Widener University

CENTER FOR SOCIAL WORK EDUCATION

On-Campus MSW Student Policy Manual

CENTER FOR SOCIAL WORK EDUCATION
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These policies are subject to alteration based upon programmatic and procedural change.

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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_history/default.aspx.

Center for Social Work Education Mission
Building Relationships. Changing Lives.

As a social work program within a Metropolitan University committed to civic engagement and community service, the mission of Widener University's MSW Program is to prepare culturally competent clinical 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; who demonstrate care and compassion for clients from diverse cultural, social, and economic backgrounds; who hold an unwavering belief in client strengths, client empowerment, and the importance of the helping relationship; and who use self-reflection and critical thinking in creating purposeful interventions informed by theory and evidence, by:

1. *Creating a supportive and nurturing academic environment that integrates dynamic classroom instruction and scientific inquiry with real world learning;*
2. *Having a diverse faculty whose social work practice, research, and community service experiences inform their teaching and inspire our students; and*
3. *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 above mission statement provides the direction for the MSW Program's explicit and implicit curricula. It sets the direction for preparing clinical social workers who are committed to: the values of the profession, a belief in civic engagement and community service, serving vulnerable clients from diverse backgrounds, and engaging in culturally competent clinical practice that emphasizes client strengths and the use of the helping relationship.

Coinciding with the program's mission, the following goals of the MSW program were developed by social work faculty to shape and direct both the explicit and implicit curricula of the program. The MSW program aims:
1. To prepare clinical social workers who can effectively deliver culturally competent, evidence-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 promote the well being of disadvantaged populations and communities; and

4. To have faculty and students participate in the development and dissemination of knowledge for the profession.

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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 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) of the Council for Social Work Education. Each policy is further developed through the use of Core Practice Behaviors (CPB) and Advanced Practice Behaviors (APB).

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

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

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.

Clinical social work practitioners readily identify as social work professionals by recognizing the importance of the therapeutic relationship, the person-in-environment perspective, the professional use of self with clients, strengths-based approaches, and adherence to ethical codes of professional behavior. Clinical social workers:

APB1. Demonstrate intentional and reflective use of self with clients; and
APB2. Identify, articulate and manage professional strengths, limitations, and challenges.

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:

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.

Agency-based, clinical social work practitioners are able to address ethical issues, legal parameters, and societal changes as they affect the therapeutic relationship. Clinical social workers:

APB3. Recognize and manage personal biases as they affect the therapeutic relationship in the service of the clients' well-being; and
APB4. Identify and use knowledge of relationship dynamics, including the ethical use of power to promote client empowerment.

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:

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.

Agency-based, clinical social work practitioners understand and differentiate the strengths and limitations of multiple practice theories and methods, clinical processes and technical tools, including differential diagnosis. They critically analyze theories and methods to evaluate how they relate to clients and client systems within their environmental context. They engage in reflective practice. Clinical social workers:

> **APB5.** Evaluate the strengths and weaknesses of multiple theoretical perspectives and differentially apply them to client situations; and
> **APB6.** Evaluate, select, and implement appropriate multidimensional assessment, diagnostic, intervention, and practice evaluation tools as well as understand the rationale for these decisions.

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, 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:

> **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 whom they work with as informants.

Advanced clinical social work practitioners are knowledgeable about forms of diversity and difference and how these influence the therapeutic relationship and clients' presenting issues. Advanced practitioners are knowledgeable about the ways in which various dimensions of diversity affect their clinical practice with clients. Advanced practitioners understand that they are shaped by their own cultural and developmental experiences and how those experiences influence their clinical practice choices. Advanced practitioners:

> **APB7.** Research, analyze, and apply knowledge about a client's cultural identities to

clinical practice; and

APB8. Engage clients in a collaborative exploration of their cultural beliefs and identities from a strengths perspective.

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:

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.

Agency-based, clinical social work practitioners understand the potentially challenging effects of economic and social factors in the lives of clients and client systems. They also understand strategies for advancing human rights and social economic justice in domestic and global contexts. Clinical social workers:

APB9. Use knowledge of the effects of oppression, discrimination, and historical trauma on client and client systems to guide clinical practice; and

APB10. Understand and identify global human rights issues.

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

Social workers use practical 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:

CPB21. Use practice experience to inform scientific inquiry; and

CPB22. Use research evidence to inform practice.

Advanced, agency-based clinical practitioners are knowledgeable about evidence-based interventions, best practices, and the evidence-based research process. Advanced practitioners in agency-based clinical social work:

APB11. Utilize evidence-based interventions in a culturally sensitive, collaborative, and empowering manner; and

APB12. Use research methodology to evaluate practice and program effectiveness.

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:

> **CPB23.** Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
> **CPB24.** Critique and apply knowledge to understand person and environment.

Agency-based, clinical social work practitioners understand how to synthesize and differentially apply the theories of human behavior and the social environment (biological, developmental, psychological, social, cultural, sexual and spiritual). They understand the strengths and limitations of the diagnostic classification systems used in the formulation of a comprehensive assessment. Advanced practitioners understand how sociocultural contexts influence perceptions of health and illness. They incorporate the client's perspective in the formulation of the assessment. Clinical social workers:

> **APB13.** Integrate multiple theories of human behavior and the social environment to guide clinical assessment; and
> **APB14.** Synthesize and differentially apply theories of human behavior and the social environment to guide clinical practice.

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:

> **CPB25.** Analyze, formulate, and advocate for policies that advance social well-being; and
> **CPB26.** Collaborate with colleagues and clients for effective policy action.

Clinical social work practitioners recognize the connection between clients, practice, and public and organizational policy. Advanced practitioners are knowledgeable about factors that influence the development of legislation, policies, program services, and funding at all system levels. They have knowledge of advocacy, organization and methods of social change that contribute to effective policies that promote social and economic well-being. Advanced

practitioners in agency-based clinical social work:

> **APB15.** Develop policies and funding strategies for enhancing services and client quality of life at the organizational and community level; and
> **APB16.** Develop a strategy to advocate for change in a policy, program, or service that negatively impacts a specific client population.

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:

> **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.

Clinical social work practitioners are knowledgeable about how cultural assumptions, and organizational and community systems may impact clients. They stay informed and are able to anticipate and respond to changing cultural, technological, geographical, political, legal, economic, and environmental contexts. They encourage clients to stay informed and to effect changes within these contexts. Advanced practitioners in agency-based clinical social work:

> **APB17.** Develop intervention plans to effect change at organizational and community levels; and
> **APB18.** Develop collaborative relationships to support change.

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.

Clinical social work practice involves the dynamic, *collaborative*, and *relational* processes of

therapeutic engagement, multidimensional assessment, clinical intervention, and practice evaluation at multiple levels. Advanced practitioners have a theoretically informed knowledge base so as to effectively practice with individuals, families, and groups. Clinical practice knowledge includes the understanding and implementation of practice theories (models, meta perspectives, strategies, techniques, and approaches); intentional use of self; respect for client self-determination; and evaluation of practice effectiveness.

Educational Policy 2.1.10(a)—Engagement

Social workers:

CPB29. Substantively and effectively 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.

Clinical social workers:

APB19. Attend to the interpersonal dynamics and cultural factors that both strengthen and potentially threaten the therapeutic alliance; and
APB20. Establish a relationally based process that encourages clients to be collaborators in the establishment of treatment goals and expected outcomes.

Educational Policy 2.1.10(b)—Assessment

Social workers:

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.

Clinical social workers:

APB21. Conduct multidimensional assessments from theoretical perspectives; and
APB22. Select and modify appropriate intervention strategies based on continuous clinical assessment.

Educational Policy 2.1.10(c)—Intervention

Social workers:

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.

Clinical social workers:

APB23. Critically evaluate, select, and apply promising practices and evidence-based interventions;
APB24. Demonstrate the use of appropriate clinical skills for a range of presenting concerns; and
APB25. Use theoretical conceptualization to design practice interventions.

Educational Policy 2.1.10(d)—Evaluation

Social workers:

CPB41. Critically analyze, monitor, and evaluate interventions.

Clinical social workers:

APB26. Use evaluation methods to assess clinical interventions with clients
APB27. Continually evaluate the context of one's practice including organizational and systemic issues.

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PROGRAMS OF STUDY

On Campus Programs
Two graduate MSW programs of study are available, with both programs available on a full- or part-time basis:

Regular 63-credit Program
Full time Regular Admission students can complete the program in two years (4 semesters) of full-time study. Regular Admission part-time students can complete the program in three years (8 semesters). Part-time students must take at least two courses a semester and complete the program within four calendar years.

39-credit Advanced Standing Program
Students from an accredited BSW program are eligible to apply for Advanced Standing admission. The Advanced Standing program offers both full-time and part-time options. Beginning with a summer session in May, full-time students can complete the program in one year (3 semesters) or part-time in two years (5 semesters).

Most Main Campus graduate social work classes are held on Wednesdays and Thursdays. Some classes are offered on Tuesday evenings and some classes are offered on weekends. First year students are in agency field placements on Monday and Tuesday. Second year students are in agency field placements on Monday, Tuesday and Fridays.

Change of Program Status

On Campus students who would like to move to the On Line program must first schedule a meeting with the Online Program Director.

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DEGREE REQUIREMENTS

Regular Admission

Students enrolled in the regular admission MSW program must complete 33 credit-hours of required core practice courses, 30 credit hours of advanced practice courses which include 9 hours of electives, and a noncredit writing module for a total of 63 credit hours.

Course Requirements

- SW 501 Human Behavior & the Social Environment I (3)
- SW 502 Human Behavior & the Social Environment II (3)
- SW 503 Interpersonal Processes (3)
- SW 505 Generalist Social Work Practice (3)
- SW 506 Social Work Practice with Individuals, Families, & Groups (3)
- SW 507 Personal and Professional Writing Module
- SW 520 Methods of Social Work Research (3)
- SW 522 Qualitative & Quantitative Analysis (3)
- SW 540 Social & Economic Justice I (3)
- SW 541 Social & Economic Justice II (3)
- SW 550 Field Practicum I (3)
- SW 551 Field Practicum II (3)
- SW 630 Clinical Social Work Practice with Individuals (3)
- SW 633 Clinical Social Work Practice with Families (3)
- SW 636 Organization & Program Development (3)
- SW 639 Clinical Social Work Seminar (3)
- SW 650 Field Practicum III (3)
- SW 651 Field Practicum IV (3)
- SW 664 Treating Trauma (3)
- Three elective courses (9)

Advanced Standing

Students enrolled in the Advanced Standing program must complete 30 credit hours of required courses and 6 credit hours of elective courses for a total of 39 credits.

Course Requirements

- SW 502 Human Behavior & the Social Environment II (3)
- SW 503 Interpersonal Processes (3)
- SW 507 Personal and Professional Writing Module
- SW 600 Foundations for Clinical Social Work Practice (3)
- SW 630 Clinical Social Work Practice with Individuals (3)
- SW 633 Clinical Social Work Practice with Families (3)

- SW 636 Organization & Program Development (3)
- SW 639 Advanced Social Work Practice Seminar (3)
- SW 657 Concentration Field Practicum I (3)
- SW 658 Concentration Field Practicum II (3)
- SW 664 Treating Trauma (3)
- Two elective courses (6)

Electives

All regular admission students must complete 9 credit hours of electives. Advanced standing students must complete 6 credit hours of electives. Students may fulfill elective requirements by taking electives offered within the Center for Social Work Education or by taking approved electives in related disciplines.

Some electives have prerequisite requirements. Students are responsible for checking on eligibility as they plan their course ladder.

Available electives[1] include:
- SW 625 Program Evaluation
- SW 626 Biographical Timeline*
- SW 627 Social Work with Individual & Communities Experiencing Trauma
- SW 642 Social Work Practice with Children & Adolescents*
- SW 646 Occupational & Environmental Health Policy
- SW 648 Current Issues in Child Welfare Practice & Policy*
- SW 649 Social Work Practice in Mental Health
- SW 653 Social Work Practice with Couples
- SW 654 Social Work with People Who Have HIV/AIDS & Other Sexually Transmitted Diseases
- SW 655 Social Work with People Who Have Intellectual & Developmental Disabilities
- SW 656 Social Work Practice with Men
- SW 659 Social Work with Immigrants & Refugees
- SW 660 Advanced Social Work Practice with Families*
- SW 663 Social Work Practice with Addicted Persons & Their Families*
- SW 667 Brief Treatment
- SW 668 Clinical Supervision
- SW 669 Cognitive Behavioral Interventions
- SW 670 Grief & Loss Across the Life Cycle
- SW 671 Human Sexuality for the Social Work Professional
- SW 673 Relational Perspectives on Clinical Social Work Practice
- SW 674 Spirituality & Social Work
- SW 678 Social & Cultural Issues of Gender: Clinical Implications
- SW 680 Comparative Social Work & Social Welfare: International Study

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[1] *Available elective offerings may vary from year to year. Current offerings are available as part of the registration packet*

- SW 684 Medical Social Work
- SW 686 Social Work Practice with Older Adults

* CWEL Approved

Curriculum Ladders

Regular Admission, Full-Time Curriculum Sequence
YEAR ONE

SUMMER OR FALL
SW 507 Personal and Professional Writing Module (Non-Credit)

FALL
SW 501 Human Behavior & Social Environment I
SW 503 Interpersonal Processes (End of August)
SW 540 Social & Economic Justice I
SW 520 Methods of Social Work Research
SW 505 Generalist Social Work Practice
SW 550 Field Instruction

SPRING
SW 502 Human Behavior & the Social Environment II
SW 506 Foundation SW Practice with Individuals, Families, & Groups
SW 541 Social and Economic Justice II
SW 551 Field Instruction II
Elective

YEAR TWO

FALL
SW 522 Qualitative and Quantitative Analysis
SW 630 Social Work Practice with Individuals
SW 633 Social Work Practice with Families
SW 657 Field Instruction III
Elective

SPRING
SW 664 Treating Trauma
SW 639 Clinical Social Work Seminar
SW 658 Field Instruction IV
SW 636 Organization and Program Development
Elective

Regular Admission, Part-Time Curriculum Sequence
YEAR ONE

SUMMER OR FALL
SW 507 Personal and Professional Writing Module (Non-Credit)

FALL
SW 501 Human Behavior & Social Environment I
SW 503 Interpersonal Processes (End of August)
SW 540 Social & Economic Justice I

SPRING
SW 502 Human Behavior & the Social Environment II
SW 520 Methods of Social Work Research

SUMMER
SW 522 Qualitative and Quantitative Analysis
Elective

YEAR TWO

FALL
SW 505 Generalist Social Work Practice
SW 550 Field Instruction
SW 541 Social and Economic Justice II

SPRING
SW 506 Foundation SW Practice with Individuals, Families and Groups
SW 551 Field Instruction II
SW 636 Organization and Program Development

SUMMER
SW 664 Treating Trauma
Elective

YEAR THREE

FALL
SW 630 – Social Work Practice with Individuals
SW 633 – Social Work Practice with Families
SW 657 – Field Instruction III

SPRING
SW 639 – Clinical Social Work Seminar
SW 658 – Field Instruction IV
Elective

Advanced Standing, Full-Time Curriculum Sequence
YEAR ONE

SUMMER
SW 503 Interpersonal Processes
SW 600 Foundations for Clinical Social Work Practice
SW 664 Treating Trauma

SUMMER OR FALL
SW 507 Personal and Professional Writing Module (Non-Credit)

FALL
SW 630 Social Work Practice with Individuals
SW 633 Social Work Practice with Families
SW 636 Organization & Program Development
SW 657 Concentration Field Practicum I

SPRING
SW 502 Human Behavior & the Social Environment II
SW 639 Clinical Social Work Seminar
SW 658 Concentration Field Practicum II
Electives (2)

Advanced Standing, Part-Time Curriculum Sequence
YEAR ONE

SUMMER
SW 503 Interpersonal Processes
SW 600 Foundations for Clinical Social Work Practice
SW 664 Treating Trauma

SUMMER OR FALL
SW 507 Personal and Professional Writing Module (Non-Credit)

FALL
SW 633 Social Work Practice with Families
Elective

SPRING
SW 636 Organization & Program Development
SW 502 Human Behavior & the Social Environment II

YEAR TWO

SUMMER
SW 635 Social Work Practice with Groups
Elective

FALL

SW 630 Social Work Practice with Individuals
SW 657 Concentration Field Practicum I

SPRING
SW 639 Clinical Social Work Seminar
SW 658 Concentration Field Practicum II

Regular Admission, Full-Time MSW/M.Ed. Curriculum Sequence
YEAR ONE

SUMMER OR FALL
SW 507 Personal and Professional Writing Module (Non-Credit)

FALL
SW 503 Interpersonal Processes (End of August)
SW 501 Human Behavior & Social Environment I
SW 505 Generalist Social Work Practice
SW 540 Social & Economic Justice I
SW 550 Field Instruction I
HSED 592 Concepts in Human Sexuality

SPRING
SW 502 Human Behavior & the Social Environment II
SW 506 Foundation SW Practice with Individuals, Families and Groups
SW 541 Social and Economic Justice II
SW 551 Field Instruction II
HSED 593 Behavioral Foundations of Human Sexuality

SUMMER
SW 664 Treating Trauma
Elective

YEAR TWO

FALL
SW 520 Methods of SW Research OR HSED 510 Applications of Sexuality Research
SW 633 Social Work Practice with Families
HSED 562 Sex Therapy I
HSED 594 History and Ethics of Human Sexuality
HSED 644 Biological Foundations of Human Sexuality

SPRING
SW 636 Organization & Program Development
HSED 624 Education & Training Methods for the Clinical Sexologist
HSED 662 Sex Therapy II
HSED 75 Chronic Illness and Disability

SUMMER
SW 522 Qualitative & Quantitative Analysis
HSED 645 Sexual Minorities

YEAR THREE

FALL
SW 630 Social Work Practice with Individuals
SW 657 Field Instruction III
HSED 695 Practicum in Clinical Sexology I
HSED 762 Sex Therapy III

SPRING
SW 639 Clinical Social Work Seminar
SW 658 Field Instruction IV
HSED 696 Practicum in Clinical Sexology II
HSED 719 Sensitive Issues in Clinical Sexology

Certificate Programs

The MSW program currently offers three certificate programs that can be completed concurrently with the MSW degree.

Upon acceptance into the specific certificate program, students take two electives relating to the certificate, focus their clinical internship on the population relevant to the certificate, and take a two-semester seminar along with the field placement.

Certificate in Supporting People with Intellectual and Developmental Disability and Challenging Behaviors

Through this program, students undergo training to work with people with intellectual and developmental disability. Students work in an agency three days a week under the supervision of clinical social workers who work with people with developmental disabilities. The field internship is devoted to developing skills for therapeutic services. Faculty members provide a year-long seminar to students doing their internship while in the certificate program.

Certificate in Trauma

This certificate prepares MSW students with the knowledge and skills for work with people who have experienced the effects of trauma. Students receive instruction focused on supports and resources, special training regarding current theory and interventions for trauma victims, and effective strategies for dealing with vicarious traumatization.

Students work in an agency three days a week under the supervision of clinical social workers who work with individuals who have experienced trauma. This field internship is devoted to

developing skills for therapeutic services. Faculty members provide a year-long seminar to students doing their internship while in the certificate program.

Certificate in Global Social Work

Through hands-on experience, students learn real-world applications to theories in global social work and the impact that international policies and globalization have on local populations. Field placements include work with refugee/immigrant populations. During one international trip, students get the opportunity to apply what they have learned in the program. Past destinations included China, Netherlands, Great Britain, Thailand, and Japan.

Students interested in applying for one of the certificate programs will be required to submit an application to the coordinating faculty member. This application is accessible in the MSW Student Resources Committee in Campus Cruiser. Each certificate program application requires a 1–2 page essay describing the student's interest in obtaining this certificate, including professional interests and future goals as well as a current resume and transcript for the MSW program to date. To be eligible for a certificate program, the student must have a B+ average.

WIDENER UNIVERSITY MSW FIELD EDUCATION POLICY

The Council for Social Work Education (CSWE) has identified the field experience as the signature pedagogy in social work education. A signature pedagogy "represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner" (CSWE, 2008, p. 8). The overall objective of the Field Education Program is to provide students with the opportunity to integrate and apply the knowledge and skills gained throughout the MSW curriculum to social work practice within an agency setting. Each year of field education is designed to provide an opportunity for holistic competency development that includes knowledge, values, skills, and cognitive and affective processes. Upon completion of the two years of field placements, students should have the requisite knowledge, skills, and commitment to professional values and ethics that support social and economic justice, along with an appreciation of diversity, the effects of trauma, self-awareness, and self discipline in order to provide competent clinical social work services. In addition, MSW students should demonstrate competency in the Core Competencies and related behaviors established by the Council for Social Work Education and the Widener University Center for Social Work Education.

The Widener Center for Social Work Education supports field learning through an integrated field model. The integrated model of the field program is designed to join the student's practice class learning with the field experience, providing students the opportunity to merge acquired course knowledge with agency clients "in vivo". This integrated model is accomplished through

several means. The practice classes and the field placements are concurrent. During the first year of field, students take a three-hour practice class each week for the full year (SW 505 and SW 506) at the same time they are in the sixteen-hour per week field placement (SW 550 and SW 551). During the second year of field, students similarly are furthering clinical learning in a full practice sequence (SW 630 and SW 639) while concurrently in the field (SW 657 and SW 658).

The Widener Center for Social Work Education recognizes the importance of the role of the faculty field liaison as the student's link between the MSW program and the field placement agency. As part of the program's commitment to field education through the integration of practice and field, the student's practice teacher (SW505 and SW506, SW630 and SW639) also serves as the student's field liaison throughout the field year. The integrated model of field instruction assures that the person visiting the agency knows the student and the curriculum as well as the specifics of the field placement. In short, the faculty liaison supports the agency field instructor and the student, reiterates the field placement expectations to the field instructor, and helps with planning and implementation so that the curriculum can be well integrated into practice.

