

Methodist University

Department of Social Work



Field Program Handbook 2017 - 2018



METHODIST UNIVERSITY

5400 Ramsey Street • Fayetteville, NC 28311-1498

DEPARTMENT OF SOCIAL WORK

Dear Social Work Field Program Students:

Soon you will embark upon one of your most meaningful experiences in the Methodist University Social Work Program. Field Education has been officially designated by the Council on Social Work Education as the signature pedagogy of Social Work (CSWE, April 2008). The field placement provides a linkage between the Social Work Intern within the academic institution and the community social service agency. This placement, performed under the cooperative guidance of your agency field instructor and the Methodist University Field Education Program Coordinator, integrates conceptual academic knowledge with practice application. Through the Field Placement, you will be afforded the opportunity to explore the issues surrounding diversity, oppression, and social and economic justice.

This manual will provide guidelines for you and your agency field instructor as you experience the excitement and challenges of incorporating professional values, knowledge and skills for effective Social Work practice. Through the Capstone Seminar Class Social Work 480, you will be provided mechanisms for the integration of the liberal arts perspective and Social Work courses content with the concurrent Field experience. Weekly seminars in a collaborative learning environment will enable you to learn not only from your experiences, but from the experiences of others as well.

We look forward to our role in helping you develop academic learning into professional social Work Skills.

Sincerely,

Tracey Hinds, MSW

Field Education Program Coordinator

Methodist University Social Work Department

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METHODIST UNIVERSITY MISSION STATEMENT

Methodist University, historically supported by the North Carolina Annual Conference of the United Methodist Church, owes its origin and values to the life and teachings of Jesus Christ. The University is committed to an ecumenical spirit, respects diversity, and recognizes the dignity and worth of all human beings. The University's programs are based on the conviction that a liberally-educated person is sensitive to the needs and rights of others. Methodist University affirms the importance of intellectual values and ethical principles such as truth, virtue, justice, and love. The University community seeks to develop whole persons who will contribute substantially and creatively to the professions and to civic life. Therefore, Methodist University provides opportunities for spiritual, academic, and social growth, to the end that students may acquire enlightened minds and responsible spirits, as well as a continuing thirst for knowledge.

The purpose of Methodist University is to provide an undergraduate and graduate education firmly grounded in the liberal arts tradition that nurtures moral values and ethical decision making; to provide distinctive professional and graduate programs that complement the undergraduate program; to provide educational and cultural services and resources to the community; and to prepare students for a variety of careers and educational pursuits.

Methodist University Social Work Program

Methodist University was founded by the people of Cumberland County and the North Carolina Conference of the United Methodist church in 1956. While it is deeply committed to the United Methodist Church, its function is to provide a liberal arts education for all. The University is a member of the Southern Association of Universities & Schools, the Council of Social Work Education, and is fully accredited by both bodies. The Field program is administered and staffed by the Social Work Department.

The Social Work field practicum experience plays an integral role in the Social Work Program. Students have an opportunity to apply, integrate, and evaluate knowledge, values, and practice skills through hands-on experiences in agency settings. The field placement is an environment where students can test and expand their knowledge base. The field practicum experience strengthens students' abilities to work with client populations as generalist practitioners.

Introduction to the Field Program

The field practicum is one of the identified sequences in the Program's curriculum. The field placement is a clearly designed educational experience. Field Education has been designated by the Council on Social Work Education (CSWE) as the signature pedagogy of Social Work. All emerging social workers are expected to participate in a field practicum emphasizing applications of social work competencies and refinement of generalist social work practice behavior. The student investigates the field-agency policies, service-delivery system, and organizational structure upon first entering the agency. The first field assignment is the completion of a student-agency learning agreement that is built upon an understanding of the agency and the ten core competencies and appropriate practice behaviors to be accomplished while in the practicum. Students often carry a caseload within the agency under direct supervision of the field instructors.

In addition, students assess client systems from micro, mezzo, and macro perspectives. They work

with client systems of varying sizes and are expected to use interventions that include individual, family, group, organizational, and community systems. It is with these client systems that students implement models of practice theories and skills and utilize the generalist problem-solving approach. Sensitivity to human diversity is encouraged by requiring students to work with clients who are from backgrounds unlike their own.

Self-awareness is promoted by the active use of supervision and by the use of weekly logs and process recordings in which students record, not only their activities, but also their feelings, insights and concerns.

