired outcomes with clients/consumers.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.4</td>
<td>Demonstrates ability to collect, organize, and interpret client/consumer data.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.5</td>
<td>Assesses client/consumer strengths and limitations.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.6</td>
<td>Develops mutually agreed-upon intervention goals and objectives with clients/consumers.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.7</td>
<td>Selects appropriate intervention strategies.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.8</td>
<td>Initiate actions to achieve organizational goals.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.9</td>
<td>Implements prevention interventions that enhance client/consumer capacities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.10</td>
<td>Assists clients/consumers in resolving problems.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.11</td>
<td>Negotiates, as appropriate, with clients.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.12</td>
<td>Mediates, as appropriate, with (and on behalf of) clients/consumers.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.13</td>
<td>Advocates, as appropriate, with (and on behalf of) clients/consumers.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.14</td>
<td>Facilitates transitions and endings, as appropriate, with (and on behalf of) clients/consumers.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.15</td>
<td>Critically analyzes, monitors and evaluates interventions.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Supporting Evidence and/or Comments:
FALL SEMESTER EVALUATION SUMMARY

Please check one of the following at the fall evaluation. At the spring evaluation do NOT complete this section.

☐ This intern is excelling in field placement by performing above expectations for interns.

☐ This intern is meeting the expectations of a field placement intern.

☐ This intern is functioning somewhat below the expectations of a field placement intern. There is a question whether this intern will be ready for beginning level generalist social work practice by the end of placement.

☐ This intern is functioning below the expectations of a field placement intern. There is considerable concern that this intern will not be ready for beginning level generalist social work practice by the end of placement. Serious corrective action is necessary if the intern wants to remain in social work.

Narrative Summary – Describe the student’s progress over the fall semester in relation to the 10 competencies and related practice behaviors. In addition, please comment on the student’s development of a professional identity, development of generalist social work knowledge and skills, and participation in the educational process.
SPRING SEMESTER EVALUATION SUMMARY

Please check one of the following at the final evaluation. At the fall evaluation do **NOT** complete this section.

☐ This intern has excelled in field placement by performing above expectations for interns. If an appropriate position were open at this agency, for a beginning level generalist social worker, this intern would be considered among the top candidates for that position.

☐ This intern has met the expectations of field placement. This intern is ready for beginning level generalist social work practice.

☐ This intern is not yet ready for beginning level generalist social work practice.

☐ This intern is not yet ready for beginning level generalist social work practice, and has demonstrated serious problems in performance, and perhaps should be encouraged to pursue another major.

**Narrative Summary:** Describe the student’s progress over the spring semester in relation to the 10 competencies and related practice behaviors. Please comment on the student’s development of a professional identity, development of generalist social work knowledge and skills, and participation in the educational process.
The following section should be completed by the intern:

My agency supervisor has discussed this evaluation with me, and I have received a copy. Please check if you agree or disagree with this evaluation and put your initials next to the box you check.

- I agree with the evaluation  □
- I do not agree with evaluation  □

If the intern disagrees with the evaluation he/she should describe the reasons for the disagreement in writing and submit a copy to both the field instructor and faculty liaison. If needed, a meeting between the student, agency supervisor, and faculty liaison will be held to discuss any disagreements.

Signatures:

Intern: ________________________________ Date _____________________

Field Instructor: ________________________________ Date _____________________

Please return the evaluation to:
Professor Laura Sadtler
BSW Program Field Director
Widener University
Center for Social Work Education
One University Place, Chester, PA. 19013

Email: lcsadtler@widener.edu

## Appendix XV

### Center for Social Work Education

#### BSW Field Evaluation Rubric

<table>
<thead>
<tr>
<th>Core Competencies</th>
<th>Practice Behaviors</th>
<th>Greatly Below Expectations</th>
<th>Below Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
<th>Greatly Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>EP2.1.1</td>
<td>1.1 Advocate for client access to the services of social work.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>1.2 Practice personal reflection and self-correction to assure continual professional development.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>1.3 Attend to professional roles and boundaries.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>EP2.1.1</td>
<td>1.4 Demonstrate</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

**EP2.1.1 Identify as a professional social worker and conduct oneself accordingly**

1. **1.1 Advocate for client access to the services of social work.**
   - 1: No discussion or apparent awareness of client advocacy.
   - 2: Discusses need for client advocacy in supervision but has taken no action.
   - 3: Discusses in supervision a plan for client advocacy but no action taken.
   - 4: Student has planned action for client advocacy and executed plan.
   - 5: Student advocates for client access to services on a consistent basis.

2. **1.2 Practice personal reflection and self-correction to assure continual professional development.**
   - 1: Demonstrates a resistance to personal reflection and self-correction in supervision. Does not use personal reflection and self-correction to enhance practice.
   - 2: Personal reflection and self-correction not initiated unless prompted by others (e.g., field instructor, professor, etc.).
   - 3: Has demonstrated personal reflection and self-correction occasionally in supervision.
   - 4: Student weekly demonstrates (in supervision) the ability to be self-reflective and to take the necessary steps for continued professional development.
   - 5: Consistently comes to supervision prepared with evidence of ongoing personal reflection and self-correcting behavior.