The first year field placement:

- Provides the student with two consecutive semesters (30 weeks) of field practice for two days per week (16 hours). The student spends a total of 480 hours in the field setting for which he/she earns six (6) credit hours.

- Offers the student the opportunity to engage in agency-based social work practice from a person-in-environment, generalist perspective consistent with the values, ethics and principles of the social work profession.

- Allows students to provide direct service to clients and client systems for at least 6 hours weekly. Soon after a beginning agency program orientation, students should be assigned one to two cases working up to at least six hours of face-to-face contact by November.

- Provides micro practice learning opportunities that may include but not be limited to the following: biopsychosocial assessments, crisis intervention, intake, individual counseling, family and/or group work, case management and advocacy.

- Provides opportunities to learn about macro practice during the course of the academic year. Macro practice learning opportunities may include but not be limited to the following: program planning and development, evaluation practice, community outreach,

attendance at administrative meetings, such as board meetings, committee meetings, task force meetings, etc.

The second year field placement:

- Provides the student with two or three consecutive semesters of field practice for two (16 hours) or three days (24 hours) per week. The student spends a total of 720 hours in the field setting for which he/she earns six (6) credit hours.

- Provides at least 9 hours of clinical service weekly to individuals, families and groups in the three days/24 hours per week of field placement.

- Encourages student attendance at weekly staff meetings, case conferences, in-service trainings, etc. to provide ample exposure to agency life.

- Allows the student the opportunity to further examine and integrate the theories and skills of agency-based clinical social work practice with individuals, families and small groups.

- Allows the student further development and refinement of student's clinical assessment, intervention and evaluation skills.

- Allows for the consolidation of the student's own identity as a professional, ethical, disciplined and self-aware clinical social worker.

Extended Field Option: The Center for Social Work Education offers the option for second year field students to enroll in a 16 hour per week second year field practicum that extends from fall through the end of the summer class sessions. Students that elect this extended option will complete the same number of hours in the field as do students who elect the traditional twenty four hour per week field placement option. Students who enroll in the extended field placement must take a 1 credit field seminar during the summer semester.

Criteria for Selection of Field Placement Settings

First year field placement settings are selected on the basis of their capacity to provide the student with the opportunity to explore the social work roles and functions associated with social work practice from a generalist perspective with a range of client systems.

Second year field placements settings are selected on the basis of their capacity to provide the student with a more specialized focus on clinical social work practice with individuals, families and small groups. The following criteria are used to determine if a site is a suitable setting for the field placement:

1. Conducts social work practice from a person-in-environment perspective.
2. Engages in social work practice that is consistent with the values, ethics, and principles of the social work profession.
3. Practices 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. Provides the student with adequate learning assignments and resources so that he/she can achieve the identified social work practice competencies and practice behaviors.
5. Provides the student with an orientation to the agency services, operations, structure, and personnel guidelines; including safety policies and procedures.
6. Provides the student with a qualified MSW field instructor or identified task supervisor who has adequate time to supervise, meet with the faculty liaison, and attend supervisory training seminars.
7. Signs an Affiliation Agreement with the University indicating acceptance of respective responsibilities.

Criteria for Selection of Field Instructors

Field Instructors are selected who:

1. Have an MSW from an accredited social work program, at least two years of professional social work practice experience, and are committed to teaching the student the knowledge, skills and values of the social work profession and guiding and supporting students in the development of social work competency.
2. Have the skills to provide a knowledge base of agency-based social work practice from a generalist perspective if providing field instruction for a first year student; and a knowledge base of skills for agency-based clinical social work practice if providing field instruction for a second year student.
3. Can provide a minimum of 60 minutes of individual supervision on a weekly basis. The first year field instructor will help the student look at the process of interaction with the client system in a planful manner through written process recordings, audio or video-tapings, summarized process recordings, role plays or case written reports. The second year field instructor will help the student look at the process of interaction with the client through written process recordings, audio or video taping or live

supervision.
4. Have adequate agency time to orient, prepare, teach, and supervise the assigned student.
5. Agree to attend scheduled faculty liaison meetings and field instructors' seminars provided by the Center for Social Work Education Field Education program.

In some circumstances when an agency is able to provide a suitable task supervisor but does not have a qualified MSW available to work with the intern, an offsite and/or volunteer supervisor may be assigned to provide the social work component of the supervision. These MSWs are selected and assigned by the Field Director or Assistant Director and will work collaboratively with the agency based task supervisor.

The Field Placement Process

Process for Matching Students and Field Settings

Matching students with a field placement setting that is appropriate to their professional interests, experience, and learning needs is the goal of the Field Placement Process and requires preparation and planning. This is a collaborative process that requires consistent and timely communication between the student and the assigned field director. Widener University Center for Social Work Education utilizes a comprehensive database, SONIA, for all field students.

Newly admitted full time students (Regular and Advanced Standing Admission) are provided log in information to their SONIA account and electronically complete an Application for Field Placement and upload a resume containing current contact information. At the same time, new students are required to request clearances through the Center for Social Work Education's contracted clearance organization and when received, upload them to SONIA. Once the application and resume upload are completed and the clearance application is submitted, students make an appointment to meet individually with the Director or Assistant Director of Field Education to explore the student's agency setting preferences, previous social work experience and skill level, practice domain interests, needs regarding geographic location, and future professional goals. Every effort is made to meet the student's learning needs, however the student must be flexible with his/her requests. Following the interview, the Director/Assistant Director of Field Education contacts one of the appropriate agencies and presents the student to the agency's designated field placement contact for consideration for student placement. If the

student is accepted as a potential intern, the student and agency contact 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 have serious reservations about the placement, the Director/Assistant Director of Field Education addresses these reservations with both parties to determine whether adjustments might be made that would facilitate a successful match. However, if the issues cannot be resolved, an interview with another agency is scheduled. The ultimate determination of a field practicum match is made by the Director or Assistant Director of Field Education. The student will have no more that two field interviews. If the student is not accepted for a placement after two agency interviews, the student is required to meet with the Director or Assistant Director of Field Education to discuss options that may include delay of the field internship or dismissal from the program depending on the reasons for not being accepted.

The process of field placement for returning part time students and second year students begins during the Spring academic term. Students log in to SONIA, complete an Application for Field Placement, and upload a current resume. In addition, first year students are required to request clearances through the Center for Social Work Education's contracted clearance organization. When clearances are received, students upload the report to the SONIA database. Similar to the process described above, students arrange an appointment to meet with the Director/Assistant Director of Field Education to explore in more detail their field education needs. Based on this discussion, the Director/Assistant Director of Field Education selects one of the appropriate agencies and presents the student to the agency designee. The student and agency designee meet for a preliminary interview. As described above, if either the student or the agency has serious reservations about the placement, the Director of Field Education attempts to resolve these issues with both parties to facilitate a successful match. In the event the issues cannot be resolved, another agency is identified and the placement process is repeated. Part-time students and all students entering the second year of field placement are expected to have their field appointments by March 31. The student will have no more than two placement interviews. If the student is not accepted for a placement after two agency interviews, the student is required to meet with the Director or Assistant Director of Field Education to discuss options that may include delay of the field internship or dismissal from the program depending on the reasons for not being accepted. .

The ultimate determination of a field placement match is made by the Director or Assistant Director of Field Education.

All MSW students are required to go through the field process in order to be eligible for field placement. Students may explore field options but are not permitted to schedule agency

interviews without the approval of the Director/Assistant Director of Field Education. Not following the designated field process or scheduling independent interviews may place the student's status in the field placement process or in the program in jeopardy.

All students in the field are required to carry personal liability insurance in the amounts of $1,000,000 per incident/$3,000,000 aggregate for the duration of their field placements. Proof of insurance is to be uploaded to the student's SONIA account by August 1 prior to beginning the field placement. This individual policy is in addition to the group policy provided by the University.

Field Education at Place of Worksite

Occasionally students may have the opportunity to fulfill the field 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 placement. Through careful planning with the Director/Assistant Director of Field Education, and the social work setting, a student may meet the field education requirements at his or her employment site. However, the student's field placement assignments must be clearly differentiated from the regular work assignments. The placement location, supervision, case assignments, field instruction time and learning tasks should be separated from his or 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 education that are different from the student's paid work assignments.

Both new and returning students should have a preliminary discussion about the possibility of a worksite field placement with the appropriate worksite administrator and the Director/Assistant Director of Field Education to ensure the worksite can meet the program's criteria. If the preliminary discussion indicates that the worksite field 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 education plan and to ensure that it is sufficiently different from the student's paid work responsibilities. The student submits a written Agency Agreement for Worksite Placement to the Director/Assistant Director of Field Education and to the Agency field instructor **no later than July 1.** The student retains a copy for his/her own records, provides a copy to the worksite administrator, and uploads a copy to SONIA. 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.

If a worksite field student's job is terminated by the agency, the Director of Field Education reviews the circumstances of the termination based on information received from the agency field instructor, field liaison, and a meeting with the student. A determination is made by the Director of Field Education whether or not the student will be offered a new field placement or receive a failing grade for the field. If it is determined that the student is unable to meet performance expectations in the field due to issues related to professional behavior, professional competence, ethical behavior, or conduct, or is otherwise not suited for the profession, the student may receive a failing grade and be dismissed from the program. In certain circumstances, a student may be offered the opportunity to repeat his or her field experience after demonstrating understanding of the concerns that led to the termination, detailing the efforts made to address the concerns, and demonstrating evidence of improvement.

Field Education Roles and Responsibilities

The success of a field placement depends upon cooperation between the Social Work Program, the Agency, the Director/Assistant Director of Field Education, the faculty liaison, the field instructor and the student. The following describes the various participants' roles and responsibilities.

Responsibilities of the Social Work Program

It is the Center for Social Work Education's responsibility to:

1. Develop and maintain a curriculum that will prepare the social work student for clinical social work practice with individuals, families and small groups.
2. Select a diverse population of students with the intellectual and personal characteristics and commitment to the profession of social work to successfully complete the degree requirements.
3. Provide faculty to coordinate field education and to fulfill faculty liaison responsibilities.
4. Plan and conduct periodic informational meetings and seminars for faculty and field instructors in order to adequately integrate the field experience with the curriculum.
5. Provide field education settings with an Agreement of Affiliation that specifies mutual expectations and responsibilities.
6. Provide group malpractice liability insurance for all students in the field;

7. Inform field instructors of their privileges within the University (e.g. library use, CEU events).

Responsibilities of the Field Setting

It is the field setting's responsibility to:

1. Provide qualified field instructors who have an MSW and two years of post-graduate professional experience or a designated task supervisor willing to work collaboratively with an identified off-site MSW.

2. Provide an orientation to the student on the social work setting, its mission, purpose, functions and services, including safety policies and procedures.

3. Give the field instructor adequate time to prepare for and provide a minimum of sixty (60) minutes of individual student supervision weekly, to attend field education informational meetings and seminars conducted by the Center for Social Work Education.

4. Meet in person at least once yearly and maintain on-going telephone or email contact with the faculty liaison and/or Director/Assistant Director of Field Education.

4. Provide adequate space and learning opportunities for the student to gain social work practice experience.

5. Sign an Affiliation Agreement with the University indicating acceptance of designated responsibilities.

6. Make the Center for Social Work Education aware of any requirements for driving, transporting of clients, use of a personal car, or use of an agency car, and the agency insurance coverage for these tasks.

Responsibilities of Director/Assistant Director of Field Education

It is the Director/Assistant Director of Field Education's responsibility to:

1. Develop and administer the MSW field program.
2. Coordinate the student placement process including:
   a) Exploration and selection of field placements.

   b) Matching students with field placements appropriate to the student's

      learning needs.

   c) Maintain active collaboration with agencies on selection of

      qualified field instructors.

3. Provide consultation for faculty liaisons regarding the student's overall learning process. If a serious problem arises with student's learning and/or a placement must be terminated, the Director/Assistant Director will coordinate the process.
4. Plan one meeting per semester for faculty liaisons to exchange information on students' learning needs in the field, and the operation of the field instruction program as part of curriculum planning for the program.
5. Coordinate all field activities, including the development of a field calendar.
6. Provide informational meetings and educational seminars for field instructors.

Responsibilities of the Faculty Field Liaison

It is the faculty field liaison's responsibility to:

1. Maintain regular contact with the field instructor and visit the student's placement at least once during the fall semester. Regular contact throughout the spring semester may be via visit, telephone, or email.
2. Support the student's transition into the field placement, respond to problems that arise in the field placement, and evaluate the student's progress through joint discussion with the student and his/her field instructor.
3. Review and approve the Learning Contract prepared by the student in collaboration with the field instructor and monitor progress made in achieving goals and tasks identified in the student's Learning Contract.
4. Ensure that the student is receiving the agreed upon sixty (60) minutes of supervision.
5. Write a field contact report after each agency visit and upload the report to the student's SONIA account.
6. Communicate pertinent information about the student's learning needs, problems and progress to the Director or Assistant Director of Field Education.
7. Actively participate in each semester's curriculum planning meeting with the Director of Field Education and other faculty field liaisons in relation to the operation of the field education program.
8. Actively participate in regularly scheduled field meetings, such as the Field Instructors'

Orientation and Evaluation Seminars and the Annual Field Appreciation Breakfast.

9. Award a "pass" or "non-pass" grade to the student for each semester of field education. In the event of a failing grade, the faculty field liaison must alert the Director of Field Education and arrange for a joint review and planning meeting with the student, faculty liaison, and Director of Field Education.

10. Act as a liaison between the program and the social work setting. The faculty field liaison conveys the program's expectations to the field instructor, helps plan and implement the placement, and provides information regarding the MSW curriculum. The faculty field liaison is also expected to support and develop the social work setting's continued availability as a field placement setting for our program.

11. Facilitate at least one forty-five (45) minute bi-monthly practice class discussion on field related issues and concerns.

12. Monitor and review the student's monthly documentation of field hours and supervision times that are uploaded to SONIA.

13. Meet with students individually as needed if field concerns arise.

14. Monitor worksite field placements to insure differentiation of field assignments from paid employment assignments.

Responsibilities of the Field Instructor

It is the responsibility of the field instructor to:

1. Submit a copy of his or her resume or CV to the Center for Social Work Education.

2. Orient the student to the social work setting, its mission, purpose, function, and services within the community; including safety policies and procedures.

3. Structure the student's field experience by collaborating with the student in assessing his/her learning needs, developing the Learning Contract, and reviewing regularly progress made in achieving goals identified in the Learning Contract.

4. Provide regular weekly individual supervisory conferences for a minimum of sixty (60) minutes and to be accessible to the student as needed to maximize the field learning experiences. The program encourages field instructors to require first year students to submit on a weekly basis material that documents student/client system interactions in detail. Such documents may include written process recordings, audio/videotapes, and or role-play scenarios. Progress notes and/or other methods of documentation of professional activities required by the field setting should also be examined. Depending on learning needs and learning style, second year field students are encouraged to submit at least one written process recording, video or audio tape weekly to help focus the supervision of their clinical work with clients.

5. Include the student in other professionally related learning opportunities such as teaching seminars, study groups, staff meetings, and conferences within and outside of the agency.

6. Serve as a professional role model who is committed to the values and ethics of the social work profession and to the importance of supervision as a critical element of the student's

learning process.

7. Engage the student in a collaborative process of evaluation of the student's performance and learning in the field. Formal evaluations are done at the end of fall semester and at the end of the academic year. The evaluation process should provide an opportunity for the field instructor and student to jointly assess the student's learning progress, set new learning goals and review the stages of the learning process.
8. Review and sign student's monthly documentation of field hours and supervision that is submitted to the faculty field liaison.
9. Maintain adequate communication with the faculty field liaison with regard to the student's progress, and provide feedback on the program's curriculum and field instruction program.
10. Complete an Evaluation of Faculty Field Liaison and Program at the end of the academic year.
11. Attend meetings or trainings for field instructors provided by the program.

Responsibilities of the Agency Task Supervisor

The task supervisor:

1. Provides administrative supervision by meeting regularly with the MSW intern to assign and review caseload, work assignments, documentation, and other related tasks as appropriate.
2. Provides the student with information regarding agency policy, development of professional relationships within the agency, and general insight regarding the culture of the agency and/or program.
3. Provides ongoing supervision and consultation as the intern works to acquire social work competency.
4. Communicates regularly with the student's MSW supervisor.
5. Participates in the visits/meetings/phone calls with the faculty field liaison scheduled each semester.
6. Participates in the student's preparation of the Learning Contract.
7. Collaborates with the MSW supervisor in preparing the student's evaluations.

Responsibilities of the Student

It is the student's responsibility to:

1. Request clearances through the Center for Social Work Education's contracted clearance organization and when received, upload them to SONIA.
2. Provide a physical health examination, immunizations and/or a drug screen test if required by the field placement agency at the student's expense.

3. Obtain and maintain malpractice insurance during the duration of the field placements in the amount of $1,000,000 per incident/$3,000,000 aggregate at the student's expense.
4. Abide by the NASW Code of Ethics in the classroom and in all aspects of the field placement. This Code can be found in the MSW Student Policy Manual available on Campus Cruiser or on the NASW website.
5. Address any personal issues that may impede the student's ability to interact respectfully with clients, fellow students, faculty, colleagues and/or field personnel.
6. Complete the Field Application in SONIA, upload a current resume, and attend a field interview with the Director/Assistant Director of Field Education to discuss learning interests and needs.
7. Maintain timely contact, both by phone and via email, with the Field Director/Assistant Field Director throughout the field placement process.
8. Adhere to the field placement calendar and to his/her social work setting's work schedule, personnel practices, and work policies.
9. Demonstrate mastery of the required social work competencies on the Field Evaluation.
10. Prepare a Learning Contract, in collaboration with the field instructor, that describes learning goals and activities for the field year, and regularly review with his/her field instructor progress made toward achieving identified learning goals and activities. The Learning Contract is uploaded to SONIA and a copy is provided to the field instructor, generally by mid-October.
11. Perform field assignments in a responsible and professional manner, including all required documentation and planned delivery of services.
12. Participate in supervisory conferences by preparing an agenda, addressing issues related to field assignments, theoretical issues, and/or related agency concerns. Students are encouraged to use supervision actively by identifying their learning needs and resolving any barriers to learning that might interfere with their learning process. First year students submit weekly process material that documents student/client interactions in detail. Second year students submit at least one written process recording, video or audio tape weekly to help focus the supervision of their clinical work with clients.
13. Complete readings and written material assigned by the field instructor in a timely manner.
14. Participate in forty-five minute (45) bi-monthly practice class discussions on field-related issues and concerns.
15. Participate in social work setting staff meetings, student seminars, teaching seminars, study groups, and conferences.
16. Share academic material related to field learning with the field instructor.
17. Maintain 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 at all times be appropriately protected.
18. Maintain on-going communication with the field instructor and the faculty field liaison about any concerns or problems interfering with a successful field experience.
19. Upload the monthly documentation of field hours and supervision times to SONIA for the faculty field liaison to review.
20. Complete the Student Field Placement Evaluation at the end of the second semester of field practice and submit it to Director of Field Education.

The Learning Contract

Purpose

The purpose of the Learning Contract 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 addition to meeting the identified core competencies and related practice behaviors, the Learning Contract requires the student to develop individual learning goals and activities for each semester. 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 field experiences, 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 placement in order to carry out a social work service role. From this assessment, the student develops individual learning goals and tasks or activities based on the Core Competencies set out by CSWE 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 uploading the contract for the faculty field liaison to approve.

The Learning Contract template identifies the Council on Social Work Education Competencies and behaviors and then requires the student to identify the individual activities or tasks that the student and field instructor will do to achieve these competency goals. Students in first year field placement should strive to develop a Learning Contract that integrates the generalist perspective into practice. The field placement should allow the student a wide range of learning opportunities to practice generalist social work skills with individuals, families, groups, organizations and communities. Students in second year clinical field placement should strive to develop a Learning Contract that integrates the foundation curriculum of social work practice from a generalist practice and the clinical social work practice curriculum at the second year concentration. The field placement should allow the student a wide range of learning opportunities to practice clinical social work with individuals, families and small groups.

The student and field instructor should use the Learning Contract <u>throughout the semester</u> to monitor the student's progress in achieving her/his identified learning tasks and goals. Similarly, the student and field instructor should review the Learning Contract at the end of the semester in order to incorporate an assessment of the student's progress in achieving her/his learning goals into the Field Practicum Performance Evaluation.

General Field Policies and Procedures

Listed below are the policies and procedural guidelines that govern the structure of field education:

1. First year students spend the equivalent of two days (16 hours) in the field, typically Monday and Tuesday for a total of 480 hours in field instruction. Second year students spend the equivalent of three days (24 hours) in the field, typically Monday, Tuesday, and Friday for a total of 720 hours in field instruction. Students may develop their own schedules for field attendance as long as the agency field instructors are in agreement with the schedule.

2. All first year field placement hours are to be completed within two consecutive semesters at a single agency approved by the Director or the Assistant Director of Field Education. All second year field placement hours should are to be completed in no more than three consecutive semesters at a single agency approved by the Director/Assistant Director of Field Education.

3. In order to pass the first semester of field, a first year student must have at least 240 documented field hours unless special arrangements have been made with the faculty field liaison and/or the Assistant Director or Director of Field Education. Second year students doing the two-semester field placement must have at least 360 documented field hours and second year students doing the three semester placement must have at least 240 documented hours in the field in order to pass the first semester of field unless special arrangements have been made with the faculty field liaison and/or the Assistant Director or Director of Field Education.

4. The Center for Social Work Education offers the option for second year field students to enroll in a 16 hour per week second year field practicum that extends from fall to mid summer. Students that elect this extended option will complete the same number of hours in the field as do students who elect the traditional twenty four hour per week field placement option. Students who enroll in the extended field placement must take a

1-credit field seminar during the summer semester.

5. During the field year, any student requesting changes in scheduled field education hours must be approved by the field instructor and the faculty field liaison. If the student works extra hours, he/she is entitled to take compensatory time during the same month.