During the field placement the student also completes a research project. The field instructor assists the student in designing a research project that is congruent with the practicum and the agency. Students are required to participate in relevant in-service training and workshops while in the field practicum. Also, the students are required to visit and familiarize themselves with other human service agencies.

A Brief History of our Program

Social Work courses were first taught under the sociology major in 1974, and in 1975, Social Work was offered as a free-standing major. Courses were developed in response to the demand for training for an increasing number of jobs in social and human services in a region rapidly changing from agrarian and rural to a more urban setting. The Fayetteville area was attracting increasing industry, retirement communities, and younger families. In 1981 Ms. Ann Davis, the first full-time MSW, was hired to direct the Program, which she did for five years. In 1986, following Ms. Davis's retirement, Ms. Emily Seamon, MSW was hired as Social Work Program Director. In 1991 Ms. Terri Brown, MSW, joined the faculty as Field Education Coordinator, and the second full-time person. A commitment was made by the University to develop the Social Work major into a professional Program serving the needs of the region. The Program was reaccredited in 2001 for eight years. Dr. Bonita Belcastro, Ph.D. in Social Work assumed the Program Director responsibilities in the fall of 2003. Deborah Murray served as interim Chair during the 2005-2006 academic years. Dr. George Hendricks, Ph.D., served as the Department Chair from 2006-2012. Dr. Carla A. Fagan, Ph.D., currently serves as Department Chair. By Spring 2007, the Program had grown to include 80 majors.

The School Social Work Program has been popular at Methodist University for many years. In the spring semester of 2005, five of our Social Work Program graduates chose to pursue licensure in the field of School Social Work. The relationship between the Social Work Program and the Methodist University Education department creates an environment that fosters participation in the School Social Work area.

In the fall 2011, Methodist University was the first private university to become a participating partner with the North Carolina Child Welfare Education Collaborative. The North Carolina Child Welfare Education Collaborative was established in 1999 to improve public child welfare services in North Carolina. It is administered by the Jordan Institute for Families at UNC Chapel Hill and is a joint effort of the NC Division of Social Services and the NC Association of County Directors of Social Services.

The Social Work Program seeks to prepare students for entry-level generalist practitioners for

professional Social Work practice with individuals, families, groups, organizations and communities of various sizes and types. The Social Work Program prepares students for general practice while combining a strong Liberal Arts education with professional preparation. This is a logical and appropriate outgrowth of the University's mission statement. The University mission statement presents a series of attributes that are seen as desirable outcomes of the liberally educated person. The basis of this belief is that such persons have developed the ability to be flexible, to understand their world, to think critically and to integrate knowledge in order to be effective citizens and professionals.

Methodist University Social Work Program Mission Statement

The mission of the Social Work Program at Methodist University is to pursue human well-being and the alleviation of oppression and poverty through the education of competent entry level professional generalist Social Workers for service to individuals, families, groups, organizations, and communities with special attention to the people of Cumberland County, North Carolina and its adjacent areas.

Requirements for the Major in Social Work:

Current students must complete University core requirements with a GPA of 2.0 or better in all work attempted and maintain a 2.5 in the major. Students entering Methodist University in Fall 2013 and after must complete University core requirements with a GPA of 2.25 or better in all work attempted and maintain a minimum of 2.75 in the major.

Conceptual Model: Generalist Social Work Practice

Generalist Social Work practitioners possess a broad range of knowledge, critical thinking, and culturally sensitive practice skills based on ecosystems theory and the strengths perspective. They assume a variety of Social Work roles from one field of practice to another. They are committed to professional values and ethical practice standards based on principles of human rights and social justice, particularly concerning populations at risk. Generalist Social Work practice consist of assisting individuals, families, groups, and larger systems to work on change which promotes the best possible relationship between people and their environment. Generalist Social Workers intervene with organization to enhance the responsiveness of resource systems, advocate for social policies to ensure the equitable distribution of resources, research aspects of Social Work practice, and integrate direct practice with social policy.

Goals of the Methodist University Social Work Program

The Program's goals are:

1. to prepare graduates for competent entry-level generalist practice grounded in the profession's history, purposes and philosophy and the mastery of measurable practice behavior that are based upon the knowledge, values, and skills of generalist Social Work practice.
2. to prepare graduates for practice with diverse populations, with special attention to the people of Cumberland County, North Carolina and its adjacent areas with an emphasis on the strengths as well as the complexities of diversity.