3. **1.3 Attend to professional roles and boundaries.**
   - 1: Student seems unaware of professional role (broker, counselor, advocate, and appropriate boundaries, etc.) as well as the role and function of the agency.
   - 2: When called to his/her attention, the student can identify possible role/boundary and appropriate boundary issues but skill in this area suggests limited ability to transfer to a new situation.
   - 3: Student recognizes different role and boundary issues (e.g., when to act as a broker rather than as a counselor), although on occasion there has been role confusion and/or understanding of agency’s role seems limited.
   - 4: Student evidences the knowledge and skill to identify role/boundary issues and to act appropriately in varying situations.
   - 5: Student demonstrates the ability to anticipate possible role/boundary issues and to prepare a plan for dealing with them professionally. Works within role and function of agency, demonstrating good use of community resources.
<table>
<thead>
<tr>
<th>Identify as a professional social worker and conduct oneself accordingly</th>
<th>Cont.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>professional demeanor in behavior.</td>
</tr>
<tr>
<td></td>
<td>Student frequently does not maintain a calm and objective demeanor and/or time management skills interfere with the work of the agency. Student punctuality and overall dependability is inconsistent. Student has been advised of the need for corrective action.</td>
</tr>
<tr>
<td>Cont.</td>
<td>Student is inconsistent with regard to poise, punctuality, dependability and professional demeanor (according to agency and professional standards).</td>
</tr>
<tr>
<td></td>
<td>Generally poised, punctual, dependable and objective demeanor under ordinary circumstances. Behavior is generally in accord with agency expectations and professional standards.</td>
</tr>
<tr>
<td></td>
<td>Calm and objective under usual circumstances and frequently when under stressful situations. Punctual and dependable. Behavior is consistent with agency expectations and professional standards.</td>
</tr>
<tr>
<td></td>
<td>Exhibits calm and objectivity even under stressful situations. Always punctual and dependable, consistent with agency expectations and professional standards. Time management skills are exemplary.</td>
</tr>
<tr>
<td>1.5 Demonstrate professional demeanor in appearance.</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Student frequently does not maintain a professional appearance and has been advised of the need for corrective action.</td>
</tr>
<tr>
<td></td>
<td>Appearance is typically in accord with agency expectations and professional standards, including clothing as well as accessories.</td>
</tr>
<tr>
<td></td>
<td>Appearance is consistent with agency expectations and professional standards.</td>
</tr>
<tr>
<td></td>
<td>Appearance (including clothing and accessories) is always consistent with agency expectations and professional standards.</td>
</tr>
<tr>
<td>1.6 Demonstrate professional demeanor in communication</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Student frequently does not maintain a professional level of communication (e.g., uses slang, has disregard for titles, uses value-laden language, has poorly written case notes, etc.) Student has been advised of the need for corrective action.</td>
</tr>
<tr>
<td></td>
<td>Communication is typically in accord with agency expectations and professional standards. There is an on-going need to develop written and oral communication, but improvement is evident.</td>
</tr>
<tr>
<td></td>
<td>Communication is consistent with agency expectations and professional standards. Both oral and written communication is generally clear, concise, accurate, and respectful of others.</td>
</tr>
<tr>
<td></td>
<td>Communication is always consistent with agency expectations and professional standards. Skill in this area is beyond that typically evident in a baccalaureate level intern.</td>
</tr>
<tr>
<td>1.7 Value a commitment in career-long learning; and</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Student does not demonstrate an interest in lifelong learning and/or has shown no initiative to engage in learning beyond what is minimally necessary (e.g., does not seek out or attend</td>
</tr>
<tr>
<td></td>
<td>Inconsistently attends those learning experiences that are required by the agency or strongly suggested by the field instructor.</td>
</tr>
<tr>
<td></td>
<td>Attends those learning experiences that are required by agency or strongly suggested by the field instructor.</td>
</tr>
<tr>
<td></td>
<td>Actively explores opportunities for career-long learning and demonstrates a strong, clear sense of personal responsibility for career-long learning.</td>
</tr>
<tr>
<td></td>
<td>Takes every opportunity to expand knowledge, skills and values through reading, workshop/conference/meeting attendance and discussion with colleagues.</td>
</tr>
<tr>
<td>EP2.1.1 Identify as a professional social worker and conduct oneself accordingly Cont.</td>
<td>1.8 Use supervision and consultation.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>1</strong></td>
<td>Doesn’t appear to utilize supervision in a manner consistent with on-going professional development (e.g., is ill-prepared, seeming pre-occupied, and/or has poor follow-through).</td>
</tr>
<tr>
<td><strong>2</strong></td>
<td>Inconsistently prepared (no agenda, prior self-reflection, etc.). Has trouble accepting constructive input and/or does not follow through on supervisory input.</td>
</tr>
<tr>
<td><strong>3</strong></td>
<td>Consistently prepared for supervision and sometimes evidences good follow-through on feedback.</td>
</tr>
<tr>
<td><strong>4</strong></td>
<td>Consistently prepared, able to tactfully disagree, but remains open to constructive feedback. Good follow through.</td>
</tr>
<tr>
<td><strong>5</strong></td>
<td>Maximizes the use of supervision to grow professionally. Consistently well prepared. Excellent follow through.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EP2.1.2 Apply social work ethical principles to guide professional practice.</th>
<th>2.1 Recognize and manage personal values in a way that allows professional values to guide practice.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong></td>
<td>Allows personal values to interfere with practice (e.g., restricting services or options to clients due to personal values, not advocating in support of legislation beneficial to clients due to personal prejudices). Appears unaware of the values of the profession.</td>
</tr>
<tr>
<td><strong>2</strong></td>
<td>Recognizes possible conflicts in personal and professional values but has not shown sufficient skill in either identifying conflicts in values or actively working to manage them. Passive compliance. Appears to have a limited knowledge of professional values and knows the values but finds application difficult.</td>
</tr>
<tr>
<td><strong>3</strong></td>
<td>Once personal/professional value conflicts have been identified, student appears to engage in self-reflection and openly discusses with supervisor ways to manage conflicts.</td>
</tr>
<tr>
<td><strong>4</strong></td>
<td>Initiates efforts to identify conflicts in personal and professional values before openly exploring in supervision ways of managing conflicts.</td>
</tr>
<tr>
<td><strong>5</strong></td>
<td>Readily identifies personal/professional value conflicts and is frequently able to plan effective ways to manage them.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EP2.1.2 Apply social work ethical principles to guide professional practice.</th>
<th>2.2 Make ethical decisions by applying standards of the NASW Code of Ethics.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong></td>
<td>Decisions seem to be unrelated to the ethical standards set forth by the profession. Student appears to have limited knowledge of the Code of Ethics and/or how the Code relates to practice.</td>
</tr>
<tr>
<td><strong>2</strong></td>
<td>Student appears to be knowledgeable about the content of the NASW Code of Ethics but has difficulty applying the principles to practice situations as they emerge.</td>
</tr>
<tr>
<td><strong>3</strong></td>
<td>Student has demonstrated a working knowledge of the NASW Code of Ethics and has, applied them in formulating a plan for client work.</td>
</tr>
<tr>
<td><strong>4</strong></td>
<td>Student has demonstrated, through consistent reference to the Code of Ethics, an understanding and appreciation for the values of the profession. The student typically refers to the values and ethics of the profession in formulating</td>
</tr>
<tr>
<td><strong>5</strong></td>
<td>The student appears to have internalized the values and ethics of the profession so well that all decisions can be directly traced to one or more core values and/or ethical principles.</td>
</tr>
<tr>
<td>EP2.1.3 Apply critical thinking to inform &amp; communicate professional judgments.</td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>2.3 Tolerate ambiguity in resolving ethical conflicts.</strong></td>
<td></td>
</tr>
<tr>
<td>1. Student appears uncomfortable not having one clear, direct answer to each ethical dilemma. Fails to embrace the opportunities for professional growth presented by encountering ethical dilemmas. Stymied when confronted by ethical dilemmas.</td>
<td></td>
</tr>
<tr>
<td><strong>2.4 Apply strategies of ethical reasoning to arrive at principled decisions.</strong></td>
<td></td>
</tr>
<tr>
<td>1. Student does not evidence sufficient knowledge of strategies of ethical reasoning in the practice setting. Student is unable to differentiate various approaches to reaching principled, ethical decisions.</td>
<td></td>
</tr>
<tr>
<td><strong>3.1 Synthesize multiple sources of knowledge, including research-based knowledge, and practice wisdom.</strong></td>
<td></td>
</tr>
<tr>
<td>1. Student is unaware of various sources of knowledge on which they can draw and/or cannot effectively integrate learning from multiple sources into professional practice.</td>
<td></td>
</tr>
<tr>
<td><strong>3.2 Analyze different models of assessment, prevention, intervention, and evaluation.</strong></td>
<td></td>
</tr>
<tr>
<td>1. Student has not demonstrated an awareness of models of assessment, prevention, intervention and evaluation and is unable to apply</td>
<td></td>
</tr>
<tr>
<td>2. Student has demonstrated limited ability to analyze models of assessment, prevention, intervention and evaluation and to apply them in a</td>
<td></td>
</tr>
<tr>
<td>3. Student has demonstrated the ability to analyze models on several occasions but has not routinely used results to inform</td>
<td></td>
</tr>
<tr>
<td>4. Student routinely analyzes various models and accurately applies them to the practice setting.</td>
<td></td>
</tr>
<tr>
<td>EP2.1.3 Apply critical thinking to inform &amp; communicate professional judgments.</td>
<td></td>
</tr>
<tr>
<td>---------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>3.3 Demonstrate effective oral communication consistent with professional social work standards.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>1</strong> Student is not able to articulate clearly and use appropriate language. Communication is not consistent with professional standards.</td>
<td></td>
</tr>
<tr>
<td><strong>2</strong> Student has limited oral ability to communicate clearly even with support.</td>
<td></td>
</tr>
<tr>
<td><strong>3</strong> Student’s oral communication is clean and meets professional standards.</td>
<td></td>
</tr>
<tr>
<td><strong>4</strong> Oral communication is clear, concise, cogent and always timely.</td>
<td></td>
</tr>
<tr>
<td><strong>5</strong> Oral communication is excellent. Communication is crafted with due consideration of the audience (e.g., literacy level, cultural background, etc.)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EP2.1.4 Engage diversity and difference in practice.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4.1 Treat clients with dignity and respect.</strong></td>
</tr>
<tr>
<td><strong>1</strong> Student does not respect the inherent dignity and worth of the individual.</td>
</tr>
<tr>
<td><strong>2</strong> When called to his/her attention, the student at times demonstrates respect for clients.</td>
</tr>
<tr>
<td><strong>3</strong> Student has demonstrated the ability to treat clients with dignity and respect.</td>
</tr>
<tr>
<td><strong>4</strong> Even under stressful situations student consistently demonstrates the ability to treat clients with dignity and respect.</td>
</tr>
<tr>
<td><strong>5</strong> Student consistently demonstrates the ability to treat all clients with dignity and respect, mindful of individual differences and diverse backgrounds.</td>
</tr>
</tbody>
</table>