6. All MSW students are required to go through the field process in order to be eligible for field placement. Students may explore field options but are not permitted to schedule agency interviews without the approval of the Director/Assistant Director of Field Education.

7. Attendance in field placement is mandatory. The first year student can miss no more than two days per year, and the second year student no more than three days per year due to illness, religious holidays, and/or family emergencies. A plan to make up missed time in field education must be developed by the student, field instructor, and faculty field liaison when the student's absences exceed the permitted number of days.

8. While every attempt is made to accommodate students schedules, all students are expected to be available **at least one full day per week** during regular business hours for field. Any exceptions must be approved by the Director/Assistant Director of Field.

9. Students are required to complete monthly field attendance records, signed by the field instructor, documenting their hours in the field and their supervision. These are uploaded to SONIA and reviewed the faculty field liaison.

10. The student follows the vacation schedule as outlined in the field education calendar. The student is entitled to any Agency holidays or closures that occur on field days. Students placed in school settings are required to take spring break during the assigned school's holiday and not the University spring break.

11. The student provides his/her own transportation to and from the field site. Interns should not drive clients unless the agency specifies to the intern that this requirement is part of the essential duties of the internship. In order for a student to transport clients, a written agreement between the student and the agency is required. This agreement must specify the agency's policy regarding transporting of clients. Students are advised that internships requiring driving as an essential duty may require notification to the student's insurance carrier. The Center for Social Work Education does not assume responsibility for injury to or caused by the student during field.

12. If the student uses his/her car for social work setting duties, the student and Agency must prepare and submit a written agreement in relation to reimbursement.

Evaluation and Field Practice Performance

It is the philosophy of the Center for Social Work Education to view a student's field education experiences from a developmental perspective. Skills and outcomes mastered one semester are built upon and further refined in the subsequent semesters of field education. The first year of field provides students with opportunities to master the competencies and behaviors required for social work practice from a generalist perspective with individuals, families, groups and communities. The second year of field education builds upon those competencies demonstrated in the first year and provides students with opportunities to master the competencies related to the concentration in clinical social work practice with individuals, families, and small groups.

At the end of each semester of field education, the field instructor completes and submits a Field Evaluation. Each year of field education has a unique Field Evaluation reflecting the expectations of progress in competency development appropriate to the student's place in the program. The Field Evaluation requires the field instructor to numerically rate the student's performance on the nine competencies considering the behaviors described. The field instructor is asked to provide examples to support the rating given and to write a short narrative noting overall strengths and areas for improvement.

It is strongly recommended that evaluation of field performance be a collaborative process between the student and the field instructor. As part of the end of the semester evaluation process, students should be given the opportunity to self-assess their performance over the semester in relation to the outcome criteria included on the Field Evaluation and the progress made toward achieving her/his individualized learning goals and activities identified in the student's Learning Contract. The student and field instructor should devote at least one supervisory session to discussion of the progress made in achieving individualized learning goals and to their respective ratings on the Field Evaluation.

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 nine Competencies. The Competency score is based on the average of the scores earned on each related behavior.

If a student disagrees with the evaluation submitted by the field instructor, the evaluation tool

allows the student to note this disagreement and submit a narrative explaining the reasons for the disagreement. Students are encouraged to be as specific as possible in this narrative and provide examples illustrating the reasons for the disagreement.

If the student does not earn a score of three (3) or above on each of the nine Core Competencies at the first semester evaluation, the student may be awarded a Conditional Incomplete, which would place the student automatically on probation. Students placed on field probation receive the form for Incompletes signed by the Director/Assistant Director of Field Education outlining the specific performance deficits and the specific field competencies and fulfillment dates that need to be improved during the next semester of field placement. If the student does not show improvement in the identified areas by the specified dates, they may fail field for the entire year, which will result in dismissal from the program. A student earning a Conditional Incomplete for fall semester may stay in the field placement for the next semester. If at the end of the spring semester the student receives scores of three or above on all nine Competencies, the student will receive a passing grade for both semesters. If the student does not meet the Competency scores of three or above, he or she will receive a grade of Non-Pass for both semesters of field. This will result in dismissal from the program. The Pass or Non Pass grade for field is awarded by the faculty field liaison. A Non-Pass is considered a failing grade.

Students are required to demonstrate these competencies within the time frame of the field placement (30 weeks or 45 weeks for second year students in extended field). In order to pass the first semester of field, a first year student must have at least 240 documented field hours unless special arrangements have been made with the faculty field liaison and/or the Assistant Director or Director of Field Education. Second year students doing the two-semester field placement must have at least 360 documented field hours and second year students doing the three semester placement must have at least 240 documented hours in the field in order to pass the first semester of field unless special arrangements have been made with the faculty field liaison and/or the Assistant Director or Director of Field Education.

If a student does not pass field for any reason or withdraws from the internship or practice class and is permitted to re-take the field internship and the related practice course, none of the prior field hours are counted towards the required total.

Changing Field Placement

Each student is carefully matched with an appropriate social work setting in order to maximize his/her learning opportunities and to take into account the student's previous work and educational background, practice interests, geographic location, career goals and special life circumstances. However, changes in social work settings may occur that may adversely affect the student's learning. The faculty field liaison explores with the field instructor and student the field problems that arise and explores alternative solutions. The faculty field liaison consults with the Director or Assistant Director of Field Education when it appears that a change in field placement is indicated. The Director or Assistant Director of Field Education, the faculty field liaison and student explore new field placement options. The Director or Assistant Director of Field Education makes the final decision regarding changing field placements.

Field Education Probation and Termination Policy

During the field placement, most problems are successfully resolved collaboratively between the field instructor and student during regular supervision. However, if the field instructor feels that the student's performance continues to be unsatisfactory, then he/she should inform the student and they should develop a written plan to address the concerns and help the student meet the required level of performance and notify the faculty liaison as soon as possible by phone or e-mail regarding concerns. A copy of the plan is sent to the faculty field liaison.

If during the course of the semester the field instructor feels that adequate progress is not being achieved, a meeting should be held with the field instructor, student, and faculty field liaison to review progress on the plan. A written statement summarizing student progress on the identified field performance problems should be prepared by the field instructor within one week of the joint meeting with copies submitted to the student and the faculty field liaison. Throughout the balance of the semester, the faculty field liaison should monitor the situation and provide whatever support is needed to assist the student and field instructor in helping the student achieve an adequate 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 nine Competencies in the field evaluation. The Competency score is based on the average of the scores earned on each related behaviors. If the student does not earn a score of three (3) or above on each of the nine Core Competencies, then the student may receive a grade of Non-Pass for the semester which is the equivalent of an F. The Pass or Non Pass grade for field is awarded by the faculty field liaison.   The Center for Social Work Education's policies for failure, withdrawal, and reinstatement apply to the field

grade.

Under certain circumstances when a student is not able to demonstrate competency in some areas, or when the student is experiencing non-academic issues that impact the ability to sustain the field placement, the field liaison, in conjunction with the Director or Assistant Director of Field Education, can give the student a Conditional Incomplete, which would place the student automatically on probation. Students placed on field probation receive the form for Incompletes signed by the Director/Assistant Director of Field Education outlining the specific performance deficits and the specific field competencies and fulfillment dates that need to be improved during the next semester of field placement. If the student does not show improvement in the identified areas by the specified dates, they may fail field for the entire year, which will result in dismissal from the program. In order to reapply, the student must submit relevant documentation of their resolution of the identified problems. The Director/Assistant Director of Field Education assesses the student's readiness for fieldwork for final disposition. The student can only enter the field practicum and co-requisite practice course in the fall semester.

Many students can expect to be drug tested during the interview process at their placement sites. Some sites may also require random drug screenings throughout the placement. Should a student test positive for drugs when screened, the student will be terminated from the placement and dismissed from the program. The Center for Social Work Education's academic policies for failure, dismissal, withdrawal, and reinstatement also apply to the field grade.

Field Placement Terminated by the Field Agency

If a student's field placement is terminated by the agency or a worksite student is terminated from employment at the agency, the Director of Field Education reviews the circumstances of the termination based on information received from the agency field instructor, field liaison, and a meeting with the student. A determination is made by the Director of Field Education whether or not the student will be offered a new field placement or receive a failing grade for the field. If it is determined that the student is unable to meet performance expectations in the field due to issues related to professional behavior, professional competence, ethical behavior, or conduct, or is otherwise not suited for the profession, the student may receive a failing grade and be dismissed from the program. In certain circumstances, a student may be offered the opportunity to repeat his or her field experience after demonstrating understanding of the concerns that led to the termination, detailing the efforts made to address the concerns, and demonstrating evidence

of improvement.

Appealing Field Grade

The Center for Social Work Education Appeals Policy applies to failures in the field placement.

ACADEMIC INFORMATION

Advising

All students are assigned a faculty mentor upon acceptance into the program. Students are encouraged to meet with their mentors periodically during the school year to discuss their progress in the program, as well as any other academic or professional issues of concern.

The Assistant Director of the MSW Program will act as your academic Advisor. The advisor is available to students for guidance in any area pertinent to the successful completion of the MSW program. In the academic area, the advisor may assist students in course planning and with assistance with special problems. Students should note, however, that in accordance with Widener University's policy, the student's academic status and progress toward their degree is ULTIMATELY THE RESPONSIBILITY OF THE STUDENT AND NOT THE ADVISOR.

Advising includes both the academic and professional areas. All students may discuss grades and progress toward their development of a social work identity. In addition, the advisement process provides information to students and addresses academic- or career-related problems as needed. 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 social work program is advisable, the Assistant Director of the MSW Program and other pertinent faculty members may meet with them to offer support and recommendations. Procedures leading toward possible dismissal are outlined in the MSW Retention in the Program Policy described in the sections below.

All student files with information regarding students' progress toward their degree are kept in the social work office. Students may examine their file at any time.

Writing Policy

We view writing as a professional practice skill. All students are expected to write at a level

commensurate with graduate school education and professional social work. In order to help students reach our professional standards, all students are required to satisfactorily complete SW507, the Personal and Professional Writing Module, offered by the Center, before advancing into their second semester of the program.

All formal papers are expected to comply with the current APA standards.

Students who do not receive a passing grade may appeal to the Assistant MSW Program Director or the MSW Program Director.

Students desiring to waive the writing course must meet one of the following three conditions:
1. Hold a previously earned Masters degree or a PhD,
2. Have published a single authored article in a professional journal, or
3. Pass a writing waiver exam administered by the Center. As with all waiver exams, there is a $200 fee attached to the exam.

Requests to waive SW507 must be directed to the admissions coordinator or the Assistant MSW program director before September 1st of the first semester a student is enrolled in the MSW program.

Course Registration

Graduate social work course schedules are distributed for the fall and spring semester and summer sessions electronically on Campus Cruiser in the MSW Committee's shared files. These fully describe registration policies, course schedules and tuition and fee obligations. Registration takes place in July for the fall semester and in March for the spring and summer semesters. All returning students must register on-line through Campus Cruiser. **Note: Be sure that you have your Campus Cruiser login I.D. and password available before the registration period**

Once the student is registered, they will incur a financial obligation for tuition after the add/drop day has closed. The add/drop day is 8 calendar days after the start of the term. Students are able to view their registration and pay their tuition bill through their Campus Cruiser account.

If a student's program plan is altered (due to course withdrawals, leaves of absence, etc.), the Assistant MSW Program Director will assist with redesigning their program plan.

Please keep in mind that it will be your responsibility to contact the Assistant MSW Program Director if you need to change your registration (drop a course, etc.).

Be sure that you have submitted your Health Information forms to Student Health prior to registration. Unresolved Health coverage problems will result in blocked access to registration.

Course Loads and Leave of Absences

Full-time students take at least 12 credit hours per semester and part time students take at least six credit hours each semester (including summer semesters) to qualify for financial aid. Students who are unable for personal reasons to carry a minimum of six credit hours in a given semester may petition for a one-semester leave of absence. To do this a student must submit a detailed request and plan for return to the Assistant MSW Program Director.

Grading

Assignment Grading Scale

Points	Grade
94 – 100	A
90 – 93	A-
87 – 89	B+
83 – 86	B
80 – 82	B-
70 – 79	C
69 or lower	F

Final Course Grades

The following final grades (and their associated quality points) are used:

A	A-	B+	B	B-	C	C-	F
4.0	3.7	3.3	3.0	2.7	2.0	1.7	0.0

I	W	P/NP	P/F
Incomplete	Withdrawn	Pass/No Pass	Pass/Fail

Note: Individual instructors may elect, at their discretion, not to use plus/minus grades. However, we do not give the grade C+ in this program.

The grade of "I" or incomplete may given when a student has not completed course requirements because of excusable reasons, **at the discretion of the instructor in conjunction with the Assistant MSW Program Director**. Students, who anticipate that they may not be able to complete course requirements must discuss the matter with the course instructor, complete the required form detailing the terms of the incomplete and setting a date by which the course must be completed (see Appendix O). A student who receives a grade of "I" must have a plan make up all deficiencies approved by the instructor issuing the grade. If the student fails to contact the instructor within that time-period to make the necessary arrangements, the instructor has the option of failing the student. The instructor may not approve dates exceeding one calendar year. If the work is not made up within one calendar year from the end of the semester in which the "incomplete" is received or by the date agreed upon in the written plan the grade will be automatically converted to "F". A student cannot be awarded a degree when there is an

outstanding incomplete grade on the transcript, even if the incomplete is in a course not required in the degree program.

Note: Students may not enroll in SW506 or SW551 if they have an "I" in SW505 or SW550, or in SW630 if they have an incomplete in SW506 or SW551. Similarly students may not enroll in SW639 or SW658 if they have an "I" in SW630 or SW657.

If, at the start of the new semester, there is an outstanding "I" in the above-mentioned courses, the pre-registration for the subsequent course will be deleted and the student will not be able to take the course.

When a student earns a "C" in a course, it may be repeated, providing that the student has not been dismissed from the program. Both grades are recorded on the transcript, but only the most recent grade is used in calculating the grade point average. However, when a student is convicted under Widener's academic fraud policies, that student is prohibited from exercising the repeat of course option to remove the "F" grade (given as a result of fraud) from the GPA calculation. Any grade of "F" grade may result in immediate dismissal from the MSW program.

Graduate social work students may withdraw from courses up to last day of classes for the semester and receive a grade of "W".

If a student fails to meet the degree requirements within four years of matriculation into the program or if a failure, or repeated 'C' grades, has occurred, the Center may dismiss the student from the program. Conduct that is inconsistent with the ethical and professional standards of social work, whether it occurs before or after matriculation, is also grounds for dismissal from the program (refer to section entitled Retention in the MSW Program for more details). Such conduct includes academic fraud and violating the Social Work Code of Ethics. A student dismissed for academic fraud may no longer enroll in the graduate programs of the University and may not apply for admission into another division of the University (refer to section entitled Standards for Academic Integrity in this handbook for more details)

Transfer Credit

Students, at the time of application for admission, may request transfer of a maximum of 27 semester hours of graduate credit from MSW programs accredited by CSWE. A maximum of 9 semester hours may be transferred for graduate courses completed in disciplines related to social work.

To be accepted for transfer credit: courses must be equivalent to the program's required graduate social work courses and electives; must have been completed within six years from the date of matriculation; must have been taken subsequent to completion of the undergraduate degree; and must have a recorded grade of B or better. Academic credit for life experience and previous work experience is not given.

Proficiency Examinations

Students who hold a bachelor's degree in social work may waive courses in human behavior and the social environment (SW501, SW502), and research (SW520, SW522) by passing a proficiency examination. Such waivers do not reduce the credit hour requirements for the degree, but enable students to take additional elective courses. Requests for proficiency examinations are made through the MSW Program Director. There is a $200 fee for proficiency examinations. Practice courses (SW503, SW505, SW506, SW535, SW550 and SW551) cannot be waived. Students who have failed a course cannot opt to test out of the course rather than repeat the course in order to get a passing grade for the course.

Requirements for Graduation

To be eligible for the Master of Social Work degree, students must have fulfilled within a four-year period, from the date of initial registration, the course requirements as prescribed by the curriculum. Regular admission students must have a minimum of 63 credit hours and advanced standing admission students must have a minimum of 39 credit hours. All students must have a cumulative GPA of at least 3.0 for all classroom courses and a P (Pass) for all field practica. Students may not graduate with more than one "C" on their transcript. Students who have taken leaves of absence that extend their completion of the program past the four-year requirement will be required to take the courses on the current curriculum ladder in order to graduate.

E-portfolios

During their time in the social work program, each student will create an e-portoflio to highlight their course and field work. E-portfolios are an innovative way to organize students' academic work and experiences, create a dynamic resume, and prepare for a career in social work. Each student will prepare and manage their own e-portfolio with the support of their academic advisor and the On-Campus MSW Program Asst. Director. The e-portfolio will be closely linked to the CSWE competencies and practice behaviors. Students will submit artifacts from their field and coursework that best exemplify their ability to meet the competencies and engage in practice behaviors. In addition, students will complete a reflection on each uploaded artifact that ties the artifact to specific practice behaviors. Upon graduating from the MSW Program, students will be able to take with them a dynamic resource for sharing their achievements, skills, and identities with potential employers, professional organizations, doctoral programs, social work networking communities, etc.

Graduation Petitions and Awarding of Degree

A student who completes the requirements for the MSW degree at the conclusion of the spring semester will be awarded the degree in May of that year. For students seeking their degree in May, a graduation petition must be submitted by the student to the Center for Social Work

Education by November 1st. A student who completes the requirements for the degree at the conclusion of the summer session will be awarded the degree in August of that year. For students seeking their degree in August, a graduation petition must be submitted by the student to the Center for Social Work Education by March 1st. A student who completes the degree requirements at the conclusion of the fall semester will be awarded the degree in December of that year. For students seeking their degree in December, a graduation petition must be submitted by the student to the Center for Social Work Education by July 1st.

Final Semester	Graduation Petition Due	Degree Awarded
Spring	November 1st	May
Summer	March 1st	August
Fall	July 1st	December

The University holds only one formal commencement – in May – to which graduates since the previous commencement and August graduates for that year are invited.

Center for Social Work Education Code of Professional Conduct

Once accepted in the MSW Program, the student must adhere to the Center for Social Work Education Code of Professional Conduct, The Widener University Code of Student Conduct, and the NASW Code of Ethics and refrain from any illegal activities. 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 MSW Program has developed the following Code of Professional Conduct.

Respect: The *NASW Code of Ethics* extends to the classrooms, hallways, and offices of the MSW 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 e-mail. This includes the use of electronic devices in the classroom. Talking on cellphones and texting in classrooms during class time is prohibited. Use of other devices including laptops is limited to note taking, and other functions in the service of the classroom activity, with the consent of the instructor. Students are expected to participate fully in the classroom discussion, even when using approved electronic devices.

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. Students have the obligation to report any information they learn about violations of the law, the NASW Code of Ethics, the Center's 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 MSW Program.

Professional Attire: Present oneself in a manner that is consistent with one's professional role for the field placement and in any face-to-face and virtual face-to-face interactions with University administrators, faculty, staff, or peers. This includes self-presentation in attire, hygiene, and language. 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.

Nondiscrimination: Embrace the differences in people, their ideas and opinions and reject bigotry and oppression.

Advisor Confidentiality: Respect student privacy; however, mentors and the academic advisor have an obligation to report any information they learn about violations of the law,

the NASW Code of Ethics, the Center's 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 MSW Program.

Course Registration

The Registrar notifies all students regarding registration times and procedures on Campus Cruiser.

Course Policies

Standards for Academic Integrity
Students must adhere to the Widener University policy on Academic Integrity as written both in the current *Widener Student Handbook*. The standard clearly outlines the fact that cheating, plagiarism and all other forms of academic fraud are serious and unacceptable violations of University policy and gives the penalties for any such violations. Students are advised to utilize the current *Publication Manual of the APA (6th Edition)* as a resource for correct citation and paper formats. In addition, it is a violation of the standards of academic integrity to either use or submit the paper of another student in order to complete the writing assignment(s) in a course. It is the responsibility of the student to be familiar with the Standards for Academic Integrity as outlined both in the current *Widener Student Handbook* and the *MSW Student Manual*.

Submission of Assignments
All assignments must be uploaded in the appropriate dropbox in a course site and some assignments may be posted on discussion forums for classmates' review and comments. Before submitting anything, students should always check to make sure that they are in the right location. Assignments uploaded into an assignment dropbox allow students and instructors to receive originality feedback from turnitin.com.

Lateness of Assignments
Students are expected to turn all assignments in on time. Grades for assignments handed in late can be lowered at the discretion of the instructor. Also, the instructor reserves the right to refuse to accept any assignment that is late, which will result in a zero or failure for that assignment as well as lowering the student's cumulative grade for the course. If a student gives their instructor 24 hours advance notice, the instructor may allow the student to turn in the paper late with an identified due date.

Revision Policy
Papers with a grade of "B-" or lower may be revised with the permission of the instructor. In this case, students will have the opportunity to revise their paper one time based on feedback. All revisions are due one week from when they receive the graded paper back from the instructor. The final grade for this revised paper cannot exceed a grade of "B". Revised papers must have the revised and/or added material highlighted. If the revised material is not highlighted, the instructor will return the paper ungraded.

Incompletes

An incomplete is not a student's right. Students must request an incomplete based upon significant reasons using the Incomplete Grade Completion Form. Please note that it is the instructor's discretion to grant or refuse a request for an "incomplete." The student and the instructor must arrange a realistic date for submission of outstanding work. If the student does not adhere to this mutually arranged due date, they will automatically receive an "F" for the course. Incompletes are pre-established arrangements between instructor, student, and registrar.

Professional Behavior

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. Respectful, responsible, and appropriate interactions online are expected at all times.