3. to prepare graduates for continuing education and further personal and professional development for the betterment of the profession and the community.
4. to prepare graduates who are committed to the ethics and values of the profession, to social and economic justice, and service to oppressed and at-risk populations.
5. to understand distributive and restorative justice, human and civil rights, global interconnections of oppression and discrimination.

These goals of the Social Work Program of Methodist University are designed to prepare graduates who can draw upon a liberal arts foundation and utilize critical thinking skills, problem solving methods, and professional knowledge, values and skills guided by professional ethics, to accomplish the purposes of Social Work as put forth by the CSWE Education policy 1.1.

These program goals are consistent with and derived from the mission and purpose of Methodist University, the Program Mission, purpose of the Social Work profession and the purpose of Social Work education.

Methodist University Social Work Program Objectives

The Program's objectives stem from its mission and goals. After completing the BSW degree requirements, graduates will have the ability to:

1. Apply critical thinking skills to professional Social Work practice.
2. Practice within the context of Social Work's professional values, ethics, and principles.
3. Practice without discrimination related to age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
4. Understand the forms and mechanisms of oppression and discrimination and apply strategies of social change that promote social and economic justice.
5. Understand and be able to discuss the history of the Social Work profession and its contemporary structures and issues.
6. Apply knowledge and skills of generalist Social Work practice with systems of all sizes, with special attention to the people of Cumberland County, North Carolina and its adjacent areas.
7. Apply knowledge of bio psychosocial factors that affect individual development and behavior across the lifespan, and use empirically supported theoretical frameworks to understand the interactions among individuals and between individuals and social systems.
8. Analyze the effects of social policy and understand methods to influence policy decisions.
9. Evaluate research studies and apply findings to practice and be able to evaluate one's own practice.

10. Use communication skills appropriately and effectively to interact with clients, colleagues, and members of the community.
11. Use supervision effectively to enhance generalist Social Work practice.
12. Function within the structure of organizations and seek appropriate organizational change.

Micro, Mezzo and Macro Systems

In working with the various types of client systems, students are expected to think and assess these client systems from a micro, mezzo and macro perspective. In working with micro, mezzo and macro systems in their field placement agencies students discuss how they will gain this exposure in their student/agency contracts. Each core competency and the accompanying practice behaviors are address. Students are evaluated on the mastery of the practice behaviors associated with the ten competencies.

Micro system focus involves examining an individual's psychosocial functioning and conflicts and utilizing efficient skills and intervention to enhance that person's life. Mezzo system focus involves examining and utilizing appropriate interventions with small groups and families. Such interventions involve facilitating communication, providing education, mediation, etc. Macro system focus involves examining the sociopolitical, historical, economic and environmental forces that influence mankind and society and bring about improvements and changes. Improvements and changes can be activated by public education, political action, community organization, or administration.

Field Placement Objectives and Outcomes Measures:

1. To help students gain comfort and understanding with the complexity and ambiguity that comes with thinking critically about real practice situations related to each unique client situation (micro, mezzo, macro) in the mastery of competencies and practice behaviors.
Outcome Measures: Classroom discussion, class participation, journals, weekly agendas and meetings with field instructors, agency orientation.
2. To understand the relationship of field placement agency policies, service delivery system and organizational structure on the effective provision of Generalist social work practice.
Outcome Measures: Readings, field trips, involvement in inter-agency activities, classroom discussion.
3. To demonstrate an understanding of the network of social welfare agencies, programs, and organizations within the Cumberland County and adjacent areas.
Outcome Measures: Journals, classroom discussion, readings, weekly agendas and meetings with field instructors.
4. To become more self-aware.

Outcome Measures: Logs, Competency Papers, classroom discussions.

5. To adhere to and demonstrate use of Social Work values and the NASW Code of Ethics.

Outcome Measures: Classroom discussion, experiential exercises, case presentations, readings, student confidentiality statement.

6. To recognize and be sensitive to human diversity and demonstrate differential assessment and intervention skills in working with diverse, vulnerable, and impoverished populations to include rural and military.

Outcome Measures: Journals, classroom discussion, case presentations, experiential exercises, readings.

7. To demonstrate the ability to utilize supervision and participate in teamwork.

Outcome Measures: Journals, agendas and weekly meetings with field instructors, classroom discussion, readings.

8. To apply research and evaluative methodology within the field placement setting.

Outcome Measures: Single-subject design project, Goal Attainment Scaling (GAS), readings, classroom discussions.