| **4.2 Practice in a way that demonstrates the extent to which a culture’s structures and values may oppose, marginalize, alienate, or create or enhance privilege and power.** |
| **1** Student has evidenced little or no ability to understand possible links between culture, power and privilege. |
| **2** Student can identify oppressed populations, marginalized groups, and those who have been alienated, but seldom sees cultural values and structures as determinants of power and privilege in practice. |
| **3** Student has demonstrated the ability to identify several specific cultural values/structures that have served to enhance or reduce power/privilege for a client population in her/his practice. |
| **4** Student demonstrates a good working knowledge of differences in cultural values/structures and has used that knowledge to engage clients in practice. Consideration of power and privilege is consistent in |
| **5** Student has evidenced a strong understanding of power and privilege and has initiated discussions at the agency on ways in which client diversity/difference relates to power/privilege in order to enhance service |
4.3 Articulate sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.

1. Student seems reluctant or unable to engage in self-assessment and/or to address personal biases and values which may impact work with diverse client populations.

2. Student seems to be aware of personal biases and values but has had difficulty in supervision addressing how they will be managed in the practice setting.

3. Student’s awareness of personal biases and values is consistent. Student demonstrates in supervision an ability to discuss openly ways to work on eliminating their influence on practice.

4. Student comes to supervision after careful self-reflection, well aware of potential biases and values that may impede the helping process. The student typically seeks assistance in eliminating personal biases and growing in even greater self-awareness.

5. Student is able to anticipate how personal biases and values may mitigate against the helping process and actively seeks out assistance in managing biases and values in the best interests of the client.


4.4 Articulate his/her understanding of the importance of difference in shaping life experiences.

1. Student appears to have little understanding of the impact of difference in shaping life experiences. Student seldom, if ever, references client differences in designing or implementing plans or evaluations.

2. Student seems to appreciate how difference may shape life experiences but seldom integrates that appreciation into their plans for work with clients.

3. Student has demonstrated an ability to understand how client differences have impacted life experiences. Student is able to provide concrete examples.

4. Student consistently demonstrates an understanding of how client differences shape life experiences and has routinely been able to discuss several ways in which this is evident in his/her clients.

5. Student understands very well the importance of difference in shaping the human experience that s/he actively investigates resources useful in selecting assessment, intervention and evaluation strategies that are most appropriate for the client.

4.5 View him/herself as learner and engages those with whom he/she works as informants.

1. Student uses few, if any, opportunities to learn from others (colleagues, clients and/or other professionals.)

2. Student is open to learning what is provided but seldom, if ever, shows initiative in seeking out learning opportunities (e.g., student may attend a recommended training but has not sought out learning opportunities to enhance his/her work with

3. Student is open to participating in recommended trainings or other learning activities and has, on occasion sought information from colleagues, clients, or other professionals to enhance his/her practice.