Netiquette Guidelines:
- Use first names or something like "to everyone" if you want to address your group or the whole class.
- Offer compliments, support, & assistance to each other.
- Courtesy is required. Refer issues to the professor rather than making negative remarks to the person.
- If unsure what someone means when they post, ask before reacting in a negative way.
- Use *italics* to emphasize a word. ALL CAPS is considered to be online "yelling."
- Use of humor can be misunderstood as sarcasm or fact (facial expression is unavailable). You may use a symbol e.g. ☺ to emphasize emotion.
- Wait patiently for replies. Due to work and home responsibilities, it may take up to a day or more for some students to respond.
- Write in full sentences & remember that spelling counts (posting online is an assignment).
- Avoid abbreviations & texting shorthand (e.g. TTYL).
- Use APA formatted citations when quoting or paraphrasing someone else's work.
- Expect & respect cultural diversity.

Instructor Availability

If you need help, ASK!

Americans with Disabilities Act (ADA)

If a student needs accommodations to maximize their learning needs in any class, it is that student's responsibility to contact the Disability Services offered at Widener and subsequently submit their documentation to the instructor. Every course and the University may be able to assist in making accommodations for students with physical/ and/or learning differences.

STANDARDS FOR ACADEMIC INTEGRITY

Academic Integrity Statement

Widener University strongly supports the concepts of academic freedom and 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 serious and unacceptable violations of university policy. Widener University expects all students to be familiar with university policies on academic honesty and 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. *(This statement was adopted by the Faculty Council on February 24, 1998, upon recommendation of the Academic Affairs Committee.)*

Definition of Violations of the Standards for Academic Integrity

Violations of the Standards of Academic Integrity constitute academic fraud. Academic fraud consists of any actions that serve to undermine the integrity of the academic process, including:

1. Unauthorized inspection or duplication of test materials, cheating, attempting to cheat, or assisting others to cheat in a classroom test, take-home examination, final examination, or comprehensive/qualifying/candidacy examination;
2. Post-test alteration of examination responses;
3. Plagiarism; and
4. Electronic or computer fraud.

Additionally, each university program may have specific acts particular to a discipline that constitute academic fraud.

Definition of Plagiarism

One of the most common violations of the Standards for 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 are invited to follow the standards articulated in the following statement.

Statement of Plagiarism: PLAGIARISM—passing off the work of others as your 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 in-text citations. All sources used in the preparation of an academic paper must also be listed with full bibliographic details at the end of the paper. It is especially important that paraphrase be both cited and put into your own words. Merely rearranging a sentence or changing a few words is not sufficient.

Procedures for Students Accused of Violating the Standards for Academic Integrity

Informal Process

1. A faculty member who obtains evidence of academic fraud should inform the student of this evidence, either orally or in writing. The faculty member may also provide the student

with the opportunity to respond to the charges. If the matter is resolved informally between the faculty member and the student, the faculty member must communicate in writing to the dean of their school or college the nature of the charges made against the student and how the matter was resolved.

2. If the faculty member cannot resolve the matter satisfactorily with the student, they may file a formal complaint against the student through the office of the dean of the faculty member's school or college.

Formal process

1. Upon receiving formal charges of academic fraud, the office of the dean of the school or college shall thereupon notify the student in writing of the complaint, the evidence upon which the complaint is based, the penalty to be imposed, and all rights of appeal.

2. If a student wishes to contest the allegations of the com- plaint, they may do so according to the process stipulated in the by-laws of the school or college in which the alleged offense occurred. In such a case, the student will also be informed of the time and location of a hearing on the complaint and of all rights of appeal.

3. Upon determination by the school/college committee that hears the initial appeal that sufficient evidence exists to sup- port the allegations contained in the complaint, or in cases in which the student chooses not to contest the complaint, the prescribed penalty shall be imposed.

4. The dean will notify the associate provost in writing of the name of the student who has been found to have engaged in academic fraud.

5. Appeals beyond an individual school/college body may be made by the student to the university's Academic Review Board. Please see the following section for board duties. Appeal to the Academic Review Board must be initiated by the student through the Office of the Associate Provost.

6. In the event a complaint is filed against a student alleging academic fraud and the student is not enrolled in the course in which academic fraud is alleged, action will be taken by the dean's office of the school/college where the student is matriculated.

7. An "F" for academic fraud will supersede any other mark including a "W" for withdrawal. When a student is found to have engaged in academic fraud under Widener's academic fraud policies, that student is prohibited from exercising the repeat-of-course option to remove the "F" grade (given as a result of fraud) from the GPA calculation.

8. A confidential, centralized listing of students disciplined for academic fraud will be maintained by the Office of the Provost. In the event of the filing of a complaint alleging a second offense, the student will be informed, in writing, by the Office of the Provost of such complaint. Names will be dropped from the list of first offenders upon graduation or at the end of seven years after the last attendance.

9. The above-articulated steps constitute due process when students are accused of academic fraud.

Penalties

1. The minimum penalty for individuals found through the formal complaint process described above to have engaged in academic fraud will be failure in the course. For a second offense, the penalty will be failure in the course and expulsion from the university.
2. For attempting to steal or stealing an examination for a course, students will be failed in the course and expelled from the university. For attempting to steal or stealing a comprehensive/qualifying/candidacy examination in a program, students will be expelled from the university.
3. Programs that require comprehensive/qualifying/candidacy examinations may elect to impose the penalties of failure on the examination and expulsion from the university for individuals who cheat or attempt to cheat on the comprehensive/qualifying/candidacy examination.
4. Individuals found through the formal complaint process described above to have engaged in academic fraud in the completion of a dissertation or thesis may be expelled from the university.

(These policies and procedures were approved by Faculty Council on April 28, 2008.)

RETENTION IN THE MSW PROGRAM

Retention in the MSW program is dependent upon the student meeting the standards of the profession of Social Work, the Center for Social Work Education, and Widener University. Commitment and adherence to these standards apply to many aspects of the students' academic and professional lives, and must be demonstrated through classroom work, field practica experiences, and professional interpersonal relationships, such as the ability to engage in clinical social work practice. Failure to maintain these standards at any time during the student's involvement with the program may be grounds for dismissal.

More specifically, retention in the program, and graduation requires that students:
1. Adhere to the Professional standards as defined by the NASW Code of Ethics (Appendix B);
2. Adhere to the University Codes of Conduct (http://www.widener.edu/academics/handbooks/Student_Handbook14.pdf);
3. Have fulfilled within a four-year period, from the date of initial registration, the course requirements as prescribed by the curriculum. Regular admission students must have a minimum of 63 credit hours and advanced standing admission students must have a minimum of 39 credit hours. All students must have a cumulative GPA of at least 3.0 for all classroom courses, no more than one "C" on their transcript, a "P" (Pass) for all field practica, and no "I" (incomplete) on their transcript;

4. Be free of interpersonal difficulties which interfere with their ability to engage in clinical social work practice and professional and respectful behavior in the classroom (see section entitled "Non-Academic Grounds for Dismissal from the Program" below for more details); and
5. Meet the necessary requirements for the satisfactory field placement experience, as defined in the section of this handbook on Field Practica.

Student adherence to these areas will be monitored by the Assistant Director of the MSW Program; Associate Dean, Director, and MSW Program Director; faculty; Director of Field Education; Assistant Director of Field Education; and field supervisors. Where difficulties are found, the Assistant Director of the MSW Program, MSW Program Director, and other relevant faculty will work with the student to find satisfactory solutions.

In most instances, except for violation of the University Code of Conduct and academic fraud, final decisions about student continuance in the program lies with the Associate Dean and Director in conjunction and the MSW Program Director. Students may appeal these decisions through one of the formal grievance procedures outlined below.

Procedures for Dismissal from the Program

A student can be dismissed from the program for failing to meet academic performance requirements, for inappropriate or inadequate performance in the field, for violations of NASW code of ethics, for violations of the Student Code of Conduct, for academic fraud, or for documented interpersonal problems, such as personality difficulties that interfere with the student's ability to engage in social work practice or required classroom activities.

Withdrawal from the Program

In lieu of dismissal, a student can withdraw from the program in good standing any time before the end of the semester and the status of "Withdrawn" is placed on their transcript. If a student, placed on probation, 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.

Academic Probation & Dismissal Policy

A student is placed on academic probation if their grade point average (GPA) falls below 3.0 or when a grade of "C" or below is received in any course. A grade of "F" in any core course in the curriculum may result in automatic dismissal from the program. The Assistant Director of the MSW Program will notify a student placed on probation in writing. Upon receipt of notification, the student must arrange to meet with the Assistant Director of the MSW Program to develop a documented plan aimed at resolving the student's academic difficulties, including repetition of any practice sequence course (SW 505, SW 506, SW 630, SW 639) for which a grade of "C" or below was received.

A course for which a student has received a grade of "C" can be repeated only once. Students

may not subsequently test out of courses in which they have received grades of "C" or "F". If a student received a NP in SW 550, SW 551, SW 657, SW 658, or SW 652, this is a failure and may result in dismissal from the program. To be removed from academic probation, a student must raise their grade point average to a minimum of 3.0 within one semester and receive a passing grade for the core curriculum course for which a "C" was earned.

A student will be dismissed from the program if their semester GPA is still below 3.0 in any semester following probation or if the student receives a grade of C or lower in the repeated core course. Students must repeat any practice sequence course no later than the next semester that the course is offered. A decision regarding the disposition of probationary status will be deferred until the student has had the opportunity to retake the core curriculum course, provided that the student's grade point average is 3.0 or above. Students will not be allowed to repeat courses more than once.

The Associate Dean/ Director, and MSW Program Director has the authority to dismiss students for failure to meet academic requirements. If a student receives a second grade of "C" or below and/or the student's GPA falls below a 3.0 for a second time, the student will be dismissed from the program. **If a student earns an "F", they are prohibited from exercising the repeat-of-course option and will be dismissed from the program.**

A student in their last semester in the program who receives a second "C" or a grade point average (GPA) below 3.0 will not be permitted to graduate. The student must repeat at least one of the courses for which they have earned a "C" and raise their average above a 3.0 in order to graduate from the program.

Applicants with undergraduate GPAs below 3.0 may be admitted to the program. If an applicant is admitted whose undergraduate GPA was below 3.0, the applicant will be informed at the time of admission that they must achieve a minimum 3.0 GPA at the end of the first semester of enrollment in order to continue in the MSW program. If a 3.0 GPA is not achieved at the end of the first semester of enrollment in the MSW program, the student will be dismissed for failure to meet academic requirements.

A student must complete SW 505, earning a grade of "B-" or better before being permitted to enroll in SW 506. A student must earn a grade of "B-" or better in SW 506 in order to proceed to SW 630. Similarly, a student must complete SW 630, earning a grade of "B-" or better before being permitted to enroll in SW 639. A student who receives a grade lower than a "B-" in SW 505, SW 506, SW 535, SW 630, or SW 639 must repeat the class successfully (earning a grade of "B-" or better) along with the required concurrent field practicum. To proceed in the program, students must receive a "Pass" in all field practica. Students may appeal course grades of "C" or "F" (see "MSW Student Grievance Procedures"). Students who have been dismissed from the program and who are appealing the dismissal may not return to class pending the appeal. They can only be reinstated in the program when and if the appeal is found in their favor.

A student dismissed from the program due to academic failure or for non-academic reasons, seeking readmission, must reapply to the Center for Social Work Education. The application must indicate that the applicant has addressed all of the conditions leading to their dismissal.

Field Instruction Probation and Termination Policy

Under certain circumstances where a student was not able to demonstrate competency in some areas, the field liaison in conjunction with the Assistant Director of Field Education or Director of Field Education can give the students a Conditional Incomplete, which would place them automatically on probation. Students placed on field probation receive the form for Incompletes signed by the Assistant Director of Field Education or Director of Field Education outlining the specific performance deficits and the specific field competencies and fulfillment dates that need to be improved during the next semester of field instruction placement.

If the student does not show improvement in the identified areas by the specified dates, they may fail field placement for the entire year which will result in dismissal from the program. The student must submit relevant documentation of their resolution of the identified problems. The Director of Field Education assesses the student's readiness for field work for final disposition. The student can only enter the field practicum and co-requisite practice course in the fall semester.

Violations of Professional Codes of Conduct

Upon receipt of an allegation of a violation of the NASW code of ethics, the Assistant MSW Program Director or an authorized representative will make a preliminary investigation of the complaint. The Associate Dean/Director, and MSW Program Director or authorized representative may dismiss the complaint. If, however, sufficient cause is found to further investigate the allegation, the MSW Program Director will conduct a full investigation of the complaint.

Upon completion of this investigation, the MSW Program Director will decide whether to dismiss the charges, or to uphold the complaint and determine the appropriate sanction. Such sanctions may include, but are not limited to, verbal warnings, written warnings to be placed in the student's file and removed upon graduation, dismissal from the program or referral to the campus judicial system. A student may appeal this decision to the Academic Affairs Committee within 48 hours.

Non Academic Grounds for Termination and Dismissal from the Program

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 or required educational activities. A single incidence of unprofessional behavior or 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. These issues may undermine the student's capacity for social work practice and may place clients at risk. A single incidence of unprofessional behavior that might result in

immediate dismissal includes threatening behavior towards any other person, or disrupting the classroom, other areas of the University, or field agency. The MSW Program Director will review the status of any student in jeopardy of dismissal for non-academic reasons.

If a student demonstrates interpersonal problems that affect their ability to engage with faculty, staff, peers, clients, and other professional colleagues, the person expressing concern must communicate their concern to the Assistant MSW Program Director in writing. A student who has a concern about another student may also bring that concern to the Assistant Director of the MSW Program. The Assistant MSW Program Director then gathers information. When a concern is substantiated, the Assistant MSW 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.

Depending on the severity of the behaviors, the student may 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 Assistant MSW Program Director. Any subsequent or additional concerns will 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 Assistant MSW Program Director.

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

In the event of a second behavioral concern incident occurring with the same student who *was not* placed on probation after the first concerning event, the student will now be placed on probation, if the second concern is found to be substantiated; in the event that the concern is deemed to be a serious violation of the Code of Ethics and/or Student Code of Conduct, the student may be dismissed from the program.

In the event of a second behavioral concern incident occurring with the same student who *was* placed on probation after the first concerning event, the student may now be dismissed from the program, if the second concern is found to be substantiated.

Program Status Review

The Assistant Director of the MSW Program will review the status of each student at the end of the semester. Students who fail to complete their courses satisfactorily or who evidence non-academic issues may be put on probation or dismissed from the program in accordance with the above-stated policies for continuation in the program. Students may appeal the decision of the Assistant Director of the MSW Program Director, asking for a review by the MSW Program Director.

Upon receiving a request to review a student's status from the Assistant Director of the MSW

Program Director, the MSW Program Director will review the student's record and the accumulated documentation, inviting discussion from the faculty and responses from the student, as it deems necessary. After the review is completed, the MSW Program Director will make a decision regarding the student's status in the program. MSW Program Director has the authority to dismiss the student. The final decision is communicated verbally and in writing to the student. A student may appeal the decision of the MSW Program Director, to the Academic Affairs committee. (see "Grievances about Non-Academic Issues" below).

The Academic Affairs Committee

Academic Affairs Procedures and Processes

Initiating an Appeal to Academic Affairs

A student appealing the decision of the MSW Program Director must request an Academic Affairs review in writing to the Academic Affairs Committee chair. In their request, the student must submit a written statement specifying why an Academic Affairs review is warranted.

From the date that the Academic Affairs Committee chair receives the written complaint, they have *no more than 5 working days[1]* to schedule a review meeting, either in-person or via technology, 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 as well as contact information should the student wish to contact the Student Advocate.

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.
- 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 Assistant Director of the MSW Program.
- One complete copy of the complaint and all supporting documents will be forwarded, along with the Committee's recommendation, to the Associate Dean/Director.
- All other copies will be destroyed.
- The Associate Dean/Director will keep a confidential copy as well as copies of the

minutes.

Role of the Student Advocate

Students are advised that they may contact the Student Advocate to discuss their appeal. It is the student's responsibility to initiate contact with the Student Advocate.

The role of the Student Advocate is to:
- 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 When appropriate, provide referrals for student emotional support (Widener University Counseling Center or community resources); and
- o Answer any student questions and provide general guidance on conduct.
- o While the Student advocate may accompany the student to the Academic Affairs Committee meeting, they will not speak on the behalf of the student during the meeting.

For matters outside of the Center for Social Work Education, but within the University, such as ethical violations, the Student Advocate can serve to provide the student with guidance about various courses of action.

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 appeal will be reviewed is expected to attend the appeal review

meeting either in person or via technology. However, if the student has been contacted but refuses to attend, the student's appeal will be forfeited. At least 48 hours prior to the meeting date, the student is responsible for contacting the chair to confirm their 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, faculty member, 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's Academic Affairs Committee shall follow procedures to ensure 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 they are charged;
- The student shall be advised of the following rights:
  o The right to present their case;
  o The right to be accompanied by the MSW Student Advocate; and
  o The right to invite another student, faculty member, or staff person from within the institution to attend the meeting;
- 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 or community resources).

Academic Affairs Meeting Agenda

1. Presentation of the Case
   a. Presentation of facts leading to the decision (MSW 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 those committee members who are present at the appeal review meeting may vote on committee recommendations or actions.
b. Only the committee members, as well as additional administrative resources from within the institution, shall be present for t part of the meeting.

4. Recommendations
    a. Recommendations of or actions taken by the committee shall be forwarded in writing to the Associate Dean/Director within 2 working days following the meeting of the committee. See "Possible Outcomes of Appeal Review," below, for illustrative recommendations. The Associate Dean/Director reviews the committee's recommendations and attached materials and renders a disposition in writing to the student within 10 working days.

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 Associate Dean/Director will keep the materials in a confidential file.

6. Student Response
    a. The student may put in writing their 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 Appeal Review

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

- A written document from the student regarding their understanding of the nature of the complaint against them and their own plans for addressing the issues that led to the complaint;
- Mandatory participation in, and satisfactory completion of, an alcohol or drug rehabilitation program;
- A written performance plan;
- Extra coursework or educational experiences;
- A departmental probationary period during which specified criteria must be met;
- Referral to a Widener's Judicial Affairs Office; or
- Suspension or dismissal from the program (including field).

MSW Student Grievance Procedures

Students have the right to file grievances and appeal decisions made affecting them about grades, faculty behavior, allegations of student violations of conduct, academic fraud, and Center for

Social Work Education allegations of ethics violations or interpersonal problems. When violations of the University Code of Conduct are in question, the Campus Judicial System is utilized.

Grievances about Academic Issues

All student grievances about grades are channeled first through the instructor of the class with the grade in dispute. If no resolution is made, the student may appeal to (in the following order) the Assistant Director of the MSW Program, then the MSW Program Director, and then the Academic Affairs Committee, Associate Dean/Director and the Dean of the School. Only grades of a "C" or lower, may be appealed above the level of the MSW Program Director. In cases where the appeal is based on an alleged violation of procedure in school/college academic review procedures, the student may appeal to the University Academic Review Board, which consists of the Provost, the deans of each school/college, the Vice Chair of the Faculty Council, and the Chair of the Academic Affairs Committee. Refer to the (Widener University) *Graduate Student Handbook* for information regarding appeals procedures for allegations of academic fraud.

Students must initiate their appeal to the faculty member **within two weeks of posting final grades** in order for the student to be able to pursue appeal. If the student does not contest the grade in writing to the instructor within the specified time, a subsequent appeal will not be considered.

Appeals to all levels should be made in writing. Review of the appeal will be made in a timely fashion, and both the student and the faculty member will be provided with the opportunity to state their case in person. The student and the faculty member will be notified, in writing, of the review decision.

Grievances about Field Issues

All student grievances about field issues are channeled first through the field instructor who communicates those concerns as soon as possible with the field liaison. If no resolution is made, the student may request a meeting with the field instructor, the field liaison, and the Asst. Director or Director of Field to attempt to find a resolution. If the results of this meeting are not satisfactory to the student, they may appeal to (in the following order) the Academic Affairs Committee of the Center, Associate Dean, Director, and MSW Program Director of Center for Social Work Education, and the Dean of the School of Human Service Professions. Appeals to all levels should be made in writing. Review of the appeal will be made in a timely fashion, and both the student and the faculty member will be provided with the opportunity to state their case in person. The student and the faculty member will be notified, in writing, of the review decision.

Grievances about Non-Academic Issues

In cases of decisions about ethical or non-academic misconduct a system of investigation, resolution, and appeal has been established both by the Widener University Center for Social Work Education and the University. When a decision has been made, the student may appeal to (in the following order) the Assistant MSW Program Director, the MSW Program the Academic

Affairs Committee, the Associate Dean, Director, and MSW Program Director, and the Dean of the School of Human Service Professions. Appeals to all levels should be made in writing.

STUDENT ORGANIZATIONS

MSW Student Organization

The students and faculty of the Center for Social Work Education created the MSW Student Organization in 1991 to assist students in their academic, professional, and social life, and to provide students with a formal mechanism to channel information back and forth between students and the program. All matriculated MSW students are members of the organization. The Center supports this organization through the provision of an annual budget. The Assistant MSW Program Director, designated as the MSW Student Organization Advisor, serves as liaison between the administration, faculty, and the MSW Student Organization.

A Board of Student Representatives governs the organization. They meet frequently to work on various projects, as well as with the membership of the organization, from whom they receive guidance and suggestions. This group appoints members to act as liaisons to standing committees for the Center for Social Work Education as designated by the bylaws of the Center.

Student Committee Participation

In addition to the MSW student organization, students also serve on many of the standing committees of the Center. These include Academic Affairs (students, who have completed their first year in good standing are eligible for this committee), Continuing Education, and Diversity. A student representative is also a member of the Center Advisory Board. The MSW Student Organization selects student members of these committees and the Advisory Board. Students are afforded the same voting/input rights on these committees as the faculty.

National Association of Black Social Workers – Widener Student Chapter

The National Association 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 Washington, D.C. and provides students of African descent a supportive environment and an opportunity for service, as well as professional and cultural development.