9. To utilize the generalist problem-solving approach.

Outcome Measures: Classroom discussion, experiential exercises, case presentations.

10. To demonstrate application of knowledge of behavioral and practice theories when working with client systems.

Outcome Measures: Evidenced by field instructor evaluations, case presentations, experiential exercises, journals.

11. To demonstrate appropriate oral and written professional communication skills.

Outcome Measures: Classroom discussion, case presentations, weekly meetings with field instructors, field instructor evaluations of students, journals, documentation exercises.

12. To demonstrate interpersonal skills when engaging clients in the helping relationship.

Outcome Measures: Evidenced by field instructor observations, journals, classroom discussion, case presentations.

13. To demonstrate a variety of skills that furthers the achievement of individual and collective social and economic justice.

Outcome Measures: Classroom discussion, observation by field instructors, journals.

Focus Groups

Students (seniors) participate in focus groups during their last semester. They give feedback regarding the Program faculty (strengths and needed improvements). Program faculty uses these suggestions/evaluations to continue what is working and to examine those aspects of the Program that need to be improved.

North Carolina Child Welfare Education Collaborative:

Methodist University is a participating partner of the North Carolina Child Welfare Education

Collaborative. As the first Private University to be admitted, the NC Child Welfare Collaborative is designed to provide practice knowledge and skills for students preparing for positions in public Child Welfare and other child serving organizations.

Students who have been admitted to the Social Work major are eligible to take the course (SWK 3750) and apply as a Child Welfare Scholar. Students are encouraged to apply for admission to the collaborative program in the second semester of their sophomore year. Students are eligible for all aspects of Child Welfare employment after the course and a Field Internship in a Child Welfare Placement in a North Carolina County Department of Social Services.

BSW students planning to do their four hundred (400) hour field Internship in a Public Child Welfare field placement in a North Carolina County Department of Social Services must complete the course and receive a minimum grade of "B". Additionally, Field Internship in a Public Child Welfare Agency (NCDSS) requires a GPA of 2.5 overall and a 3.0 in the major.

Note: While the NC Child Welfare Education Collaborative seeks to strengthen public Child Welfare services in the state by increasing the number of well trained and highly committed BSW's & MSW's, any student can take the Child Welfare course (SWK 3750) and are encouraged to do so.

Requirements for Admission to Field Internship

In order to insure that students are prepared to enter the field practicum, students are required to complete an application. Students must submit a Field Placement Application one semester prior to beginning field placement internship. **The deadline is the first Friday in February for students planning to do their internship during the fall semester. The deadline is the first Friday in September for students planning to do their placements during the spring semester.** Criteria for students to be approved for field practicum are as follows:

1. Acceptance to Field Internship is not automatic.
2. Formal admission to the Social Work Program.

3. Submission of completed written Field Application Form, Resume and transcript.
4. Completion of all other graduation requirements or approval by the Field Coordinator.
5. A grade of "C" or higher in all social work (SWK prefix) courses and a GPA of 2.5 or higher within the major; a GPA of 2.0 in all work completed for general education/core requirements at Methodist University.
6. Students entering Methodist University in Fall 2013 and after must have a GPA of 2.75 or better in the major and a GPA of 2.25 or better in all work completed.
7. Child welfare placement in a county department of Social Services requires a grade of "B" in SWK 375; GPA of 2.5 overall; and a 3.0 in the major.
8. Approval of the coordinator of Field Instructor's and acceptance by the assigned agency.

Life Experience and Work Experience

Students will not receive academic credit for life experience and previous work experience, in whole or part in lieu of the field practicum or of the courses in the professional foundation area.

Employed Social Work/Field Program Option

There is a possibility that students may do their field practicum at the agency that employs them providing the educational experience is a new learning of knowledge, values, and skills and that this learning is clearly reflected in a detailed contractual plan. In addition, the agency must be approved by the Social Work Program as a field practicum agency.

Field Agency Selection Process

Students indicate areas of preference for their field placements on application forms. Consideration is given to their preferences; however, circumstances may sometimes not allow those preferences to be met. Examples of factors influencing assignments are availability of agencies, student readiness, etc. Upon receipt of assignments, the students are responsible for contacting their potential field instructors for an interview. The purpose of the interview is to:

1. Provide students and field instructors an opportunity to determine if the placement will meet the students' and the agency's needs.
2. Discuss agency's needs and functions.
3. Discuss the role and expectations of a Social Work student in that agency.
4. If both students and field instructors agree to the placements, students will be assigned

Please note: Some agencies such as departments of social service and juvenile justice require criminal background checks. Students may also be denied placement if they are a present or past client of a particular agency.