4. Student routinely engages in activities and discussions with informants at the agency (clients, workers, supervisors) to learn more about the client populations served, thereby enhancing practice.

5. Student consistently engages all appropriate resources at the agency (clients, workers and supervisors) as informants and has demonstrated how information gleaned from others has shaped his/her practice with
5.1 Identify the forms and mechanisms of oppression and discrimination.

1. Student appears to have little or no knowledge of the forms and mechanisms of oppression and discrimination that may have impacted clients.

2. Student appears to identify the forms and mechanisms of oppression and discrimination but has had only limited success in demonstrating how it has impacted clients served by the agency.

3. Student evidences an identification of the forms and mechanisms of oppression and discrimination and has clearly articulated how clients served have been negatively impacted.

4. Student has evidenced the ability to consistently apply his/her identification of the forms and mechanisms of oppression and discrimination through an empowerment based approach to working with clients.

5. Student has evidenced the ability to use his/her understanding of the form and mechanisms of oppression and discrimination to help mobilize others at the agency (clients, co-workers, supervisors) to take some action to advance human rights and social and economic justice.

5.2 Advocate for human rights and social and economic justice.

1. Student has not demonstrated the ability and/or desire to advocate for human rights and social and economic justice.

2. Student has demonstrated an openness to advocating for human rights and social and economic justice, participating when called upon.

3. Student has participated in an activity advocating for human rights and social and economic justice although the student did not initiate or plan the activity.

4. Student has consistently taken advantage of opportunities to advocate for human rights and social and economic justice.

5. Student has consistently taken advantage of opportunities to advocate for human rights and social and economic justice and has engaged others (clients, co-workers and supervisors) to also participate in these activities.

5.3 Engage in practices that advance social and economic justice.

1. Student has not engaged in practices that advance social and economic justice.

2. Student has engaged in practices that advance social and economic justice, participating when called upon.

3. Student has engaged in activities to advance social and economic justice.

4. Student has engaged in practices that advance social and economic justice and encouraged others to do so.

5. Student initiated activities with the goal of advancing social and economic justice, serving as a leader (planner and organizer) for the activity.

6.1 Apply practice experiences to inform scientific inquiry.

1. Student has been unable to demonstrate how practice experience has informed their scientific inquiry.

2. Student has been able to discuss practice experience as a source of knowledge useful in

3. Student has been able to present examples of ways in which practice experience would shape

4. Student consistently provides examples of how practice experience would be used

5. Student has demonstrated the ability to fully integrate into a research proposal considerations
EP2.1.6 Engage in research-informed practice and practice-informed research.

6.2 Demonstrate skill in using research findings to improve practice.

1 Student has been unable to demonstrate how evidence gleaned from research could be useful in shaping their work with clients (e.g., findings from research suggesting best practice intervention).

2 Student has been able to discuss the potential value of research in providing best practice, but has not provided evidence of actually incorporating such information into his/her work.

3 On occasion student has been able to successfully demonstrate the ability to use research evidence to inform practice (e.g., in selecting a best-practice assessment instrument or intervention).

4 Student has demonstrated the ability to integrate into their practice plan information gleaned from research.

5 The student understands very well the relationship between research and practice that s/he frequently initiates discussions and activities with supervisor and colleagues to better incorporate research evidence into agency practice.

EP2.1.7 Apply knowledge of human behavior and the social environment.

7.1 Utilize conceptual frameworks to guide the process of assessment.

1 Student has provided no evidence to support that s/he is able to use conceptual frameworks to guide practice. Student is unable to clearly discuss major conceptual frameworks underlying human behavior in the social environment or to apply them to clients.

2 Major conceptual frameworks are generally understood by the student but the ability to use the frameworks to conduct an appropriate assessment, is limited (e.g., student fails to consider stages of human development in developing an intake assessment).

3 Major conceptual frameworks are understood by the student who has demonstrated the ability to apply that knowledge in concrete ways

4 Student routinely has considered conceptual frameworks underpinning the person-in-environment approach in designing assessments.

5 Student consistently integrates into the design and implementation of his/her assessment plan, with clients information gleaned from knowledge of human behavior and the social environment (especially the major conceptual frameworks).

7.2 Utilize conceptual frameworks to guide the process of intervention.

1 Student has provided no evidence to support that s/he is able to use conceptual frameworks to guide intervention. Student is unable to clearly discuss planning scientific inquiry.

2 Major conceptual frameworks are generally understood by the student but the ability to use the frameworks to conduct an appropriate intervention, is limited (e.g.,

3 Major conceptual frameworks are understood by the student who has demonstrated the ability to apply that knowledge in concrete ways

4 Student routinely has considered conceptual frameworks underpinning the person-in-environment approach in designing interventions.

5 Student consistently integrates into the design and implementation of his/her intervention plans with clients information gleaned from
7.3 Utilize conceptual frameworks to guide the process of evaluation.

1. Student has provided no evidence to support that s/he is able to use conceptual frameworks to guide evaluation. Student is unable to clearly discuss major conceptual frameworks underlying human behavior in the social environment or to apply them to clients.

2. Major conceptual frameworks are generally understood by the student but the ability to use the frameworks to conduct an appropriate evaluation, is limited (e.g., student fails to consider stages of human development in the evaluation process).

3. Major conceptual frameworks are understood by the student who has demonstrated the ability to apply that knowledge in concrete ways.

4. Student has been able to synthesize knowledge from HBSE, applying only what is appropriate to a given client system.

5. Student consitently integrates into the design and implementation of his/her evaluation plans with clients information gleaned from knowledge of human behavior and the social environment (especially the major conceptual frameworks).

7.4 Synthesize and apply knowledge to understand person and environment.

1. Student has not provided evidence of being able to synthesize knowledge of human behavior in the social environment in his/her work with clients (e.g., failure to consider all dimensions of the human experience in making assessments).

2. Student has been able to synthesize some knowledge from HBSE in working with clients but has not done so consistently or has only done so when prompted (e.g., culture not considered on a consistent basis).

3. Student has been able to synthesize knowledge from HBSE and apply pertinent information in his/her work with clients.

4. Student routinely has synthesized conceptual frameworks underpinning the person-in-environment approach in designing evaluation. (e.g., using asset-based community development approaches to gather information re: a community).