GRADUATE STUDENT AWARDS

Each year during the Social Work Graduation Banquet, the following three awards are presented to graduating students who have applied for and been chosen by faculty to receive these awards.

Hobart C. Jackson Jr. Award
This award is given to the student who exemplifies excellence in clinical social work practice with ethnic minority senior populations.

Carolyn Walter Award for Outstanding Clinical Social Work Practice
This award is given to the student who exemplifies excellence in direct clinical social work practice.

Dr. Norma D. Thomas Commencement Awards
This award is given to a graduate student of African descent who has demonstrated outstanding levels of service to the community and a commitment to practice in the field of gerontology.

FULL TIME FACULTY

Beth Barol, MSS, PhD, LSW
Director Center for Social Work Education,
Associate Dean School of Human Service Professions and Associate Professor
Director MSW Program
Director Clinical Services for Vulnerable Populations
MSS, PhD Bryn Mawr College
(*clinical practice, trauma, group dynamics and leadership, human behavior in the social environment, intellectual and developmental disabilities*)

Linda Houser, MSW, PhD
Director PhD Program and Assistant Professor
MSW Temple Univ.; PhD Bryn Mawr College
(*policy, research, women's issues*)

Brent A. Satterly, MSS, PhD, LCSW
Director BSW Program and Associate Professor
MSS Bryn Mawr College; PhD Univ. of Pennsylvania
(*HBSE, Human Sexuality, practice*)

Marina Barnett, MSW, DSW
Associate Professor
MSW Univ. of Michigan; DSW Univ. of Pennsylvania
(*policy, community organization, parenting, multiculturalism*)

Linda Benavides, MSW, PhD
Assistant Professor
MSW Univ. of Texas – Austin; PhD Univ. of Texas - Arlington
(*interpersonal processes, human behavior and the social environment, generalist practice, spirituality*)

Michelle Brandt, LSW
Assistant Director Online MSW Program Field Education
MSW Marywood University
(*generalist practice, medical social work, palliative and end of life care*)

Margo Campbell, MSS, MLSP
Assistant Professor
MSS, MLSP Bryn Mawr College
(*effects of economic insecurity on families and children; social and economic justice; social change*)

Richard Cooper, MSW, PhD, LSW, ALSW
Clinical Assistant Professor
MSW Howard Univ.; PhD Temple Univ.
(*diversity, clinical practice, AHBSE*)

JaNeen Cross, DSW, MSW, MBA, LCSW
Clinical Assistant Professor
MSW Temple Univ.; MBA Rosemont College; DSW Univ. of Pennsylvania
(*maternal and child health*)

Jennifer Cullen, MSW, PhD
Director MSW Program and Assistant Professor
MSW Univ. of Pennsylvania; PhD. Widener Univ.
(*interpersonal process, human behavior and the social environment, generalist practice, intellectual & developmental disabilities)*

Lydia DeBiase, MSW, LCSW
Assistant Director Field Education and Clinical Assistant Professor
MSW Widener Univ.
(child welfare, generalist practice)

Patricia Fletcher, MSW, LCSW
Director Field Education and Associate Professor
MSW Widener Univ.
(mental health, groups, HBSE)

Robin S. Goldberg-Glen, AM, PhD
Associate Professor
AM, PhD Univ. of Chicago
(gerontology, research methods, international social work)

Virginia Focht-New, MSN, PhD
Clinical Assistant Professor
MSN Univ. of Pennsylvania; PhD Widener Univ.
(human behavior, research methods, intellectual and developmental disabilities, trauma)

Barbara Gilin, MSW, LCSW
Clinical Associate Professor
MSW Univ. of Pennsylvania
(*family treatment, trauma, clinical practice)*

Jolynn Haney, LSW, PhD
Assistant Professor
PhD Widener Univ.
(*critical disability studies, autism, intellectual disability*)

Celeste Johnson, MSS, PhD, LCSW, BCD
Associate Professor
MSS, PhD Bryn Mawr College
(social work practice, human behavior)

Stephen Kauffman, MSW, PhD
Associate Professor
MSW Washington Univ.; PhD Bryn Mawr College
(social policy, community organization, environmental policy

Matthew Myrick, MSW, LSW
Clinical Assistant Professor
MSW Temple Univ.
(*older adults, medical social work*)

Jenifer Norton, MSW
Assistant Director Online MSW Program and Assistant Professor
MSW Widener Univ.
(policy, research, welfare, social work education)

Shanna Perkins Williams, MSW, MEd, LCSW
Director Social Work Counseling Services and Clinical Assistant Professor
MSW, MEd Widener Univ.
(generalist practice, clinical supervision)

Paula Silver, MSW, PhD
Dean School of Human Service Professionals and Professor
MSW Univ. of Pennsylvania; PhD Bryn Mawr College

Eric Stein DSW, LSW
Clinical Assistant Professor
DSW Univ. of Pennsylvania
(*organizational context issues, trauma, field supervision, issues of deviance and stigma in mental health*)

Jeannette Wyatt, MSS, PhD, LCSW
Director of the Center for Violence Prevention and Assistant Professor
MSS, PhD Bryn Mawr College
(mental health, clinical practice, children and adolescents, HBSE)

APPENDICES

APPENDIX A – Affiliation Agreement

AFFILIATION AGREEMENT
WIDENER UNIVERSITY
CENTER FOR SOCIAL WORK EDUCATION

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/training.

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   Joseph J. Baker

Director of Field Education   Senior Vice President for Administration

                                          And Finance

Widener University, CSWE   Widener University

One University Place   One University Place

Chester, PA 19013-5792   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: **FOR CENTER FOR SOCIAL WORK EDUCATION**

By: _____   By: _____

Joseph J. Baker   Patricia Fletcher, MSW, LCSW

Senior Vice President for Administration   Director of Field Education

and Finance   Widener University

                                                                     Center for Social Work Education

DATE:_____   DATE: _____

FOR FACILITY/AGENCY:

By: _____

        (signature)

_____

(please print your name and return address)

_____

_____

DATE:_____

Code of Ethics of the National Association of Social Workers

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

Preamble

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

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

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

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

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

Purpose of the NASW Code of Ethics

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

The NASW Code of Ethics serves six purposes:

1. The Code identifies core values on which social work's mission is based.
2. The Code summarizes broad ethical principles that reflect the profession's core values and establishes a set of specific ethical standards that should be used to guide social work practice.
3. The Code is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.
4. The Code provides ethical standards to which the general public can hold the social work profession accountable.
5. The Code socializes practitioners new to the field to social work's mission, values, ethical principles, and

ethical standards.

6. The Code articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members.* In subscribing to this Code, social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

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

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

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

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

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

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

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

A code of ethics cannot guarantee ethical behavior. Moreover, a code of ethics cannot resolve all ethical issues or disputes or capture the richness and complexity involved in striving to make responsible choices within a moral community. Rather, a code of ethics sets forth values, ethical principles, and ethical standards to which professionals

aspire and by which their actions can be judged. Social workers' ethical behavior should result from their personal commitment to engage in ethical practice. The NASW Code of Ethics reflects the commitment of all social workers to uphold the profession's values and to act ethically. Principles and standards must be applied by individuals of good character who discern moral questions and, in good faith, seek to make reliable ethical judgments.

Ethical Principles

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

Value: Service

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

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

Value: Social Justice

Ethical Principle: Social workers challenge social injustice.

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

Value: Dignity and Worth of the Person

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

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

Value: Importance of Human Relationships

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

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

Value: Integrity

Ethical Principle: Social workers behave in a trustworthy manner.

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

Value: Competence

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

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

Ethical Standards

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

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

1. Social Workers' Ethical Responsibilities to Clients

1.01 Commitment to Clients

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

1.02 Self-Determination

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

1.03 Informed Consent

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

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

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

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

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

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

1.04 Competence

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

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

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

1.05 Cultural Competence and Social Diversity

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

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

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

1.06 Conflicts of Interest

(a) Social workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment. Social workers should inform clients when a real or potential conflict of interest arises and take reasonable steps to resolve the issue in a manner that makes the clients' interests primary and protects clients' interests to the greatest extent possible. In some cases, protecting clients' interests may require termination of the professional relationship with proper referral of the client.

(b) Social workers should not take unfair advantage of any professional relationship or exploit others to further their personal, religious, political, or business interests.

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

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

1.07 Privacy and Confidentiality

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

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

(c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or other identifiable person. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.

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

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

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

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

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

(i) Social workers should not discuss confidential information in any setting unless privacy can be ensured.

(j) Social workers should not discuss confidential information in public or semipublic areas such as hallways, waiting rooms, elevators, and restaurants.

(k) 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.

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

(m) 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.

(n) 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.

(o) 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.

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

(q) 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.

(r) 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.

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

1.08 Access to Records

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

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

1.09 Sexual Relationships

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

(b) Social workers should not engage in sexual activities or sexual contact with clients' relatives or other individuals with whom clients maintain a close personal relationship when there is a risk of exploitation or potential harm to the client. Sexual activity or sexual contact with clients' relatives or other individuals with whom clients maintain a personal relationship has the potential to be harmful to the client and may make it difficult for the social worker and client to maintain appropriate professional boundaries. Social workers--

not their clients, their clients' relatives, or other individuals with whom the client maintains a personal relationship--assume the full burden for setting clear, appropriate, and culturally sensitive boundaries.

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

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

1.10 Physical Contact

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

1.11 Sexual Harassment

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

1.12 Derogatory Language

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

1.13 Payment for Services

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

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

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

1.14 Clients Who Lack Decision-Making Capacity

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

1.15 Interruption of Services

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

1.16 Termination of Services

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

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

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

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

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

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

2. Social Workers' Ethical Responsibilities to Colleagues

2.01 Respect

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

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

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

2.02 Confidentiality

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

2.03 Interdisciplinary Collaboration

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

its individual members should be clearly established.

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

2.04 Disputes Involving Colleagues

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

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

2.05 Consultation

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

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

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

2.06 Referral for Services

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

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

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

2.07 Sexual Relationships

(a) Social workers who function as supervisors or educators should not engage in sexual activities or contact with supervisees, students, trainees, or other colleagues over whom they exercise professional authority.

(b) Social workers should avoid engaging in sexual relationships with colleagues when there is potential for a conflict of interest. Social workers who become involved in, or anticipate becoming involved in, a sexual relationship with a colleague have a duty to transfer professional responsibilities, when necessary, to avoid a conflict of interest.

2.08 Sexual Harassment

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

2.09 Impairment of Colleagues

(a) Social workers who have direct knowledge of a social work colleague's impairment that is due to personal problems, psychosocial distress, substance abuse, or mental health difficulties and that interferes with practice effectiveness should consult with that colleague when feasible and assist the colleague in taking remedial action.

(b) Social workers who believe that a social work colleague's impairment interferes with practice effectiveness and that the colleague has not taken adequate steps to address the impairment should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.10 Incompetence of Colleagues

(a) Social workers who have direct knowledge of a social work colleague's incompetence should consult with that colleague when feasible and assist the colleague in taking remedial action.

(b) Social workers who believe that a social work colleague is incompetent and has not taken adequate steps to address the incompetence should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.11 Unethical Conduct of Colleagues

(a) Social workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues.

(b) Social workers should be knowledgeable about established policies and procedures for handling concerns about colleagues' unethical behavior. Social workers should be familiar with national, state, and local procedures for handling ethics complaints. These include policies and procedures created by NASW, licensing and regulatory bodies, employers, agencies, and other professional organizations.

(c) Social workers who believe that a colleague has acted unethically should seek resolution by discussing their concerns with the colleague when feasible and when such discussion is likely to be productive.

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

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

3. Social Workers' Ethical Responsibilities in Practice Settings

3.01 Supervision and Consultation

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

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

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

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

3.02 Education and Training

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

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

    (c) 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 con-tribute 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.

APPENDIX C – Council on Social Work Education

Educational Policy and Accreditation Standards
Purpose: Social Work Practice, Education, and Educational Policy and Accreditation Standards[2]

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[3]. 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 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

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[3] These six value elements reflect the National Association of Social Workers *Code of Ethics*. National Association of Social Workers (approved 1996, revised 1999). *Code of Ethics for Social Workers.* Washington, D.C.: NASW.

historical, political, economic, social, cultural, demographic, and global contexts and by the ways they elect to engage these factors. Additional factors include new knowledge, technology, and ideas that may have a bearing on contemporary and future social work education and practice.

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

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

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

2. Explicit Curriculum

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

Educational Policy 2.1—Core Competencies Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities. The ten core competencies are listed below [EP 2.1.1–EP 2.1.10(d)], followed by a description of characteristic knowledge, values, skills, and the resulting practice behaviors that may be used to operationalize the curriculum and assessment methods. Programs may add competencies consistent with their missions and goals.

Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly. Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth. Social workers
- advocate for client access to the services of social work;
- practice personal reflection and self-correction to assure continual professional development;
- attend to professional roles and boundaries;
- demonstrate professional demeanor in behavior, appearance, and communication;
- engage in career-long learning;
- and, use supervision and consultation.

Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice. Social workers have an obligation to conduct themselves ethically and to engage in ethical decision- making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers
- recognize and manage personal values in a way that allows professional values to guide practice;
- make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics[4] 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

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[4] National Association of Social Workers *Code of Ethics*. National Association of Social Workers (approved 1996, revised 1999). *Code of Ethics for Social Workers*. Washington, D.C.: NASW.
[5] International Federation of Social Workers and International Association of Schools of Social Work. (2004). *Ethics in Social Work, Statement of Principles*. Retrieved January 2, 2008 from http://www.ifsw.org

- 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.[6] 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.*

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[6] Shulman, L. S. (2005, Summer). Signature pedagogies in the professions. *Daedelus,* 52-59.

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

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[7] Eisner, E. W. (2002). *The educational imagination: On the design and evaluation of school programs* (3rd ed.). New York: Macmillan.

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 their 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 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.*

Widener University

School of Human Service Professions
Center for Social Work Education

MSW First Year Field Learning Contract-SW 550-551

Student:		Field Year	
Home phone:		Cell phone:	
Work phone:		Widener email:	

Agency:	
Division/Unit:	
Address:	
Agency phone:	FAX:

Field Instructor:	
FI Email:	
FI Phone:	

Field Liaison:	
Brief Description of Agency Setting:	

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)	
Student Signature/date:	
Field Instructor Signature/date:	
Field Liaison Signature/date:	

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 Practice Behaviors for the MSW First Year 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 on-going.

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 in 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.

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.

Activity/Task	Due Date

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.

Activity/Task	Due Date

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 (Identify and analyze)

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.

Activity/Task	Due Date

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; and
  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.

Activity/Task	Due Date

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.

Activity/Task	Due Date

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.

Activity/Task	Due Date

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.

Activity/Task	Due Date

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.

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.

Activity/Task	Due Date

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.

Activity/Task	Due Date

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; and
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.

Activity/Task	Due Date

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.	

Activity/Task	Due Date

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.	
Activity/Task	Due Date

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.	

Activity/Task	Due Date

Adapted with permission: Temple University School of Social Work

Widener University

School of Human Service Professions
Center for Social Work Education

MSW 2ⁿᵈ Year Learning Contract-SW657/658

Student:		Field Year	
Home phone:		Cell phone:	
Work phone:		Widener email:	

Agency:	
Division/Unit:	
Address:	
Agency phone:	FAX:

Field Instructor:	
FI email:	
FI phone:	

Field Liaison:	
Brief Description of Agency Setting:	

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)	
Student Signature/date:	
Field Instructor Signature/date:	
Field Liaison Signature/date:	

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 Practice Behaviors for the MSW Second Year Clinical 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 on-going.

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 in 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:
    APB1. Demonstrate intentional and reflective use of self with clients; and
    APB2. Identify, articulate and manage professional strengths, limitations and challenges.

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.

Activity/Task	Due Date

Competency Educational Policy 2.1.2-Apply social work ethical principles to guide professional practice.

Outcomes:
    APB3. Recognize and manage personal biases as they affect the therapeutic relationship in the service of the clients' well-being; and
    APB4. Identify and use knowledge of relationship dynamics, including the ethical use of power to promote client empowerment.

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.

Activity/Task	Due Date

Competency Educational Policy 2.1.3-Apply critical thinking to inform and communicate professional judgments.

Outcomes:
  APB5. Evaluate the strengths and weaknesses of multiple theoretical perspectives and differentially apply them to client situations; and
  APB6. Evaluate, select and implement appropriate multidimensional assessment, diagnostic, intervention and practice evaluation tools as well as understand the rationale for these 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.

Activity/Task	Due Date

Competency Educational Policy 2.1.4—Engage diversity and difference in practice.
Outcomes: 　**APB7.** Research, analyze and apply knowledge about a client's cultural identities to clinical 　　　practice; and 　**APB8.** Engage clients in a collaborative exploration of their cultural beliefs and identities from 　　　a strengths perspective.
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.

Activity/Task	Due Date

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

Outcomes:	
APB9. Use knowledge of the effects of oppression, discrimination, and historical trauma on client and client systems to guide clinical practice; and **APB10.** Understand and identify global human rights issues.	

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.

Activity/Task	Due Date

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

Outcomes:	
APB11. Utilize evidence-based interventions in a culturally sensitive, collaborative and empowering manner; **APB12.** Use research methodology to evaluate practice and program effectiveness.	

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.

Activity/Task	Due Date

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

Outcomes:
  APB13. Integrate multiple theories of human behavior and the social environment to guide clinical assessment; and
  APB14. Synthesize and differentially apply theories of human behavior and the social environment to guide clinical 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.

Activity/Task	Due Date

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:
  APB15. Develop policies and funding strategies for enhancing services and client quality of life at the organizational and community level; and
  APB16. Develop a strategy to advocate for change in a policy, program, or service that negatively impacts a specific client population.

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.

Activity/Task	Due Date

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

Outcomes:
  APB17. Develop intervention plans to effect change at organizational and community levels; and
  APB18. Develop collaborative relationships to support change.

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.

Activity/Task	Due Date

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:
  APB19. Attend to the interpersonal dynamics and cultural factors that both strengthen and potentially threaten the therapeutic alliance; and
  APB20. Establish a relationally based process that encourages clients to be collaborators in the establishment of treatment goals and expected 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.

Activity/Task	Due Date

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:
   APB21. Conduct multidimensional assessments from theoretical perspectives; and
   APB22. Select and modify appropriate intervention strategies based on continuous clinical
          assessment.

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.

Activity/Task	Due Date

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:
   APB23. Critically evaluate, select, and apply promising practices and evidence-based
          interventions;
   APB24. Demonstrate the use of appropriate clinical skills for a range of presenting concerns;
          and
   APB25. Use theoretical conceptualization to design practice 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.

Activity/Task	Due Date

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:

APB26. Use evaluation methods to assess clinical interventions with clients; and

APB27. Continually evaluate the context of one's practice including organizational and systemic issues.

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.

Activity/Task	Due Date

Adapted with Permission: Temple University School of Social Work

Widener University
Center for Social Work Education

MSW First Year Field Practicum Evaluation Form

Fall Semester Evaluation	Spring Semester Evaluation

Name of Intern_____

Name of Field Instructor_____

Agency Name _____

Address _____

Telephone_____   **Email**_____

Briefly describe Student's Assignments_____

_____

_____

_____

_____

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 and associated Practice Behaviors 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.**

Rating Level of Competency	
n/a	Not Applicable - The intern has not had the opportunity to demonstrate competence in this area.
1	Greatly Below Expectations - The intern has not met expectations and does not give indication they will do so in the near future.
2	Below Expectations - The intern has not met expectations in this area, but gives indication they will do so in the near future.
3	Meets Expectations - The intern has met expectations in this area.
4	Exceeds Expectations -The intern has exceeded expectations in this area.
5	Greatly Exceeds Expectations - The intern has greatly exceeded expectations in this area.

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 their 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 themselves accordingly.

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

Supporting Evidence and/or Comments:

Competency 2.1.2: Intern applies social work ethical principles to guide their professional practice.

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

Supporting Evidence and/or Comments:

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

3.1	Synthesizes multiple sources of knowledge including practice knowledge & wisdom with research-based knowledge.	n/a	1	2	3	4	5
3.2	Analyzes different models of assessment, prevention, intervention, & evaluation.	n/a	1	2	3	4	5
3.3	Demonstrates effective oral communication in working with individuals.	n/a	1	2	3	4	5
3.4	Demonstrates effective written communication in working with families.	n/a	1	2	3	4	5

Supporting Evidence and/or Comments:

Competency 2.1.4: Intern engages diversity and difference in practice.

4.1	Treats clients with dignity & respect	n/a	1	2	3	4	5
4.2	Practices in a way that demonstrates recognition of the extent to which a culture's structures & values may oppress, marginalize, alienate, or create or enhance privilege & power.	n/a	1	2	3	4	5
4.3	Articulates sufficient self-awareness to eliminate the influence of personal biases & values in working with diverse groups of people.	n/a	1	2	3	4	5
4.4	Articulates their understanding of the importance of difference in shaping life experiences.	n/a	1	2	3	4	5
4.5	Views themselves as a learner & engages those with whom s/he works as informants.	n/a	1	2	3	4	5

Supporting Evidence and/or Comments:

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

5.1	Identifies forms & mechanisms of oppression and discrimination	n/a	1	2	3	4	5
5.2	Advocates for human rights & social and economic justice.	n/a	1	2	3	4	5
5.3	Engages in practices that advance social and economic justice.	n/a	1	2	3	4	5

Supporting Evidence and/or Comments:

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

6.1	Applies practice experience to inform scientific inquiry (i.e., research &/or assessment).	n/a	1	2	3	4	5
6.2	Demonstrates skill in using research findings to improve practice (including policy & social service delivery).	n/a	1	2	3	4	5

Supporting Evidence and/or Comments:

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

7.1	Utilizes conceptual frameworks about human behavior across the life course to guide assessment.	n/a	1	2	3	4	5
7.2	Utilizes conceptual frameworks about human behavior across the life course to guide interventions.	n/a	1	2	3	4	5
7.3	Utilizes conceptual frameworks about human behavior across the life course to guide evaluation.	n/a	1	2	3	4	5
7.4	Synthesizes and applies knowledge to understand the transaction between the person-and-environment.	n/a	1	2	3	4	5

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.