Student's Employment Placement Agency

The Program does not encourage placements in the student's place of employment. If a student should; however, request such a placement, the Field Coordinator will make certain that the student's assigned roles are separate from the roles of their paid position. In order to maximize the student's learning experiences and ensure a solid education experience, it is recommended that the student will have completed their probationary period prior to the internship with the agency. The Coordinator will also ensure that the expectations established in the **Learning Contract** are followed and that the work performed during the internship is fully consistent with the expectations of the Program and the generalist framework.

The following are criteria for students who complete their Field Education in their place of employment:

1. The agency ensures the Program that the student will be granted release time for the course and Field Instruction.
2. Students assignments and Field supervision will differ from those of the student's assigned Employment duties.
3. The student's Field Instructor will be educationally focused and not solely centered on the agency's services.
4. The student's regular work supervisor will not be the student's Field Instructor and will hold an MSW or BSW degree with at least one year of post-graduate Social Work experience.
5. The Proposed Field Assignments and activities must provide new and different experiences for the student that will contribute to new learning opportunities refer to **APPENDIX S. Failure to comply with the agreement may result in the termination of the Field Placement.**

Conflict of Interest (Dual or Multiple Relationships)

The Program is alert to and avoids conflicts of interest that interfere with the exercise of professional discretion and judgment (**NASW Code of Ethics**). The Program will not, knowingly, place students in the following:

1. Agency owned or operated by relatives
2. Agency where student would be supervised by relatives or family friends
3. Agency where student would be in a dual relationship with her child (ren), other relatives or family friends.

Field Practicum Schedule

Students are required to complete a minimum of 400 hours of field work under the supervision of a field instructor and attend a weekly seminar class. The weekly seminar hours are not included in the 400 hours. Students are required to work in their field placement agencies the entire semester and participate in weekly seminar classes even if they complete the 400 hours before the end of the semester. Students are reminded that their internship is a course requirement that lasts the entire semester. The field practicum course is taken in the students' senior year. Time sheets are used for recording hours completed in the agency. Students' total grades are based on performance in the field, evaluation, written assignments, and preparation for field seminar classes. The student is responsible for transportation to the placement and should plan accordingly. The student may be denied a Field Placement due to lack of transportation.

Overtime

Some overtime in field instruction might be expected, depending upon agency and specific task assignment. If the student finds that this is problematic, he/she should discuss concerns with field instructor and field coordinator. Overtime should be the exception rather than the rule in the field agency. Excessive overtime requests should be discussed with the coordinator.

Absence from Field Placement

Absences for sickness or other emergencies must be reported to the field agency on or before the date of the absence and documented on students' time sheets. Excessive absence should be reported to the field coordinator as well. Students **must** contact the Methodist University Field Coordinator if **two** consecutive days are missed.

Field Capstone Seminar Class

The field Capstone Seminar class meets on a weekly basis. The course provides mechanisms for the integration of the liberal arts perspective and Social Work course content with the concurrent Field experience. The class is designed so that students can discuss their involvement with cases in their assigned agencies. Students are encouraged to process issues, concerns and problems encountered in the agency. Also, students are expected to complete classroom and homework assignments. Lectures are designed to enhance students' understanding of generalist Social Work practice while continuing to acquire social work skills, abilities and knowledge and use these in a "person-in-environment" perspective.

Inclement Weather Policy

Students should follow the directives in their Methodist University handbook for the cancellation of classes due to adverse weather conditions. Please note:

"No student should attend class if he/she believes weather conditions are unsafe for driving and/or walking. If a student misses class because of dangerous weather, no penalty will be imposed by the faculty, and the student will be allowed to make up any work missed."

Selection of Field Program Agencies

Field practicum agencies and the Social Work Program work closely together to provide students with supervised direct practice experiences. Field practicum agencies provide qualified field instructors and support field instructors' roles in preparing students for beginning level Social Work practice.

Field practicum agencies are required to sign an agreement indicating they will provide field instruction to Methodist University Social Work students. The field placement agency is an environment where students can learn and apply knowledge, values, and skills to client populations experiencing various problems and concerns. Requirements for agency selections are as follows:

1. Demonstrate commitment to the goals of Social Work education.
2. Demonstrate the ability to provide an environment to meet students' educational needs.
3. Provide field instructors within the agency who meet Methodist University's criteria to become field instructors as defined by the Council on Social Work Education (CSWE).
4. Allow field instructors sufficient time to provide student supervision and participate in field practicum training sessions.
5. Demonstrate support of Social Work values and ethics in policies and services affecting clients and employees.
6. Provide appropriate accommodations and support services necessary for students to execute their responsibilities and promote their learning experiences.