5. Student consistently and accurately synthesizes knowledge from HBSE, applying valuable knowledge in all facets of his/her work with clients (e.g., assessments, interventions and evaluations).

---

EP2.1.7 Apply knowledge of human behavior and the social environment.

Cont.

8.1 Analyze, policies that advance social well-being.

1. Skill in analyzing policy has been demonstrated but the student has not demonstrated skill in applying those skills within the practice setting at the agency.

2. Student is able to discuss ways of using his/her knowledge of policy analysis, in this practice setting but has been unable to engage in policy practice thus far.

3. Student has been able to accurately apply techniques to analyze policies and their impact on social well-being. Alternative policies that would further enhance client social well-being have also

---

EP2.1.8 Engage in policy practice to advance social well-being and to deliver effective social work services.
assistance but does not avail him or herself of opportunities to promote policies to expand assistance). 

1. Student demonstrates very limited skill and/or interest in policies that would advance social well-being. Policy practice is generally not seen as part of his/her work with clients (e.g., student makes referrals for heating assistance but does not avail him or herself of opportunities to promote policies to expand assistance).

2. Skill in advocating for policy change has been demonstrated but the student has not demonstrated skill in applying those skills within the practice setting at the agency.

3. Student is able to discuss ways of using his/her knowledge of advocacy in this practice setting but has been unable to engage in policy practice thus far.

4. Student has been able to apply techniques to advocate for policies that advance social well-being. Alternative policies that would further enhance client social well-being have also been offered by the student in supervision.

5. Student has integrated into his/her practice on-going advocacy for policies that advance social well-being.

8.3 Collaborate with colleagues and clients for effective policy action.

1. Student has been unable to contribute to effective policy action with colleagues (e.g., if the agency was undertaking a letter-writing campaign, student has not been a contributor).

2. Student has engaged in discussions with colleagues around effective policy action.

3. Student has worked with colleagues to effect policy change.

4. Student has worked with colleagues to effect policy change and has occasionally assumed a leadership role in that effort.

5. Student actively seeks opportunities to engage colleagues in effective policy action and assumes a key leadership role in planning and executing supportive activities (e.g., student initiates a letter writing campaign to support a bill to increase benefits to low-income citizens).

5. Student is continually aware of changing social contexts shaping practice and has demonstrated a high level of skill in

EP2.1.9 Respond to contexts that shape practice.

1. Student does not appear to attend to, or incorporate into his/her work with clients changing realities, new trends, or other relevant information to improve services

2. Student is able to identify changing contexts and their implications for clients but has not incorporated that knowledge into his/her practice at the agency.

3. Student is readily able to identify and to discuss shifting contexts and their impact on work with clients. S/he has demonstrated skill in applying

4. Student evidences skill in acquiring, evaluating and incorporating new information, technologies and trends into his/her practice

5. Student is continually aware of changing social contexts shaping practice and has demonstrated a high level of skill in
provide relevant services. (e.g., possible opportunities with the new G.I. bill not shared with clients). Student seems uninformed on emerging developments.

9.2 Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services with due consideration for providing the most appropriate services. acquiring and evaluating its relative value in providing quality services to clients (e.g., incorporating knowledge from classes).

Student has not yet worked towards promoting sustainable changes in service delivery.

Student has been supportive of others at the agency working towards effecting changes in service delivery that can be maintained over time, but has been unable to participate in this area.

Student has worked cooperatively with others at the agency to promote changes in service delivery and has played a significant role in effecting those changes, although has not assumed a leadership role.

Student has worked in a leadership role to develop and implement sustainable changes in service delivery.

Student continually plays a leadership role in promoting sustainable changes in service delivery, engaging others in making modifications that would qualitatively improve client services (e.g., assists in identifying ways to make the agency more user-friendly and welcoming to diverse populations).

Student’s high level of skill in demonstrating empathy and using other interpersonal skills (e.g., silence, 

<table>
<thead>
<tr>
<th>EP2.1.10</th>
<th>EP2.1.10(a) – Engagement</th>
<th>10.1</th>
<th>10.2</th>
</tr>
</thead>
<tbody>
<tr>
<td>EP2.1.10</td>
<td>Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Student approaches his/her work with client systems without sufficient preparation and planning, as evidenced by discussions in supervision.</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Student has a general working knowledge of effective planning/ preparation needed for work with clients but has, at times, been unable to articulate that knowledge in developing a plan for work with a given client system.</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>Student evidences an understanding of good planning processes but has, at times, been inadequately prepared for action with clients (e.g., failed to bring needed materials, failed to read case notes in advance, etc.).</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>Student meets the expectation of work with clients although all preparation has been within the range of that normally required.</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>Student is consistently well prepared, beyond what is normally required, for action with clients as evidenced by the quality of service delivery and planning discussions.</td>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>

1. Student has not been able to approach his/her work with clients with empathy and interpersonal skills. Student may, for example, new information in working with clients.

2. Student has been able to make a human connection with clients but has had difficulty in some areas, or with specific new information on working with clients with PTSD).

3. Student generally engages well with clients, evidencing good interpersonal skills, but has not been new information in working with clients.
| EP2.1.10 | Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. |
| Cont. |
| 10.3 Develop mutually agreed-upon focus of work & desired outcomes with clients/consumers. |
| 1 | Student appears to have limited skill in being able to identify, with the client, a plan for work (e.g., discussions lose focus, client is able to deter worker from the task, or student appears to independently determine focus of work and planned outcomes). |
| 2 | Student has been able, in supervision, to discuss an approach to developing a mutually agreeable plan for work with the client system but has not carried out such a plan with a client system. |
| 3 | While the student appears to be focused on developing a plan for work with the client system, an actual focus of work and desired outcomes are seldom identified in a timely manner with the client system. |
| 4 | The focus of work and desired outcomes are completed in a timely manner but appear to lack sufficient client input, reflecting limited client system engagement. |
| 5 | The student has demonstrated skill in developing a mutually agreed-upon focus of work and desired outcomes that are relevant, culturally sensitive, timely, and supportive of attempts to engage the client system in the helping process. |