8.1	Analyzes policies that advance social well-being.	n/a	1	2	3	4	5
8.2	Advocates for policies that advance social well-being.	n/a	1	2	3	4	5
8.3	Collaborates with colleagues and clients for effective policy action.	n/a	1	2	3	4	5

Supporting Evidence and/or Comments:

Competency 2.1.9: Intern responds to contexts that shape practice.

9.1	Is skilled at discovering, appraising, and attending to changing locales, populations, scientific & technological developments, & emerging societal trends in order to provide relevant services.	n/a	1	2	3	4	5
9.2	Provides leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.	n/a	1	2	3	4	5

Supporting Evidence and/or Comments:

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

10.1	Effectively prepares for action with clients/consumers (including those who are individuals, families, groups, organizations, or communities).	n/a	1	2	3	4	5
10.2	Effectively utilizes empathy and other interpersonal skills with clients/consumers.	n/a	1	2	3	4	5
10.3	Develops a mutually agreed-upon focus of work and desired outcomes with clients/consumers.	n/a	1	2	3	4	5
10.4	Demonstrates ability to collect, organize, and interpret client/consumer data.	n/a	1	2	3	4	5
10.5	Assesses client/consumer strengths and limitations.	n/a	1	2	3	4	5
10.6	Develops mutually agreed-upon intervention goals and objectives with clients/consumers.	n/a	1	2	3	4	5
10.7	Selects appropriate intervention strategies.	n/a	1	2	3	4	5
10.8	Initiate actions to achieve organizational goals.	n/a	1	2	3	4	5
10.9	Implements prevention interventions that enhance client/consumer capacities.	n/a	1	2	3	4	5
10.10	Assists clients/consumers in resolving problems.	n/a	1	2	3	4	5
10.11	Negotiates, as appropriate, with clients.	n/a	1	2	3	4	5
10.12	Mediates, as appropriate, with (and on behalf of) clients/consumers.	n/a	1	2	3	4	5
10.13	Advocates, as appropriate, with (and on behalf of) clients/consumers.	n/a	1	2	3	4	5
10.14	Facilitates transitions and endings, as appropriate, with (and on behalf of) clients/consumers.	n/a	1	2	3	4	5
10.15	Critically analyzes, monitors and evaluates interventions.	n/a	1	2	3	4	5

Supporting Evidence and/or Comments:

FALL SEMESTER EVALUATION SUMMARY

Please check one of the following at the fall evaluation. At the spring evaluation do <u>NOT</u> 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.

<u>Narrative Summary</u> – Describe the student's progress over the fall semester in relation to the 10 Competencies and related Practice Behaviors as outlined in the student's Learning Contract. 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 <u>NOT</u> 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.

<u>Narrative Summary</u>- Describe the student's progress over the spring semester in relation to the 10 Competencies and related Practice Behaviors as outlined in the student's Learning Contract. 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.

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 the evaluation.

If the intern disagrees with the evaluation they 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 Patricia Fletcher, LCSW
Director of Field Education
Widener University
Center for Social Work Education
One University Place, Chester, PA 19013

Email: pafletcher@widener.edu

Widener University – Center for Social Work Education
ASSESSMENT RUBRIC FOR MSW FIRST YEAR FIELD INSTRUCTOR EVALUATION

EPAS 2008 Accreditation Standards – Core Competencies	Practice Behaviors	Greatly Below Expectations	Below Expectations	Meets Expectations	Exceeds Expectations	Greatly Exceeds Expectations
Competency EP2.1.1 Identify as a professional social worker and conduct oneself accordingly	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
	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 on-going personal reflection and self-correcting behavior
	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 their 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.
EPAS 2008 Accreditation Standards – Core Competencies	Practice Behaviors	Greatly Below Expectations	Below Expectations	Meets Expectations	Exceeds Expectations	Greatly Exceeds Expectations
Competency EP2.1.1 Identify as a professional social worker and conduct oneself accordingly	1.4 Demonstrate professional demeanor in **behavior**;	**1** Student frequently does not maintain a calm and objective demeanor and/or time management skills interfere with the work of the agency.	**2** Student is inconsistent with regard to poise, punctuality, dependability and professional demeanor (according to agency and	**3** Generally poised, punctual, dependable and objective demeanor under ordinary circumstances. Behavior is generally in accord with	**4** Calm and objective under usual circumstances and frequently when under stressful situations. Punctual and dependable. Behavior is	**5** Exhibits calm and objectivity even under stressful situations. Always punctual and dependable, consistent with agency expectations

		Student punctuality and overall dependability is inconsistent. Student has been advised of the need for corrective action.	professional standards).	agency expectations and professional standards.	consistent with agency expectations and professional standards	and professional standards. Time management skills are exemplary.
	1.5 Demonstrate professional demeanor in **appearance;**	**1** Student frequently does not maintain a professional appearance and has been advised of the need for corrective action.	**2** Student is inconsistent with regard to appearance being, at times, not in accord with agency and professional standards. This issue has been discussed in supervision.	**3** Appearance is typically in accord with agency expectations and professional standards, including clothing as well as accessories.	**4** Appearance is consistent with agency expectations and professional standards.	**5** Appearance (including clothing and accessories) is always consistent with agency expectations and professional standards.
	1.6 Demonstrate professional demeanor in **communication.**	**1** 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.	**2** Student is inconsistent with regard to professional oral and written communication (according to agency and professional standards). For example, case notes have errors, value judgments have been discussed in supervision, etc.	**3** 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.	**4** Communication is consistent with agency expectations and professional standards. Both oral and written communication is generally clear, concise, accurate, and respectful of others.	**5** Communication is always consistent with agency expectations and professional standards. Skill in this area is beyond that typically evident in a baccalaureate level intern.
EPAS 2008 Accreditation Standards – Core Competencies	**Practice Behaviors**	**Greatly Below Expectations**	**Below Expectations**	**Meets Expectations**	**Exceeds Expectations**	**Greatly Exceeds Expectations**
Competency EP2.1.1 Identify as a professional social worker and conduct oneself accordingly	1.7 Value a commitment in career-long learning; and	**1** 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 trainings, research information	**2** Inconsistently attends those learning experiences that are required by the agency or strongly suggested by the field instructor.	**3** Attends those learning experiences that are required by agency or strongly suggested by the field instructor.	**4** Actively explores opportunities for career-long learning and demonstrates a strong, clear sense of personal responsibility for career-long learning.	**5** Takes every opportunity to expand knowledge, skills and values through reading, workshop/conference/meeting attendance and discussion with colleagues.

Competency EP2.1.1 Identify as a professional social worker and conduct oneself accordingly	1.8 Use supervision and consultation.	**1** 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)	**2** Inconsistently prepared (no agenda, prior self-reflection, etc.). Has trouble accepting constructive input and/or does not follow through on supervisory input.	**3** Consistently prepared for supervision and sometimes evidences good follow-through on feedback.	**4** Consistently prepared, able to tactfully disagree, but remains open to constructive feedback. Good follow through	**5** Maximizes the use of supervision to grow professionally. Consistently well prepared. Excellent follow through
EPAS 2008 Accreditation Standards – Core Competencies	**Practice Behaviors**	<u>**Greatly Below Expectations**</u>	<u>**Below Expectations**</u>	<u>**Meets Expectations**</u>	<u>**Exceeds Expectations**</u>	<u>**Greatly Exceeds Expectations**</u>
Competency EP2.1.2 Apply social work ethical principles to guide professional practice.	2.1 Recognize and manage personal values in a way that allows professional values to guide practice;	**1** 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.	**2** 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.	**3** Once personal/ professional value conflicts have been identified, student appears to engage in self-reflection and openly discusses with supervisor ways to manage conflicts.	**4** Initiates efforts to identify conflicts in personal and professional values before openly exploring in supervision ways of managing conflicts.	**5** Readily identifies personal/profess ional value conflicts and is frequently able to plan effective ways to manage them.
Competency EP2.1.2 Apply social work ethical principles to guide professional practice.	2.2 Make ethical decisions by applying standards of the NASW Code of Ethics.[2]	**1** 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.	**2** 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	**3** Student has demonstrated a working knowledge of the NASW Code of Ethics and has, applied them in formulating a plan for client work	**4** 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	**5** 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.

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					in formulating decisions.	
	2.3 Tolerate ambiguity in resolving ethical conflicts; and,	**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.	**2** Student is aware of ethical dilemmas and able to discuss them but often finds ambiguity stressful, which negatively impacts the helping process.	**3** Student can readily identify ambiguities in resolving ethical conflicts and often engages in discussions evidencing an appreciation for multiple perspectives.	**4** Student can engage in dialogue relative to ethical conflicts, appreciating existing ambiguities, without resulting in undue stress on their practice.	**5** Student not only recognizes ethical conflicts but often frequently initiates discussions around their resolution in order to better understand alternative perspectives, thereby enhancing their professional development.
	2.4 Apply strategies of ethical reasoning to arrive at principled decisions	**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.	**2** Student appears to have general knowledge of strategies of ethical reasoning but is limited in applying them to make principled decisions in the practice setting.	**3** Student is able to discuss strategies of ethical reasoning and apply them in routine practice situations.	**4** Student appears to have a command of strategies of ethical reasoning and can consistently apply them, even in more challenging practice situations.	**5** Student often takes a leadership role in initiating discussion of, and applying, strategies of ethical reasoning in all areas of practice.
EPAS 2008 Accreditation Standards – Core Competencies	**Practice Behaviors**	**Greatly Below Expectations**	**Below Expectations**	**Meets Expectations**	**Exceeds Expectations**	**Greatly Exceeds Expectations**
Competency EP2.1.3 Apply critical thinking to inform & communicate professional judgments.	3.1 Synthesize multiple sources of knowledge, including research-based knowledge, and practice wisdom;	**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.	**2** While the student seems to have a general understanding of multiple sources of knowledge, s/he has difficulty applying it to improve practice.	**3** The student has been able on occasion to demonstrate the ability to draw upon various knowledge bases, with consideration given to their relative value.	**4** Student consistently applies knowledge from various sources differentially, dependent on the client system and the weight of evidence to support each perspective.	**5** Student readily integrates knowledge from various sources after carefully appraising each. Student initiates opportunities to enhance practice by investigating additional sources of knowledge appropriate for various client population.
	3.2 Analyze different models of assessment, prevention, intervention, and	**1** Student has not demonstrated an awareness of	**2** Student has demonstrated limited ability	**3** Student has demonstrated the ability to	**4** Student routinely analyzes	**5** Student is well informed about various models

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		1	2	3	4	5
	evaluation;	models of assessment, prevention, intervention and evaluation and is unable to apply them in the practice setting	to analyze models of assessment, prevention, intervention and evaluation and to apply them in a well planned practice approach.	analyze models on several occasions but has not routinely used results to inform judgments.	various models and accurately applies them to the practice setting.	and their differential levels of effectiveness for specific client systems. Student seeks out opportunities to learn more in this area.
Competency EP2.1.3 Apply critical thinking to inform & communicate professional judgments.	3.3 Demonstrate effective oral communication consistent with professional social work standards	**1** Student is not able to articulate clearly and use appropriate language. Communication is not consistent with professional standards.	**2** Student has limited oral ability to communicate clearly even with support.	**3** Student's oral communication is clean and meets professional standards.	**4** Oral communication is clear, concise, cogent and always timely.	**5** Oral communication is excellent. Communication is crafted with due consideration of the audience (e.g., literacy level, cultural background, etc.)
	3.4 Demonstrate effective written communication consistent with professional social work standards	**1** Written communication is not consistent with professional standards. Communication is not accurate and contains grammatical and/or typographical errors and/or deadlines are not met.	**2** Student has limited ability to write clearly and in a professional manner.	**3** Written communication is clear and professional.	**4** Written communication is clear, concise, cogent and professionally appropriate.	**5** Written communication is excellent. Communication is crafted with due consideration of the audience (e.g., literacy level, cultural background, etc.) and of the highest quality.
Competency EP2.1.4 Engage diversity and difference in practice.	4.1 Treat clients with dignity and respect	**1** Student does not respect the inherent dignity and worth of the individual.	**2** When called to their attention, the student at times demonstrates respect for clients.	**3** Student has demonstrated the ability to treat clients with dignity and respect.	**4** Even under stressful situations student consistently demonstrates the ability to treat clients with dignity and respect.	**5** Student consistently demonstrates the ability to treat all clients with dignity and respect, mindful of individual differences and diverse backgrounds.
	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	**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	**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	**5** Student has evidenced a strong understanding of power and privilege and has initiated discussions at the agency on ways in which client diversity/differe nce relates to

			privilege in practice.	their practice.	power/privilege is consistent in that engagement.	power/privilege in order to enhance service delivery.
	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.
EPAS 2008 Accreditation Standards – Core Competencies	**Practice Behaviors**	<u>**Greatly Below Expectations**</u>	<u>**Below Expectations**</u>	<u>**Meets Expectations**</u>	<u>**Exceeds Expectations**</u>	<u>**Greatly Exceeds Expectations**</u>
Competency EP2.1.4 Engage diversity and difference in practice.	4.4 Articulate their understanding of the importance of difference in shaping life experiences; and,	**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 their 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 themselves as learner and engages those with whom they work 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 their work with clients).	**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 their 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 their practice with clients.

EPAS 2008 Accreditation Standards – Core Competencies	Practice Behaviors	Greatly Below Expectations	Below Expectations	Meets Expectations	Exceeds Expectations	Greatly Exceeds Expectations
Competency EP2.1.5 Advance human rights and social and economic justice.	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 their 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 their 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; and	**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 but has not taken the initiative to participate fully in a planned activity.	**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.
Competency EP2.1.5 Advance human rights and social and economic justice.	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.
EPAS 2008 Accreditation Standards – Core Competencies	Practice Behaviors	Greatly Below Expectations	Below Expectations	Meets Expectations	Exceeds Expectations	Greatly Exceeds Expectations
Competency EP2.1.6 Engage in research-informed practice and practice-informed research.	6.1 Apply practice experiences to inform scientific inquiry; and	**1** Student has been unable to demonstrate how practice experience has	**2** Student has been able to discuss practice experience as a source of	**3** Student has been able to present examples of ways in which	**4** Student consistently provides examples of how practice	**5** Student has demonstrated the ability to fully integrate into a research

		informed their scientific inquiry.	knowledge useful in planning scientific inquiry.	practice experience would shape scientific inquiry (e.g., in formulating a research plan, constructing a survey).	experience would be used by their to inform scientific inquiry.	proposal considerations gleaned from their practice experience (e.g., cross-cultural considerations, best practices with specific client populations, etc.)
Competency 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 their 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.
EPAS 2008 Accreditation Standards – Core Competencies	**Practice Behaviors**	**Greatly Below Expectations**	**Below Expectations**	**Meets Expectations**	**Exceeds Expectations**	**Greatly Exceeds Expectations**
Competency 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 their assessment plan, with clients information gleaned from knowledge of human behavior and the social environment (especially the major conceptual frameworks).
Competency EP2.1.7 Apply knowledge of human behavior and the social environment.	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	**2** Major conceptual frameworks are generally understood by the student but the ability to use the frameworks to conduct an	**3** Major conceptual frameworks are understood by the student who has demonstrated the ability to apply that knowledge in	**4** Student routinely has considered conceptual frameworks underpinning the person-in-environment approach in designing	**5** Student consistently integrates into the design and implementation of their intervention plans with clients information

		1	2	3	4	5
		unable to clearly discuss major conceptual frameworks underlying human behavior in the social environment or to apply them to clients	appropriate intervention, is limited (e.g., student fails to consider stages of human development in developing an intervention	concrete ways (e.g. in selecting an intervention appropriate for a teenage girl.)	interventions.	gleaned from knowledge of human behavior and the social environment (especially the major conceptual frameworks).
	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 routinely has considered 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 integrates into the design and implementation of their evaluation plans with clients information gleaned from knowledge of human behavior and the social environment (especially the major conceptual frameworks).
Competency EP2.1.7 Apply knowledge of human behavior and the social environment.	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 their work with clients (e.g., fails 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, applying only what is appropriate to a given client system.	**4** Student routinely demonstrates the ability to accurately synthesize knowledge from HBSE and apply pertinent information in their work with clients.	**5** Student consistently and accurately synthesize knowledge from HBSE, applying valuable knowledge in all facets of their work with clients (e.g., assessments, interventions and evaluations)
EPAS 2008 Accreditation Standards – Core Competencies	**Practice Behaviors**	<u>**Greatly Below Expectations**</u>	<u>**Below Expectations**</u>	<u>**Meets Expectations**</u>	<u>**Exceeds Expectations**</u>	<u>**Greatly Exceeds Expectations**</u>
Competency EP2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services.	8.1 Analyze, policies that advance social well-being; and	**1** Student demonstrates very limited skill and/or interest in policies that would advance social well-being. Policy practice is	**2** Skill in analyzing policy has been demonstrated but the student has not demonstrated skill in applying those skills within the	**3** Student is able to discuss ways of using their knowledge of policy analysis, in this practice setting but has been unable to engage in policy practice	**4** Student has been able to accurately apply techniques to analyze policies and their impact on social well-being. Alterative	**5** Student has integrated into their practice on-going analysis of policies in terms of social well being.

		Greatly Below Expectations	Below Expectations	Meets Expectations	Exceeds Expectations	Greatly Exceeds Expectations
		generally not seen as part of their work with clients (e.g., student makes referrals for heating assistance but does not avail themselves of opportunities to promote policies to expand assistance).	practice setting at the agency.	thus far.	polices that would further enhance client social well-being have also been offered by the student in supervision.	
Competency EP2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services.	8.2 Advocate for policies that advance social well-being	**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 their work with clients (e.g., student makes referrals for heating assistance but does not avail themselves 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 their 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. Alterative polices that would further enhance client social well-being have also been offered by the student in supervision.	**5** Student has integrated into their 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).
EPAS 2008 Accreditation Standards – Core Competencies	**Practice Behaviors**	**Greatly Below Expectations**	**Below Expectations**	**Meets Expectations**	**Exceeds Expectations**	**Greatly Exceeds Expectations**
	9.1 Is skilled at	**1**	**2**	**3**	**4**	**5**

Competency EP2.1.9 Respond to contexts that shape practice.	discovering, appraising, and attending to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and,	Student does not appear to attend to, or incorporate into their work with clients changing realities, new trends, or other relevant information to improve services (e.g., possible opportunities with the new G.I. bill not shared with clients). Student seems uninformed on emerging developments.	Student is able to identify changing contexts and their implications for clients but has not incorporated that knowledge into their practice at the agency (e.g., new information on working with clients with PTSD).	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 new information in working with clients.	Student evidences skill in acquiring, evaluating and incorporating new information, technologies and trends into their practice with due consideration for providing the most appropriate services.	Student is continually aware of changing social contexts shaping practice and has demonstrated a high level of skill in acquiring and evaluating its relative value in providing quality services to clients (e.g., incorporating knowledge from classes).
	9.2 Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services	**1** Student has not yet worked towards promoting sustainable changes in service delivery.	**2** 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.	**3** 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.	**4** Student has worked in a leadership role to develop and implement sustainable changes in service delivery.	**5** 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)
EPAS 2008 Accreditation Standards – Core Competencies	**Practice Behaviors**	<u>**Greatly Below Expectations**</u>	<u>**Below Expectations**</u>	<u>**Meets Expectations**</u>	<u>**Exceeds Expectations**</u>	<u>**Greatly Exceeds Expectations**</u>
Competency EP2.1.10 Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.	**EP2.1.10(a) – Engagement** 10.1 Substantively & effectively prepare for action with clients/ consumers;	**1** Student approaches their work with client systems without sufficient preparation and planning, as evidenced by discussions in supervision.	**2** 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	**3** 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	**4** Student meets the expectation of work with clients although all preparation has been within the range of that normally required.	**5** 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.