<p>| EP2.1.10(b) – Assessment |
| 10.4 | Demonstrate ability to collect, organize, and interpret client/consumer data; |
| Cont. |
| 10.5 | Assess client/consumer strengths and limitations. |
| 1 | Student appears to have limited skill in gathering necessary client data, organizing information and interpreting client data. Assessments do not meet agency or professional standards as demonstrated through case notes or DAPs. |
| 2 | Student has, in supervision, discussed data collection, organization and interpretation, but has been unsuccessful in demonstrating this skill on a consistent basis with client systems. Data have been inaccurate and/or incomplete. |
| 3 | The student has demonstrated skill in assessing client strengths/limitations in supervision but assessments are not generally reflective of client strengths and/or not completed in a timely manner. |
| 4 | The student has demonstrated skill in assessing client strengths/limitations but has been inconsistent at times, requiring follow-up discussion in supervision. |
| 5 | The student has demonstrated skill in developing, gathering, organizing, and interpreting client data. |
| EP2.10(b) – Assessment cont. | 1 Student has had difficulty working on goals and objectives with clients. Student appears unclear about how goals differ from objectives or how to develop either with the client system. |
| EP2.10(c) – Intervention | 1 Student knowledge of intervention strategies is limited and/or student is not able to select an appropriate strategy for the situation. |
| Cont. | 1 Student does not use appropriate prevention interventions with clients (e.g., educate regarding dangers of drinking and smoking while pregnant; recommend a stress reduction class when seeing client stress escalating, etc.). |
| 10.6 Develop mutually agreed-upon intervention goals &amp; objectives with clients and consumers. | 2 Student has limited skill in developing goals and objectives with clients. The process seems to inhibit, rather than facilitate, further work with the client system. |
| 10.7 Select appropriate intervention strategies. | 2 Student has knowledge of various strategies but has difficulty making the connection between client need and an effective strategy to employ. |
| EP2.10(c) – Intervention cont. | 2 Student shows some initiative in using prevention interventions, especially when suggested by supervisor, but under-utilizes prevention as an intervention strategy. |
| 10.9 Implement prevention interventions that enhance client/consumer capacities. | 3 Student has demonstrated skill in crafting goals and objectives with clients that are clear, comprehensive and appropriate. |
| 10.10 Assist clients/consumer in | 3 Student has demonstrated the ability to engage clients in developing mutually agreed-upon goals and objectives that are relevant, clear and comprehensive. |
| | 4 Student has been proactive in initiating actions and has taken a leadership role. |
| | 4 Student is able to work very effectively with clients in developing mutually agreed-upon goals and supporting objectives. Goals and objectives are developed with ease and clarity, engaging the client in each step of the process. |
| | 5 Student is very discerning, choosing from among a repertoire of strategies the most appropriate one to meet client needs. |
| | 5 Student is able to work very effectively with clients in developing mutually agreed-upon goals and supporting objectives. Goals and objectives are developed with ease and clarity, engaging the client in each step of the process. |</p>
<table>
<thead>
<tr>
<th>EP2.1.10 Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.</th>
<th>EP2.1.10(e) – Intervention cont.</th>
<th>EP2.1.10(d) – Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>10.11</strong> Negotiate, as appropriate with clients.</td>
<td><strong>Student appears to be unaware of the role of a social work broker.</strong></td>
<td><strong>Student lacks the knowledge and skill to recognize and plan for transitions and endings.</strong></td>
</tr>
<tr>
<td>1</td>
<td><strong>Student appears to be unaware of the roles of a social work as broker.</strong></td>
<td><strong>Student does not acknowledge assessment as an on-going process and therefore does not monitor and resolve problems and strengths but fails to include the client in the process.</strong></td>
</tr>
<tr>
<td>2</td>
<td><strong>Student is aware of this social work role but his/her comfort and skill level do not provide him/her with the ability to negotiate for clients.</strong></td>
<td><strong>Student has the knowledge but avoids transitions and endings (e.g., has difficulty discussing endings in supervision, procrastinates in telling client of pending need to terminate, or transfer the client, etc.).</strong></td>
</tr>
<tr>
<td>3</td>
<td><strong>Student has negotiated with clients. Comfort level with these skills is developing.</strong></td>
<td><strong>Student is able to plan for transitions and endings in supervision but has difficulty fully executing the plan.</strong></td>
</tr>
<tr>
<td>4</td>
<td><strong>Student is readily able to negotiate with clients and does so effectively.</strong></td>
<td><strong>Student can plan and execute transitions and endings, appropriately facilitating the process for the client as well as for his/her colleagues.</strong></td>
</tr>
<tr>
<td>5</td>
<td><strong>Student is accomplished in this area, having fine tuned these skills to the degree that the student is comfortable.</strong></td>
<td><strong>Student shows excellent evaluative skills, critically and accurately analyzing, supports the client in resolving the problem.</strong></td>
</tr>
<tr>
<td><strong>Cont.</strong></td>
<td><strong>Student appears to be unaware of the role of a social work as mediator.</strong></td>
<td><strong>Student appears to be unaware of the role of a social work as advocate.</strong></td>
</tr>
<tr>
<td><strong>10.12</strong> Mediate, as appropriate with (and on behalf of) clients.</td>
<td><strong>Student appears to be unaware of the role of a social work as mediator.</strong></td>
<td><strong>Student appears to be unaware of the roles of a social work as advocate.</strong></td>
</tr>
<tr>
<td>1</td>
<td><strong>Student is aware of this social work role but his/her comfort and skill level do not provide him/her with the ability to mediate with clients.</strong></td>
<td><strong>Student is aware of this social work role but his/her comfort and skill level do not provide him/her with the ability to advocate for clients.</strong></td>
</tr>
<tr>
<td>2</td>
<td><strong>Student has mediated with clients. Comfort level with these skills is developing.</strong></td>
<td><strong>Student is aware of this social work role but his/her comfort and skill level do not provide him/her with the ability to negotiate for clients.</strong></td>
</tr>
<tr>
<td>3</td>
<td><strong>Student has advocated, for clients. Comfort level with these skills is developing.</strong></td>
<td><strong>Student is aware of this social work role but his/her comfort and skill level do not provide him/her with the ability to advocate for clients.</strong></td>
</tr>
<tr>
<td>4</td>
<td><strong>Student is readily able to mediate on behalf of clients and does so effectively.</strong></td>
<td><strong>Student is able to advocate on behalf of clients and does so effectively.</strong></td>
</tr>
<tr>
<td>5</td>
<td><strong>Student is accomplished in this area, having fine tuned these skills to the degree that the student is comfortable.</strong></td>
<td><strong>Student is accomplished in this area, having fine tuned these skills to the degree that the student is comfortable.</strong></td>
</tr>
<tr>
<td><strong>Cont.</strong></td>
<td><strong>Student appears to be unaware of the role of a social work as advocate.</strong></td>
<td><strong>Student appears to be unaware of the role of a social work as broker.</strong></td>
</tr>
<tr>
<td><strong>10.13</strong> Advocate, as appropriate with (and on behalf of) clients.</td>
<td><strong>Student appears to be unaware of the roles of a social work as broker.</strong></td>
<td><strong>Student appears to be unaware of the roles of a social work as mediator.</strong></td>
</tr>
<tr>
<td>1</td>
<td><strong>Student appears to be unaware of the role of a social work as advocate.</strong></td>
<td><strong>Student appears to be unaware of the role of a social work as mediator.</strong></td>
</tr>
<tr>
<td>2</td>
<td><strong>Student is aware of this social work role but his/her comfort and skill level do not provide him/her with the ability to advocate for clients.</strong></td>
<td><strong>Student is aware of this social work role but his/her comfort and skill level do not provide him/her with the ability to mediate with clients.</strong></td>
</tr>
<tr>
<td>3</td>
<td><strong>Student has advocated, for clients. Comfort level with these skills is developing.</strong></td>
<td><strong>Student is aware of this social work role but his/her comfort and skill level do not provide him/her with the ability to mediate with clients.</strong></td>
</tr>
<tr>
<td>4</td>
<td><strong>Student is readily able to advocate on behalf of clients and does so effectively.</strong></td>
<td><strong>Student is aware of this social work role but his/her comfort and skill level do not provide him/her with the ability to mediate with clients.</strong></td>
</tr>
<tr>
<td>5</td>
<td><strong>Student is accomplished in this area, having fine tuned these skills to the degree that the student is comfortable.</strong></td>
<td><strong>Student is accomplished in this area, having fine tuned these skills to the degree that the student is comfortable.</strong></td>
</tr>
<tr>
<td>organizations, and communities.</td>
<td>evaluate interventions.</td>
<td>evaluate interventions.</td>
</tr>
</tbody>
</table>

Adapted from: *Salve Regina University, Department of Social Work*
Appendix XVI

Center for Social Work Education

BSW Learning Contract

<table>
<thead>
<tr>
<th>Student:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Home phone:</td>
<td>Cell phone:</td>
</tr>
<tr>
<td>Work phone:</td>
<td>Widener email:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Agency:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Division/Unit:</td>
<td></td>
</tr>
<tr>
<td>Address:</td>
<td></td>
</tr>
<tr>
<td>Agency phone:</td>
<td>FAX:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Field Instructor:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>FI email:</td>
<td></td>
</tr>
<tr>
<td>FI phone:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Field Liaison:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Brief Description of Agency Setting:</td>
<td></td>
</tr>
</tbody>
</table>
As part of the Learning Contract, please specify:

a. Student’s Schedule (include days & hours, make-up arrangements for absences)

b. Supervision (include days, times and with whom)

c. Other staff with whom student will work to complete assignments (name and title)

<table>
<thead>
<tr>
<th>Student Signature/date:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Instructor Signature/date:</td>
<td></td>
</tr>
<tr>
<td>Field Liaison Signature/date:</td>
<td></td>
</tr>
</tbody>
</table>

INSTRUCTIONS FOR DEVELOPING AND USING THE LEARNING CONTRACT

Development of the Learning Contract should be a collaborative process between the student and field instructor, with the field liaison available for assistance and feedback. A Learning Contract is due each semester, usually at the end of the first month of the placement.

Field education Competencies and Core Practice Behaviors for the BSW Generalist placement have been delineated. The field instructor and student identify learning activities available at the placement that will support the student in accomplishing the stated competencies. A learning activity can address more than one outcome and can span more than one objective. Due dates also are designated or the activity is noted as ongoing. In designing the Learning Contract, these factors need to be incorporated and recorded:

- Learning activities appropriate for the agency
- Supervision
- Class assignments: course syllabi should be reviewed by the student and field instructor to determine what can be incorporated (i.e. case summaries, process recordings)

The Learning Contract should be reviewed monthly and is a dynamic document that can be changed and developed as the practicum proceeds. Substantial changes should be written-up and forwarded to the field liaison.

A completed Learning Contract should be submitted to the Field liaison by the due date. The student and Field Instructor should also keep copies. The semester evaluation will be based on the development of competencies and practice behaviors, not the specific activities in the Learning Contract.
Learning Contract

Competency Educational Policy 2.1.1 - Identify as a professional social worker and conduct oneself accordingly.

Outcomes:
- **CPB1.** Advocate for client access to the services of social work;
- **CPB2.** Practice personal reflection and self-correction to assure continual professional development;
- **CPB3.** Attend to professional roles and boundaries;
- **CPB4.** Demonstrate professional demeanor in behavior, appearance, and communication;
- **CPB5.** Engage in career-long learning; and
- **CPB6.** Use supervision and consultation.

<table>
<thead>
<tr>
<th>Learning Activities and Time Frame</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please list the activities and tasks that the student will undertake to achieve the educational outcomes. Indicate the due date or that the activity is ongoing.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity/Task</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Learning Contract

Competency Educational Policy 2.1.2-Apply social work ethical principles to guide professional practice.

Outcomes:

- **CPB7.** recognize and manage personal values in a way that allows professional values to guide practice;
- **CPB8.** make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles
- **CPB9.** tolerate ambiguity in resolving ethical conflicts; and
- **CPB10.** apply strategies of ethical reasoning to arrive at principled decisions

### Learning Activities and Time Frame

Please list the activities and tasks that the student will undertake to achieve the educational outcomes. Indicate the due date or that the activity is ongoing.

<table>
<thead>
<tr>
<th>Activity/Task</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

lxxxvii
## Learning Contract

Competency Educational Policy 2.1.3-Apply critical thinking to inform and communicate professional judgments.

### Outcomes:
- **CPB11.** distinguish, appraise, and integrate multiple sources of knowledge, including research-based; knowledge, and practice wisdom;
- **CPB12.** analyze models of assessment, prevention, intervention, and evaluation; and
- **CPB13.** demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

### Learning Activities and Time Frame

Please list the activities and tasks that the student will undertake to achieve the educational outcomes. Indicate the due date or that the activity is ongoing.