		1	2	3	4	5
			plan for work with a given client system.	to read case notes in advance, etc.)		
	10.2 Effectively utilize empathy and other interpersonal skills with clients/ consumers;	**1** Student has not been able to approach their work with clients with empathy and interpersonal skills. Student may, for example, mistake sympathy for empathy.	**2** Student has been able to make a human connection with clients but has had difficulty in some areas, or with specific client populations.	**3** Student generally engages well with clients, evidencing good interpersonal skills, but has not been consistent across groups or situations (e.g., engages readily with children but appears intimidated by some adults)	**4** Student has effectively used empathy and other interpersonal skills (e.g., attending skills, reflective listening, etc.) on a consistent basis to engage clients in the helping process.	**5** Student's high level of skill in demonstrating empathy and using other interpersonal skills (e.g., silence, confrontation, etc.) has been a key determinant of the student's success in working with clients.
Competency EP2.1.10 Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.	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.
	EP2.1.10(b) – Assessment 10.4 Demonstrate ability to collect, organize, and interpret client/consumer data;	**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 gathering and organizing data, although the accuracy of interpretations has been inconsistent at times, requiring follow-up discussion in supervision.	**4** The student has demonstrated, the ability to gather, organize and accurately interpret client data	**5** The student has demonstrated skill in developing, gathering, organizing, and interpreting client data;
Competency EP2.1.10 Engage, assess, intervene, and evaluate with individuals, families, groups, organizations,	10.5 Assess client/consumer strengths and limitations;	**1** Student seems unable to assess client strengths/ limitations,	**2** Student has discussed attempts to assess client	**3** The student has demonstrated skill in assessing client	**4** The student has demonstrated skill in accurately	**5** The student has demonstrated, multiple times, skill in

and communities.		resulting in inaccurate or inappropriate assessments as demonstrated through case notes or DAPs.	strengths and limitations in supervision but assessments are not generally reflective of client strengths and/or not completed in a timely manner.	strengths/limitat ions but has been inconsistent at times, requiring follow-up discussion in supervision.	assessing client strengths and limitations, providing this evidence in case notes or DAPs.	assessing client strengths and limitations
	EP2.1.10(b) – Assessment cont. 10.6 Develop mutually agreed-upon intervention goals & objectives with clients/consumers; and	**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.	**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.	**3** Student has demonstrated skill in crafting goals and objectives with clients that are clear, comprehensive and appropriate.	**4** Student has demonstrated the ability to engage clients in developing mutually agreed-upon goals and objectives that are relevant, clear and comprehensive.	**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.
	10.7 Select appropriate intervention strategies.	**1** Student knowledge of intervention strategies is limited and/or student is not able to select an appropriate strategy for the situation.	**2** Student has knowledge of various strategies but has difficulty making the connection between client need and an effective strategy to employ.	**3** On occasion, student has been able to appropriately connect client needs to an appropriate strategy. More practice needed.	**4** Student typically demonstrates an ability to discern and to use an appropriate strategy to meet client needs.	**5** Student is very discerning, choosing from among a repertoire of strategies the most appropriate one to meet client needs.
Competency EP2.1.10 Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.	**EP2.1.10(c) – Intervention** 10.8 Initiate actions to achieve organizational goals;	**1** Student is unaware of agency mission and goals and, therefore, has difficulty initiating actions to achieve stated organizational goals.	**2** Student has knowledge of agency mission and goals, but has shown no initiative in acting to achieve goals.	**3** On several occasions, student has worked with colleagues in the agency to initiate some action to achieve agency goals.	**4** Student initiates actions to achieve agency goals on a fairly consistent basis.	**5** Student has been proactive in initiating actions and has taken a leadership role.
	EP2.1.10(c) – Intervention cont. 10.9 Implement prevention interventions that enhance client/consumer capacities;	**1** Student does not use appropriate prevention interventions with clients (e.g., educate regarding dangers of drinking and smoking while	**2** Student shows some initiative in using prevention interventions, especially when suggested by supervisor, but under-utilizes prevention as an intervention	**3** Student has shown initiative to implement prevention interventions that support client capacities (e.g., referred client for smoking cessation class).	**4** Student typically is able to anticipate client needs and ways to support the client through prevention strategies. Good follow-through in	**5** Student actively investigates available prevention interventions with clients on a consistent basis and takes a leadership role in promoting opportunities to

		pregnant; recommend a stress reduction class when seeing client stress escalating, etc.)	strategy.		designing and implementing plans.	expand prevention interventions available to clients.
	10.10 Assist clients/ consumer in resolving problems;	**1** Student has limited ability to recognize client problems and to employ a strengths- based approach in resolving them.	**2** Student is able to recognize client problems and strengths but fails to include the client in the process.	**3** Student has been able to demonstrate skill in working with clients to identify and resolve problems.	**4** Student typically encourages the client and supports the client in resolving the problem.	**5** Student consistently supports the client in resolving the problem, using a strengths-based perspective.
EPAS 2008 Accreditation Standards – Core Competencies	**Practice Behaviors**	**Greatly Below Expectations**	**Below Expectations**	**Meets Expectations**	**Exceeds Expectations**	**Greatly Exceeds Expectations**
Competency EP2.1.10 Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.	10.11 Negotiate, as appropriate with clients; and	**1** Student appears to be unaware of the roles of a social work as broker.	**2** Student is aware of this social work role but their comfort and skill level do not provide their with the ability to negotiate for clients.	**3** Student has negotiated with clients. Comfort level with these skills is developing.	**4** Student is readily able to negotiate with clients and does so effectively.	**5** Student is accomplished in this area, having fine tuned these skills to the degree that the student is comfortable.
	10.12 Mediate, as appropriate with (and on behalf of) clients	**1** Student appears to be unaware of the role of a social work as mediator.	**2** Student is aware of this social work role but their comfort and skill level do not provide their with the ability to mediate with clients.	**3** Student has mediated with clients. Comfort level with these skills is developing.	**4** Student is readily able to mediate on behalf of clients and does so effectively.	**5** Student is accomplished in this area, having fine tuned these skills to the degree that the student is comfortable.
	10.13 Advocate, as appropriate with (and on behalf of) clients	**1** Student appears to be unaware of the role of a social work as advocate.	**2** Student is aware of this social work role but their comfort and skill level do not provide their with the ability to advocate for clients.	**3** Student has advocated, for clients. Comfort level with these skills is developing.	**4** Student is readily able to advocate on behalf of clients and does so effectively.	**5** Student is accomplished in this area, having fine tuned these skills to the degree that the student is comfortable.
	EP2.1.10(c) – Intervention cont. 10.14 Facilitate transitions and endings, as appropriate with (and on behalf of)	**1** Student lacks the knowledge and skill to recognize and plan for transitions and endings.	**2** Student has the knowledge but avoids transitions and endings (e.g., has difficulty discussing	**3** Student is able to plan for transitions and endings in supervision but has difficulty fully executing	**4** Student can plan and execute transitions and endings, appropriately facilitating the	**5** Student has developed sufficient skill to be able to use transitions and endings as opportunity for

clients.		endings in supervision, procrastinates in telling client of pending need to terminate, or transfer the client, etc.).	the plan.	process for the client as well as for their colleagues.	both client and worker growth.	
Competency EP2.1.10 Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.	**EP2.1.10(d) – Evaluation** 10.15 Critically analyze, monitor, and evaluate interventions.	**1** Student does not acknowledge assessment as a need and does not monitor and evaluate interventions.	**2** Student recognizes the need for evaluation but lacks the skill to monitor and evaluate interventions.	**3** Student has been able to use supervision to discuss and enhance their knowledge of evaluation.	**4** Student demonstrates on-going ability to analyze, monitor and evaluate interventions in practice and within supervisory process.	**5** Student shows excellent evaluative skills, critically and accurately analyzing, evaluating interventions on an on-going basis.

Adapted from: Salve Regina University, Department of Social Work

Widener University
Center for Social Work Education

MSW Field Practicum Evaluation Form
Second Year Placement

Fall Semester Evaluation	Spring Semester Evaluation

Name of Intern_____

Name of Field Instructor_____

Agency Name _____

Address _____

Telephone_____ **Email**_____

Briefly describe Student's Assignments_____

_____

_____

_____

_____

Instructions for Rating Interns on the 10 Competencies:

Please rate your intern in comparison to a beginning-level clinical social worker and use the *Clinical Assessment Rubric for Field Instructor's Evaluation* to guide your ratings of the required practice behaviors. The ten Competencies specified on this evaluation form were established by the Council on Social Work Education, the national accrediting organization for social work education. The advanced practice level incorporates all of the Core Competencies augmented by knowledge and practice behaviors specific to the clinical social work concentration. **Please use the following scale to rate your intern's level of mastery of all the practice behaviors associated with the 10 identified Competencies.**

Rating Level of Competency	
n/a	Not Applicable - The intern has not had the opportunity to demonstrate competence in this area.
1	Greatly Below Expectations - The intern has not met expectations and does not give indication they will do so in the near future.
2	Below Expectations - The intern has not met expectations in this area, but gives indication they will do so in the near future.
3	Meets Expectations - The intern has met expectations in this area.

| 4 | Exceeds Expectations -The intern has exceeded expectations in this area. |
| 5 | Greatly Exceeds Expectations - The intern has greatly exceeded expectations in this area. |

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 their 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 oneself accordingly.

| 1.1 | Demonstrates intentional and reflective use of self | n/a | 1 | 2 | 3 | 4 | 5 |
| 1.2 | Identifies, articulates and manages professional strengths, limitations and challenges. | n/a | 1 | 2 | 3 | 4 | 5 |

Supporting Evidence and/or Comments:

Competency 2.1.2: Intern applies social work ethical principles to guide professional practice.

| 2.1 | Recognizes and manages personal biases as they affect the therapeutic relationship. | n/a | 1 | 2 | 3 | 4 | 5 |
| 2.2 | Identifies and uses knowledge of relationship dynamic, including the ethical rise of power to promote client empowerment. | n/a | 1 | 2 | 3 | 4 | 5 |

Supporting Evidence and/or Comments:

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

| 3.1 | Demonstrates the ability to evaluate the strengths and weaknesses of multiple theoretical perspectives and differentially apply them to client situations. | n/a | 1 | 2 | 3 | 4 | 5 |
| 3.2 | Demonstrates the ability to evaluate, select and implement appropriate, diagnostic, intervention and practice evaluation tools as well as understands the rationale for these decisions. | n/a | 1 | 2 | 3 | 4 | 5 |

Supporting Evidence and/or Comments:

Competency 2.1.4: Intern engages diversity and difference in practice.

| 4.1 | Analyzes and applies research and knowledge about a client's cultural identities to clinical practice. | n/a | 1 | 2 | 3 | 4 | 5 |

4.2	Practices in a way that engages clients in a collaborative exploration of their cultural beliefs and identities from a strengths perspective.	n/a	1	2	3	4	5

Supporting Evidence and/or Comments:

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

5.1	Demonstrates use of knowledge of the effects of oppression, discrimination and historical trauma on client and client systems to guide clinical practice.	n/a	1	2	3	4	5
5.2	Identifies and understands global human rights issues.	n/a	1	2	3	4	5

Supporting Evidence and/or Comments:

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

6.1	Demonstrates skill in utilizing evidence-based interventions in a culturally sensitive, collaborative and empowering manner.	n/a	1	2	3	4	5
6.2	Utilizes research methodology to evaluate practice and program effectiveness.	n/a	1	2	3	4	5

Supporting Evidence and/or Comments:

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

7.1	Uses multiple theories of human behavior and the social environment to guide clinical assessment.	n/a	1	2	3	4	5
7.4	Synthesizes and differentially applies theories of human development and the social environment to guide clinical practice.	n/a	1	2	3	4	5

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.

8.1	Develop policies and funding strategies for enhancing services and client quality of life at the organizational and community level.	n/a	1	2	3	4	5
8.2	Develops a strategy to advocate for change in a policy, program, or service that negatively impacts a specific client population.	n/a	1	2	3	4	5

Supporting Evidence and/or Comments:

Competency 2.1.9: Intern responds to contexts that shape practice.

9.1	Develops intervention plans to effect change at organizational and community levels.	n/a	1	2	3	4	5
9.2	Develops collaborative relationships to support change.	n/a	1	2	3	4	5

Supporting Evidence and/or Comments:

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

10.1	Effectively attends to the interpersonal dynamics and cultural factors that both strengthen and potentially threaten the therapeutic alliance.	n/a	1	2	3	4	5
10.2	Effectively establishes a relationally based process that encourages clients to be collaborators in the establishment of treatment goals and expected outcomes.	n/a	1	2	3	4	5
10.3	Demonstrates skill in conducting multidimensional assessments from theoretical perspectives.	n/a	1	2	3	4	5
10.4	Selects and modifies appropriate intervention strategies based on continuous clinical assessment.	n/a	1	2	3	4	5
10.5	Critically evaluates, selects and applies promising practices and evidence-based interventions.	n/a	1	2	3	4	5
10.6	Demonstrates the use of appropriate clinical skills for a range of presenting concerns.	n/a	1	2	3	4	5
10.7	Uses theoretical conceptualization to design practice interventions.	n/a	1	2	3	4	5
10.8	Uses evaluation methods to assess clinical interventions with client.	n/a	1	2	3	4	5
10.9	Demonstrates skill in the ongoing evaluation of the context of one's practice including organizational and systemic issues.	n/a	1	2	3	4	5

Supporting Evidence and/or Comments:

FALL SEMESTER EVALUATION SUMMARY

Please check one of the following at the fall evaluation. At the spring evaluation do <u>NOT</u> 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 clinical 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 clinical level social work practice by the end of placement. Serious corrective action is necessary if the intern wants to remain in social work.

<u>Narrative Summary</u> – Describe the student's progress over the fall semester in relation to the 10 Competencies and related Practice Behaviors as outlined in the student's Learning Contract. In addition, please comment on the student's development of a professional identity, development of clinical 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 <u>NOT</u> 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 clinical 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 clinical social work practice.

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

This intern is not yet ready for beginning level clinical social work practice, and has demonstrated serious problems in performance

<u>Narrative Summary-</u> Describe the student's progress over the spring semester in relation to the 10 Competencies and related Practice Behaviors as outlined in the student's Learning Contract.   Please comment on the student's development of a professional identity, development of clinical 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 the evaluation.

If the intern disagrees with the evaluation they 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 Patricia Fletcher, LCSW
Director of Field Education
Widener University
Center for Social Work Education
One University Place, Chester, PA 19013

Email: pafletcher@widener.edu

Widener University – Center for Social Work Education ASSESSMENT RUBRIC FOR MSW FIELD INSTRUCTOR EVALUATION						
Core Competencies	Advanced Practice Behaviors	1 Greatly Below Expectations	2 Below Expectations	3 Meets Expectations	4 Exceeds Expectations	5 Greatly Exceeds Expectations
Educational Policy 2.1.2 Apply social work ethical principles to guide professional practice.	2.2 APB4 Identify and use knowledge of relationship dynamics, including the ethical use of power to promote client empowerment	Student demonstrates no awareness of the effects of the power differential between clients and professional.	Student rarely remains aware of the effects of the power differential between clients and professional that can manifest in boundary violations.	Student is sometimes aware of the effects of the power differential between client and professional that can manifest in boundary violations.	Student often remains aware of the effects of the power differential between client and professional that can manifest in boundary violations.	Student remains aware of the effects of the power differential between client and professional that can manifest in boundary violations.

Widener University – Center for Social Work Education ASSESSMENT RUBRIC FOR MSW FIELD INSTRUCTOR EVALUATION						
Core Competencies	Advanced Practice Behaviors	1 Greatly Below Expectations	2 Below Expectations	3 Meets Expectations	4 Exceeds Expectations	5 Greatly Exceeds Expectations
Educational Policy 2.1.3 Apply critical thinking to inform and communicate professional judgments.	3.1 APB5 Evaluate the strengths and weaknesses of multiple theoretical perspectives and differentially apply them to client situations	Student has little or no ability to evaluate theoretical perspectives nor apply them to clients.	Student has limited theoretical perspectives to understand clients and only does so with prompting.	Student is able, although limited, to see the client from more than one theoretical perspective and is able to use this in helpful ways to work with the client.	Student is able to see the client from multiple theoretical perspectives and is able to select the most appropriate perspective to work with the client.	Student demonstrates an ability to view the client from multiple theoretical perspectives and is able to select the appropriate perspective(s) for working with the client.
	3.2 APB6 Evaluate, select and implement appropriate multi-dimensional assessment, diagnostic, intervention and practice tools as well as understand the rationale for these decisions.	Student is not able to evaluate, select and implement an appropriate multidimensional assessment, and is unable to explain their rationale for these clinical decisions.	Student is able to evaluate, select and implement a multidimensional assessment, but the assessment lacks depth and nuances. Student can give only a superficial explanation of their rationale for these clinical decisions.	Student has an adequate ability to evaluate, select and implement an appropriate multidimensional assessment, as well as be able to explain their rationale for these clinical decisions.	Most of the time student is able to evaluate, select and implement an appropriate multidimensional assessment, as well as be able to explain their rationale for these clinical decisions.	Student is consistently able to evaluate, select and implement an appropriate multidimensional assessment, as well as be able to explain their rationale for these clinical decisions.

Widener University – Center for Social Work Education ASSESSMENT RUBRIC FOR MSW FIELD INSTRUCTOR EVALUATION						
Core Competencies	**Advanced Practice Behaviors**	**1** **Greatly Below Expectations**	**2** **Below Expectations**	**3** **Meets Expectations**	**4** **Exceeds Expectations**	**5** **Greatly Exceeds Expectations**
Educational Policy 2.1.4 **Engage diversity and difference in practice.**	**4.1** **APB7** **Research, analyze and apply knowledge about a client's cultural identities to clinical practice**	Student is not prepared with research, about a client's cultural identities and is not ready to apply it to clinical practice.	Student rarely is prepared with research, about a client's cultural identities and with the help of supervision is able to apply it to clinical practice.	Most of the time student is prepared with research, about a client's cultural identities and with the help of supervision is able to apply it to clinical practice.	Most of the time student is prepared with research, about a client's cultural identities and is ready to apply it to clinical practice.	Student is always prepared with research about the client's cultural identities and is ready to apply it to their clinical practice.
	4.2 **APB8** **Engage clients in a collaborative exploration of their cultural beliefs and identities from a strengths perspective**	Student does not demonstrate awareness of assumptions about clients similar to or different from one's self. Student does not identify areas of strength and vulnerabilities of clients.	Student rarely demonstrates awareness of assumptions about clients similar to or different from one's self. Student rarely identifies areas of strength and vulnerabilities of clients using supervision, peers, client's feedback or self-evaluation.	Student sometimes demonstrates awareness of assumptions about clients similar to or different from one's self. Student sometimes identifies areas of strength and vulnerabilities of clients using supervision, peers, client's feedback and self-evaluation.	Student usually demonstrates awareness of assumptions about clients similar to or different from one's self. Student usually identifies areas of strength and vulnerabilities of clients using supervision, peers, client's feedback and self-evaluation.	Student demonstrates awareness of assumptions about clients similar to or different from one's self. Student identifies areas of strength and vulnerabilities of clients using supervision, peers, client's feedback and self-evaluation.

Widener University – Center for Social Work Education ASSESSMENT RUBRIC FOR MSW FIELD INSTRUCTOR EVALUATION						
Core Competencies	**Advanced Practice Behaviors**	**1** **Greatly Below Expectations**	**2** **Below Expectations**	**3** **Meets Expectations**	**4** **Exceeds Expectations**	**5** **Greatly Exceeds Expectations**
Educational Policy 2.1.5 **Advance human rights and social and economic justice.**	**5.1** **APB9** **Use knowledge of the effects of oppression, discrimination, and historical trauma on client and client systems to guide clinical practice**	Student is not knowledgeable of the effects of oppression, discrimination, and historical trauma on client and client systems to guide their clinical practice.	Student overlooks and needs to be reminded about the effects of oppression, discrimination, and historical trauma on client and client systems to guide their	Student is knowledgeable of the effects of oppression, discrimination, and historical trauma on client and client systems to guide their clinical practice.	Student is very knowledgeable of the effects of oppression, discrimination, and historical trauma on client and client systems to guide their clinical practice.	Student is exceptionally knowledgeable of the effects of oppression, discrimination, and historical trauma on client and client systems to guide their clinical practice.

Core Competencies	Advanced Practice Behaviors	1	2	3	4	5
				clinical practice.		
	5.2 APB 10 Understand and identify global human rights issues.	Student demonstrates no awareness of human rights issues or their relationship to client functioning.	Student can identify human rights issues as they relate to clients but has no understanding of the impact they have on client functioning.	Student can identify human rights issues as they relate to client and demonstrates some understanding of the impact they have on client functioning. Student is aware of practices that advance human rights and social, economic and political justice.	Student demonstrates knowledge and understanding of human rights issues as they relate to client functioning and can sometimes integrate this knowledge to engage in practices that advance human rights and social, economic and political justice.	Student consistently demonstrates knowledge, understanding and integration of the impact that human rights issues have on client functioning. Student advocates for human rights and social, economic and political justice.

Widener University – Center for Social Work Education ASSESSMENT RUBRIC FOR MSW FIELD INSTRUCTOR EVALUATION						
Core Competencies	**Advanced Practice Behaviors**	**1 Greatly Below Expectations**	**2 Below Expectations**	**3 Meets Expectations**	**4 Exceeds Expectations**	**5 Greatly Exceeds Expectations**
Educational Policy 2.1.6 Engage in research-informed practice and practice informed research.	**6.1 APB 11 Utilize evidence-based interventions in a culturally sensitive, collaborative and empowering manner.**	Student does not demonstrate awareness of evidence-based interventions.	Student demonstrates some knowledge of evidence-based interventions but is not able to implement them in relations to clients' needs.	Student demonstrates ability to select evidence-based interventions in a way that is culturally sensitive, collaborative and empowering to clients most of the time.	Student demonstrates consistent awareness and use of evidence-based interventions in a way that is culturally sensitive, collaborative and empowering to clients.	Student demonstrates consistent practice integration of evidence-based interventions that are culturally sensitive, collaborative and empowering to clients.
	6.2 APB12 Use research methodology to evaluate practice and program effectiveness.	Student does not demonstrate awareness or understanding of the need to use research to evaluate practice or program effectiveness.	Student demonstrates some awareness of the need to evaluate practice and/or program effectiveness but cannot utilize research methodology to do so.	Student demonstrates understanding of the rationale/need to evaluate practice and program effectiveness and can implement basic research strategies to do so.	Student demonstrates understanding of the rationale for evaluating practice and/or program experience and is able to implement appropriate research methodology to do so.	Student consistently demonstrates integration of appropriate research methods to evaluate practice and/or program effectiveness.

Widener University – Center for Social Work Education						
ASSESSMENT RUBRIC FOR MSW FIELD INSTRUCTOR EVALUATION						
Core Competencies	Advanced Practice Behaviors	**1** __Greatly Below Expectations__	**2** __Below Expectations__	**3** __Meets Expectations__	**4** __Exceeds Expectations__	**5** __Greatly Exceeds Expectations__
Educational Policy 2.1.7 **Apply knowledge of human behavior in the social environment.**	**7.1** **APB13** **Integrate multiple theories of human behavior and the social environment to guide clinical assessment.**	Student does not demonstrate awareness of how theories of human behavior and the social environment are related to clinical assessment.	Student demonstrates ability to identify theoretical frameworks used in clinical assessment but is not able to apply them.	Student often demonstrates understanding and integration of multiple theories of human behavior and the social environment to inform clinical assessment of clients.	Student regularly demonstrates understanding and integration of multiple theories of human behavior and the social environment to inform clinical assessment of clients.	Student consistently demonstrates ongoing integration of multiple theories of human behavior and the social environment to inform clinical assessment of clients. Student is able to critique the effectiveness of this theoretical information in clinical practice.
	7.2 APB 14 **Synthesize and differentially apply theories of human behavior and the social environment to guide clinical practice.**	Student does not demonstrate awareness of how theories of human behavior and the social environment are used in clinical practice.	Student demonstrates ability to identify some theoretical frameworks that could be used in clinical practice but is not able to apply them with clients.	Student often demonstrates understanding and integration of multiple theories of human behavior and the social environment to inform clinical practice with clients.	Student regularly demonstrates understanding and integration of multiple theories of human behavior and the social environment to inform clinical practice with clients.	Student consistently demonstrates ongoing integration of multiple theories of human behavior and the social environment to inform clinical practice with clients.