<table>
<thead>
<tr>
<th>Activity/Task</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Competency Educational Policy 2.1.4-Engage diversity and difference in practice.

**Outcomes:**
- **CPB14.** Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power
- **CPB15.** Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups
- **CPB16.** Recognize and communicate their understanding of the importance of difference in shaping life experiences
- **CPB17.** View themselves as learners and engage those whom they work with as informants

### Learning Activities and Time Frame
Please list the activities and tasks that the student will undertake to achieve the educational outcomes. Indicate the due date or that the activity is ongoing.

<table>
<thead>
<tr>
<th>Activity/Task</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Competency Educational Policy 2.1.5—Advance human rights and social and economic justice.

**Outcomes:**
- **CPB18.** Understand the forms and mechanisms of oppression and discrimination;
- **CPB19.** Advocate for human rights and social and economic justice; and
- **CPB20.** Engage in practices that advance social and economic justice.

### Learning Activities and Time Frame
Please list the activities and tasks that the student will undertake to achieve the educational outcomes. Indicate the due date or that the activity is ongoing.

<table>
<thead>
<tr>
<th>Activity/Task</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Competency Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research.**

**Outcomes:**
- **CPB21.** Use practice experience to inform scientific inquiry; and
- **CPB22.** Use research evidence to inform practice.

---

**Learning Activities and Time Frame**
Please list the activities and tasks that the student will undertake to achieve the educational outcomes. Indicate the due date or that the activity is ongoing.

<table>
<thead>
<tr>
<th>Activity/Task</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Competency Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.**

Outcomes:
- **CPB23.** Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation;
- **CPB24.** Critique and apply knowledge to understand person and environment.

**Learning Activities and Time Frame**

Please list the activities and tasks that the student will undertake to achieve the educational outcomes. Indicate the due date or that the activity is ongoing.

<table>
<thead>
<tr>
<th>Activity/Task</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Competency Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Outcomes:
- **CPB25.** Analyze, formulate, and advocate for policies that advance social well-being; and
- **CPB26.** Collaborate with colleagues and clients for effective policy action.

<table>
<thead>
<tr>
<th>Activity/Task</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Competency Educational Policy 2.1.9—Respond to contexts that shape practice.

**Outcomes:**
- **CPB27.** Continuously discover, appraise and attend to changing locales, populations, scientific and technological developments, and emerging social trends to provide relevant services; and,
- **CPB28.** Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

### Learning Activities and Time Frame

Please list the activities and tasks that the student will undertake to achieve the educational outcomes. Indicate the due date or that the activity is ongoing.

<table>
<thead>
<tr>
<th>Activity/Task</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Competency Educational Policy 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

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

**Outcomes:**
- **CPB29.** Substantively and affectively, prepare for action with individuals, families, groups, organizations, and communities;
- **CPB30.** Use empathy and other interpersonal skills
- **CPB31.** Develop a mutually agreed-on focus of work and desired outcomes.

### Learning Activities and Time Frame

Please list the activities and tasks that the student will undertake to achieve the educational outcomes. Indicate the due date or that the activity is ongoing.

<table>
<thead>
<tr>
<th>Activity/Task</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Competency Educational Policy 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

### Educational Policy 2.1.10(b)—Assessment

Outcomes:
- CPB32. Collect, organize, and interpret client data
- CPB33. Assess client strengths and limitations
- CPB34. Develop mutually agreed-on intervention goals and objectives
- CPB35. Select appropriate intervention strategies

### Learning Activities and Time Frame

Please list the activities and tasks that the student will undertake to achieve the educational outcomes. Indicate the due date or that the activity is ongoing.

<table>
<thead>
<tr>
<th>Activity/Task</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Competency Educational Policy 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

### Educational Policy 2.1.10(c)—Intervention

**Outcomes:**
- CPB36. Initiate actions to achieve organizational goals
- CPB37. Implement prevention interventions that enhance client capacities
- CPB38. Help clients resolve problems
- CPB39. Negotiate, mediate, and advocate for clients
- CPB40. Facilitate transitions and endings.

### Learning Activities and Time Frame

Please list the activities and tasks that the student will undertake to achieve the educational outcomes. Indicate the due date or that the activity is ongoing.

<table>
<thead>
<tr>
<th>Activity/Task</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Competency Educational Policy 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Educational Policy 2.1.10(d)—Evaluation
Outcomes:
   CPB41. Critically analyze, monitor, and evaluate interventions.

Learning Activities and Time Frame
Please list the activities and tasks that the student will undertake to achieve the educational outcomes. Indicate the due date or that the activity is ongoing.

<table>
<thead>
<tr>
<th>Activity/Task</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Adapted with permission: Temple University School of Social Work
Appendix XVII

Center for Social Work Education

Student Evaluation of Faculty Field Liaison Form

*Please comment on the Faculty Field Liaison’s Performance during the past year:*

1. How accessible was your faculty field liaison to meet with you about field issues or concerns?

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at All</td>
<td>Very Accessible</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments:

2. How effective was your faculty field liaison in helping you address any field issues or concerns you had?

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at All</td>
<td>Very Effective</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments:

3. How helpful was the use of class time to discuss field issues?

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at All</td>
<td>Very Helpful</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments:

4. How many times did your faculty field liaison visit your agency? 

Number _________

Comments:

5. Overall, how satisfied were you with your faculty field liaison this past year?

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at All</td>
<td>Very Satisfied</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments:
Appendix XVIII

Center for Social Work Education

Student Field Placement Evaluation

Name and Address of Agency:
______________________________________________________________________________________
______________________________________________________________________________________

Agency Focus (mission, services offered, staff composition, climate):
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________

Did you feel that you had an adequate number of cases? YES ________ NO _________

Were SATURDAYS, EVENINGS, EXTRA DAYS necessary? (PLEASE CIRCLE)

Please comment on the quality and availability of supervision:
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________

Describe the strengths of your placement (include educational opportunities):
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________

What were the weaknesses/frustrations?
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________

Overall ratings: 5  4  3  2  1

WONDERFUL

NEVER AGAIN

What advice would you give to another student being placed at this agency?
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________

Your Name (Optional) ________________________________________________________________

DATE _________________________