Widener University – Center for Social Work Education						
ASSESSMENT RUBRIC FOR MSW FIELD INSTRUCTOR EVALUATION						
Core Competencies	Advanced Practice Behaviors	**1** __Greatly Below Expectations__	**2** __Below Expectations__	**3** __Meets Expectations__	**4** __Exceeds Expectations__	**5** __Greatly Exceeds Expectations__
Educational Policy 2.1.8 **Engage in policy practice to advance social and economic well-being and to deliver effective social work services.**	**8.1** **APB15** **Develop policies and funding strategies for enhancing services and client quality of life at the organizational and community level.**	Student does not demonstrate understanding of the need to develop funding strategies or sources to allow for services to be in place for clients.	Student is able to identify need for additional funding sources for client programming but does not demonstrate a strategy to address this need.	Student demonstrates interest and ability to identify possible funding strategies or sources for programs that will meet the needs of clients in the agency.	Student actively works to identify, plan and develop strategies for program funding for services to meet clients' needs.	Student actively engages in developing funding for programs to meet clients' needs.

	8.2 APB16 **Develop a strategy to advocate for change in a policy, program, or service that negatively impacts a specific client population.**	Student does not demonstrate the ability to assess how policies, programs or services impact client systems or to understanding the need to develop strategies to advocate for change.	Student demonstrates ability to assess how policies, programs, or services impact client systems but does not demonstrate ability to advocate for change.	Student demonstrates ability to assess how policies, programs, or services impact client systems and is able to use this knowledge to advocate for change.	Student demonstrates a very good ability to assess efficacy of policies, programs or services in relation to the needs of client systems and utilizes these strategies in practice.	Student demonstrates a keen integration of strategies to assess efficacy of policies, programs or services in relation to the needs of client systems and utilizes these strategies in practice.

Widener University – Center for Social Work Education ASSESSMENT RUBRIC FOR MSW FIELD INSTRUCTOR EVALUATION						
Core Competencies	**Advanced Practice Behaviors**	**1 Greatly Below Expectations**	**2 Below Expectations**	**3 Meets Expectations**	**4 Exceeds Expectations**	**5 Greatly Exceeds Expectations**
Educational Policy 2.1.9 **Respond to contexts that shape practice.**	9.1 APB17 **Develop intervention plans to effect change at organizational and community levels.**	Student has little awareness or concern for policy changes that shape practice at the organizational and community levels.	Student is aware of but does little to contribute to developing ways to effect change that shape practice at the organizational and community levels.	Student supports policies that effect changes that shape practice at organizational and community levels.	Student participates in developing ways to effect change that shape practice at the organizational and community levels.	Student actively initiates and develops ways to effect change that shape practice at organizational and community levels.
	9.2 APB18 **Develop collaborative relationships with clients and colleagues, not just in treatment but around larger community and societal issues to support change.**	Student does not demonstrate understanding of the need to engage in a relationally based process and how that encourages clients to be collaborators in the establishment of treatment goals and expected outcomes.	Student rarely demonstrates the ability to engage in a relationally based process that encourages clients to be collaborators in the establishment of treatment goals and expected outcomes.	Student usually demonstrates the ability to engage in a relationally based process that encourages clients to be collaborators in the establishment of treatment goals and expected outcomes.	Student demonstrates the ability to engage in a relationally based process that encourages clients to be collaborators in the establishment of treatment goals and expected outcomes most of the time.	Student consistently establishes a relationally based process that encourages clients to be collaborators in the establishment of treatment goals and expected outcomes.

Widener University – Center for Social Work Education ASSESSMENT RUBRIC FOR MSW FIELD INSTRUCTOR EVALUATION						
Core Competencies	**Advanced Practice Behaviors**	**1 Greatly Below Expectations**	**2 Below Expectations**	**3 Meets Expectations**	**4 Exceeds Expectations**	**5 Greatly Exceeds Expectations**

Educational Policy 2.1.10a Engagement: Engage, assess, intervene and evaluate with individuals, families, groups, organizations, and communities.	10.1 APB19 Attend to the interpersonal dynamics and cultural factors that both strengthen and potentially threaten the therapeutic alliance.	Student does not attend to the interpersonal dynamics and cultural factors that strengthen and potentially threaten the therapeutic alliance.	Student rarely attends to the interpersonal dynamics and cultural factors that strengthen and potentially threaten the therapeutic alliance.	Student often attends to the inter-personal dynamics and cultural factors that strengthen and potentially threaten the therapeutic alliance.	Student usually attends to the interpersonal dynamics and cultural factors that strengthen and potentially threaten the therapeutic alliance.	Student effectively and consistently attends to the interpersonal dynamics and cultural factors that strengthen and potentially threaten the therapeutic alliance.
	10.2 APB20 Establish a relationally based process that encourages clients to be collaborators in the establishment of treatment goals and expected outcomes.	Student does not demonstrate understanding or appreciation for the role of the helping relationship or collaboration in the establishment of treatment goals.	Student demonstrates understanding of the role of the helping relationship and collaboration as they relate to establishing treatment goals but is not able to implement this knowledge into practice.	Student demonstrates the ability to establish a trusting, collaborative relationship with clients in order to develop treatment goals and outcomes with most clients. Student is aware of the importance of this relationship in the treatment process.	Student demonstrates the ability to establish a trusting, collaborative relationship with clients in order to develop treatment goals and outcomes on a consistent basis. Student can identify issues of transference and countertransference and the impact of these forces on the relationship.	Student consistently demonstrates the ability to establish a trusting, collaborative relationship with clients in order to develop treatment goals and outcomes. Issues that can impede the relationship are identified, addressed and worked through.

Widener University – Center for Social Work Education ASSESSMENT RUBRIC FOR MSW FIELD INSTRUCTOR EVALUATION						
Core Competencies	Advanced Practice Behaviors	1 Greatly Below Expectations	2 Below Expectations	3 Meets Expectations	4 Exceeds Expectations	5 Greatly Exceeds Expectations
Educational Policy 2.1.10b Assessment Engage, assess, intervene and evaluate with individuals, families, groups, organizations, and	10.3: APB21 Conduct multidimensional assessments from theoretical perspectives	Student does not demonstrate understanding of the need for theory to inform the assessment process.	Student demonstrates understanding of a multidimensional assessment based on a variety of theoretical perspectives but does not integrate this understanding with practice.	Student demonstrates ability to conduct a multidimensional assessment, integrating many theoretical perspectives with most clients.	Student demonstrates ability to conduct a multidimensional assessment, integrating many theoretical perspectives with clients.	Student demonstrates consistent integration of a variety of theoretical perspectives in conducting multidimensional assessments.

communities.	10.4 APB22 Select and modify appropriate intervention strategies based on continuous clinical assessment	Student does not demonstrate understanding of the need for continuous clinical assessment in working with clients and does not modify intervention strategies once established.	Student demonstrates minimal ability to modify intervention strategies based on ongoing client assessment.	Student demonstrates understanding the need for continuous clinical assessment in working with clients and is able to modify intervention strategies based on this assessment much of the time.	Student demonstrates engaging in continuous clinical assessment with most clients and selects and modifies intervention strategies as needed.	Student has integrated the skill of engaging in continuous clinical assessment with clients and demonstrates skill in modifying intervention strategies based on these assessments.

Widener University – Center for Social Work Education ASSESSMENT RUBRIC FOR MSW FIELD INSTRUCTOR EVALUATION						
Core Competencies	Advanced Practice Behaviors	1 Greatly Below Expectations	2 Below Expectations	3 Meets Expectations	4 Exceeds Expectations	5 Greatly Exceeds Expectations
Educational Policy 2.1.10c Intervention: Engage, assess, intervene and evaluate with individuals, families, groups, organizations, and communities	10.5 APB23 Critically evaluate, select, and apply promising practices and evidence-based interventions.	Student does not demonstrate understanding regarding how to select interventions for clients based on promising and/or evidence-based practices.	Student is able to verbalize understanding of the need for critical evaluation of interventions for clients but is not able to apply them in practice.	Student demonstrates ability to critically evaluate, choose, and apply promising practices and/or evidence-based interventions to meet clients' needs most of the time.	Student demonstrates ability to critically evaluate, choose, and apply promising practices and/or evidence-based interventions to meet clients' needs on a consistent basis.	Student demonstrates integration of the use of promising practices and/or evidence-based interventions in clinical practice.
	10.6 APB24 Demonstrate the use of appropriate clinical skills for a range of presenting concerns.	Student demonstrates minimal use of appropriate clinical skills based on clients' presenting concerns.	Student demonstrates use of some clinical skills but does not adapt these skills to clients' presenting concerns.	Student often demonstrates use of appropriate clinical skills based on the clients' presenting concerns.	Student regularly demonstrates use of appropriate clinical skills based on clients' presenting concerns.	Student demonstrates integration of well developed clinical skills for a range of clients' presenting concerns.

Widener University – Center for Social Work Education ASSESSMENT RUBRIC FOR MSW FIELD INSTRUCTOR EVALUATION						
Core Competencies	Advanced Practice Behaviors	1 Greatly Below Expectations	2 Below Expectations	3 Meets Expectations	4 Exceeds Expectations	5 Greatly Exceeds Expectations

Educational Policy 2.1.10c Intervention: Engage, assess, intervene and evaluate with individuals, families, groups, organizations, and communities.	10.7 APB25 **Uses theoretical conceptualization to design practice interventions.**	Student does not demonstrate understanding of the relationship of theoretical conceptualization to practice interventions in general.	Student demonstrates some understanding of the relationship of theoretical conceptualization to practice but is not able to relate it directly to a client.	Student demonstrates ability to integrate theoretical concepts in planning interventions for clients some of the time.	Student demonstrates ability to integrate theoretical concepts in planning interventions for clients on a regular basis.	Student consistently demonstrates ability to integrate theoretical concepts in planning interventions for clients and has integrated this skill into their practice.
Educational Policy 2.1.10d Evaluation Engage, assess, intervene and evaluate with individuals, families, groups, organizations, and communities.	10.8 APB26 **Use evaluation methods to assess clinical interventions with clients.**	Student does not demonstrate understanding the need to assess clinical interventions with clients.	Student verbalizes theoretical understanding of the need to assess clinical interventions with clients but does not utilize methods or tools to do so.	Student demonstrates understanding the need to assess clinical interventions with clients and applies some evaluation methods and tools to assess the effectiveness of these interventions.	Student demonstrates application of a variety of evaluation methods and tools to assess the effectiveness of these interventions.	Student demonstrates integration of evaluation methods to assess clinical interventions in their practice with all clients.

Widener University – Center for Social Work Education ASSESSMENT RUBRIC FOR MSW FIELD INSTRUCTOR EVALUATION						
Core Competencies	**Advanced Practice Behaviors**	**1** <u>**Greatly Below Expectations**</u>	**2** <u>**Below Expectations**</u>	**3** <u>**Meets Expectations**</u>	**4** <u>**Exceeds Expectations**</u>	**5** <u>**Greatly Exceeds Expectations**</u>
Educational Policy 2.1.10d Evaluation: Engage, assess, intervene and evaluate with individuals, families, groups, organizations, and communities.	10.9 APB27 **Continually evaluate the context of one's practice including organizational and systemic issues.**	Student does not demonstrate awareness of organizational and/or systemic issues to in relation to practice.	Student needs substantial guidance and direction to understand the importance of on-going evaluation of organizational and/or systemic issues that impact practice.	Student demonstrates awareness and the importance of on-going evaluation of organizational and/or systemic issues that impact practice.	Student demonstrates a very good awareness and the importance of on-going evaluation of organizational and/or systemic issues that impact practice.	Student demonstrates a keen awareness and the importance of on-going evaluation of organizational and/or systemic issues that impact practice.

APPENDIX H – Field Instructor's Faculty Field Liaison & Program Evaluation Form

The following questions are directed specifically of faculty liaison performance and program assessment. Your responses will be most useful in identifying program and personnel strengths as well as desired changes within the faculty liaison, field component and program as a whole. Please return to Director of Field Instruction.

1. How many times did you have contact with the faculty liaison person throughout the semester?
2. Did you feel that the faculty liaison person was available to you throughout the semester?
3. Were they useful to you in identifying and carrying out your responsibilities?
4. What, if any modifications to the faculty liaison/supervisory system would you suggest?
5. Based on your knowledge of the total program, what suggestions or changes would you like to see implemented?
6. Based on your experience over the course of the semester, would you supervise another Widener graduate social work student? Why?

WIDENER UNIVERSITY
CENTER FOR SOCIAL WORK EDUCATION
FIELD PLACEMENT APPLICATION

Instructions
1. Complete this form to aid in planning and confirming your field placement.
2. Schedule a field interview by calling Jill Brinker at 610-499-1153 or e-mail at jlbrinker@widener.edu.
3. **Bring this completed application and <u>your resume</u> to your field interview.**
4. A list of possible questions for the field placement interview, the criteria for worksite practicum, and a list of websites for clearance applications are included for your use.

Please do not schedule any agency interview without the prior approval of the Field Director.

Placement Year: _____ First (Foundation) _____ Second (Concentration)

Program: _____ Part-time _____ Full-time
_____ Advanced Standing _____ Dual Degree (HSED)

Name _____

Home Address _____

_____

Cell Telephone _____

Other Telephone _____

E-Mail _____

A. **PRACTICE PREFERENCES**: Please review the website for field placement ideas. First year students tend to be placed in agencies that offer a range of practice experiences and allow students to learn generalist social work roles and skills. Second year students tend to be placed in agencies that provide clinical social work experiences with individuals, families and groups. Please mark all potential areas of interest.

Field Placement Ideas	Area of Interest?
Adults	
Older Adults	
Adolescents	
Children	
Child Welfare	
Criminal Justice	
Domestic Violence	
Families	
Homelessness/ Housing	
Hospice	
IDD	
LGBT	
Medical/ Health	
Mental Health	
Physically Disabled	
School	
Substance Abuse	

Other (Specify) _____

B. **FIELD AGENCY LOCATION PREFERENCE:** Please list the geographic areas that would be convenient for your field placement. Your flexibility and willingness to travel will open up more options for field placement.

1. _____

2. _____

3. _____

C. **GENERAL INFORMATION**:
    1. Do you speak a language other than English?   YES   NO
       If yes, specify language_____

    2. Will you be working during field?   YES   NO
       How many hours per week?   _____

    3. Do you have a registered insured car available for field placement?   YES   NO

    4. Do you have a valid driver's license? YES   NO

    5. Have you ever been convicted of a crime?   YES   NO   If YES, please describe under section J below.

    6. Have you ever been investigated by a child welfare agency?   YES   NO   If YES, please describe under section J below.

    7. Do you have a disability that should be considered in placement?   YES   NO   If YES, please describe under section J below.

    8. If you have any agencies or client populations you would not wish to work with, please indicate them and why this is so:

       _____

       _____

D. **FIELD HOURS AVAILABILITY**: While every attempt is made to accommodate students' schedules, **all students are expected to be available at least one full day per week during daytime business hours for field placement**. Field placement requirements are 480 hours in the foundation-year field placement and 720 hours for the concentration year.

Indicate below the hours you are available for field each day. Leave the day blank if you are not available.

Day	Available AM	Available PM
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		

E. **EXPERIENCE:** Describe any work, past field practicum, volunteer experiences or life experiences that you have had which you consider relevant to your field practicum. Include special skills and interests as well as activities, tasks and skills developed.

F. **STRENGTHS:** Please briefly state the skills, experience and strengths you feel you possess.

G. **LEARNING NEEDS**: Please briefly state the challenges you will have and the skills you will need to learn in the field.

H. **ACADEMIC WORK:** List all graduate courses you will have taken by fall. Indicate grade earned in course if completed.

I. **CAREER GOALS:** Based on your current thinking, indicate the areas of social work practice you are considering for your future. Remember your clinical skills can be used in other settings than traditional clinical settings.

J. **SPECIAL LIFE CIRCUMSTANCES:** Describe any circumstances that may affect your involvement in field work (health, family responsibilities, work, financial concerns, legal, etc.). Please include any information that may impact your ability to provide Child Abuse Clearances, Criminal Record Clearances or FBI Fingerprint Clearances, as these are often agency requirements.

K. **WORKSITE FIELD PLACEMENT:** Criteria are listed at the end of the Field Application and further elaboration is found in the MSW Student Handbook online. Will you be applying for a Worksite Placement?

_____YES   _____NO   _____ UNDECIDED

SECOND YEAR FIELD STUDENTS ONLY

You are eligible to enroll in our extended field placement program. The program requires 16 hours in field weekly between September and July instead of 24 hours weekly between September and April. To enroll in this program you will need approval of the agency and Director of Field. You will need to sign up and pay for a one-credit summer field seminar that supports the extended field placement.

Will you be enrolling in the extended field option?   _____ YES   _____ NO

FIELD STATEMENT

The information in this application is true and I have disclosed all information that could be pertinent to my field placement. I am aware that I am required to provide Child Abuse Clearances and Criminal Record Clearances and may be required to provide FBI Fingerprint Clearances, at my own expense. I may also be required to have a physical health examination, immunizations and/or a drug screening test at my expense.

I am aware that I am required to obtain and maintain malpractice insurance during the duration of my field placement in the amount of $1,000,000 per incident/$3,000,000 total.

As a student in the Master of Social Work 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 MSW Student Policy Manual available online at the Center for Social Work Education website.

_____ My initials indicate acknowledgement of these field requirements.

Signature: _____

Date: _____

NOTES:

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 you may want 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 whose field practicum will be at their place of employment).

If a student wants to have a practicum at their worksite, it must be clearly differentiated from their 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 first year, 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.

Second year, three day placements require at least 9 hours of client contact that are primarily clinical (individual, family and group counseling) and allow the student a chance to see clients over a period of time and use self differentially.

Supervision must be with an experienced MSW field instructor (two years minimum) who can supervise 90 minutes weekly from a generalist problem solving perspective for first year students and a clinical perspective for second year students and has time to read at least one weekly process recording/tape/video recording and give feedback on your work with clients. 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?action=new
http://www.dpw.state.pa.us/PartnersProviders/ChildWelfare/003671038.htm

Widener University

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 Field Liaison: _____

Agency Name: _____

Address: _____

City: _____ State: _____ Zip: _____ County: _____

Telephone: (_____)_____

Field Instructor Name: _____, MSW

Phone: _____ Email: _____

Work Supervisor Name: _____

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:

Program	Required Hours
BSW	480 hours, 2 Semesters
First Year MSW	480 hours, 2 Semesters
Second Year MSW	720 hours, 2 Semesters or Extended Field Year 3 Semesters

Please list your proposed weekly field and work schedule:

The Director/Assistant Director of Field Education 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:

_____ Date
Patricia A. Fletcher, LCSW
Director of Field Education

STUDENT PRACTICUM ACTIVITY BI-MONTHLY REPORT FORM

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?

Widener University

Fall Semester
FIELD VISIT/CONTACT

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?

   a. Where does student see clients?

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

5. How many clients does the student have currently?

   a. What type of cases?

   b. If caseload is low–when might that change?

   c. Does student have the opportunity for individual treatment?

   d. How long might the student get to work with a single case?

6. When and how is supervision done?

    a. How well matched are the student and supervisor?

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

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

9. Does supervisor know about what Widener offers to supervisors? (Access to Library, free CEU's, resources)?

10. Does supervisor have my contact number?

11. What is the preferred way for me to contact them?

12. Any challenges or concerns?

    a. Any agency limitations that I should know about?

13. Misc. Notes (phone contacts)

Field Liaison's Signature_____

Widener University

Spring Semester
<u>FIELD VISIT/CONTACT</u>

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?

    a. What type of cases?

    b. If caseload is low–when might that change?

    c. Does student have the opportunity for individual treatment?

    d. 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?

   a. Is student prepared?

   b. How does s/he utilize supervision?

   c. How is student's relationship with the supervisor?

7. Are there other learning opportunities for student inside or outside the agency?

8. Any challenges or concerns?

9. Any agency limitations that I should know about?

10. If there are concerns what is the plan to increase supports by the agency or Widener?

11. Does supervisor have my contact number?

12. What is the preferred way for me to contact them?

13. Misc. Notes (phone contacts)

Field Liaison Signature _____ Date_____

APPENDIX N – Student Field Placement Evaluation

DATE _____
Name and Address of Agency:

_____
_____
_____
_____

Agency Focus (mission, services offered, staff composition, climate):

_____
_____
_____
_____

Was this a FIRST   or   SECOND year placement? (CIRCLE ONE)

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?

_____
_____
_____
_____

What advice would you give to another student being placed at this agency?

_____
_____
_____
_____

Your Name (Optional) _____

Overall ratings: 5   4   3   2   1
                 Wonderful   Never Again

APPENDIX O – Incomplete Grade Request Form

This form is to be completed by the student after coordinating with their professor. Both the professor and student must sign the form before submitting it to the Director or Assistant Director of the MSW program.

Student Name: _____

Course in which the Incomplete grade was earned: _____

Date the Incomplete/ NP for Field grade will change to an F: _____

Assignments to be completed or submitted (if applicable):

_____
_____
_____
_____
_____
_____
_____

Plan or timeline for completion:

_____
_____
_____
_____
_____
_____
_____
_____

Student Signature: _____

Professor Signature: _____