Selection of Field Instructors

Field instructors are selected by the agency and approved by the field coordinator. It is strongly preferred that field instructors have a Master's Degree in Social Work from a Council on Social Work Education Accredited School of Social Work and a minimum of one year postgraduate work experience. Individuals with a baccalaureate degree from a Council on Social Work Education Accredited School of Social Work with a minimum of one year post-graduate work are acceptable. Individuals without an undergraduate CSWE accredited degree may be considered; however, students are required to receive additional supervision by an MSW consultant provided by the University. Appointed field instructors should also meet the following criteria:

1. Demonstrate effective practice and communication skills.
2. Committed to Social Work education, values, and ethics.
3. Committed to working with students.

Field Instructor Responsibilities

Field instructors play a critical role in students' professional development in becoming generalist Social Work practitioners. Field instructors give students opportunities to provide supervised direct services to clients. Furthermore, field instructors are responsible for facilitating students' day-to-day learning in the agency. Field instruction responsibilities are as follows:

1. To assist the student in developing learning contract.
2. To provide the students with the space, equipment, and tools necessary to enable them to perform in the agency.
3. To introduce students to the philosophy, goals, and functions of the agency.
4. To assign students appropriate cases under the supervision of the field instructor.
5. To have at least one structured conference with students on a weekly basis.
6. To address students' progress in their field placements during conferences with the field coordinator.
7. To evaluate students' progress in the field placement on an ongoing basis and complete an evaluation form.
8. To inform and assist the field coordinator about concerns and problems students may experience during field placement.
9. To participate in field instruction training.
10. To insure that students uphold the Social Work Code of Ethics and present themselves in a professional manner.

Field Instructor Training

The Field Instructors training is mandatory and is provided each semester prior to the start of Field. During the Fall Semester, training is provided in August; in the Spring Semester training is provided in January. The training consists of the following:

1. An overview of the CSWE ten core competencies and the corresponding practice behaviors and their relationship to the Field Placement.
2. An overview of the BSW curriculum and how values and ethics, diversity and social justice are woven into the fabric of each course.

3. Expectations of the Field Instructors including weekly supervision with the student , completion of appropriate paperwork, and meeting with the student and Field Coordinator twice a semester .
4. Information about course syllabi; seminar assignments and supervision issues.
5. Information about forms that must be completed include Learning contract time sheets, mid-term and final semester evaluations.

Field Instructors are given a copy of the Field Manual that includes information about the above and other relevant information (see Field Manual, Appendix T)

Field Coordinator Placing and Monitoring Responsibilities

The Social Work field coordinator serves as a link between the University and the agency in all matters related to the field practicum. The coordinator supports the roles of agencies, field instructors, and students in the field practicum. It is the coordinator's responsibility to implement the Social Work Field Practicum curriculum and meet the educational needs of the students. Coordinator's responsibilities are as follows:

1. Assumes responsibility for the selection of students to be placed at the agency and involves the agency in final decisions regarding placement.
2. Provides the agency with written pertinent information concerning students selected for agency placement. This information will include a copy of the student's application for field placement.
3. Provides field-practicum information to field instructors through training programs and meetings with the field instructor and other appropriate agency staff members.
4. Provides consultation to the agency executive, field instructors, and other appropriate staff about the general development of the field instruction program.
5. Carries final responsibility for the administration of the field practicum.
6. Recruits and approves field practicum agencies.
7. Develops the field practicum curriculum.
8. Evaluates the field practicum curriculum on a continuous basis.
9. Reports to the Director of the Social Work Program.
10. Develops and implements field practicum policies and procedures.
11. Provides information about the educational curriculum and the sequencing of course content.

The Field Liaison Representative Maintaining Contacts With Field Agencies

It is the field liaison who attempts to make the fit between the school/agency/and student work through continual communication and feedback. All intern students are assigned to a field liaison. Students may have access to their field liaison in the field practicum seminar, during field visits, and/or by scheduling office appointments. Field liaison representative's responsibilities are as follows:

- a. Visits the agency at designated times during the semester to confer with the instructor and the student about the student's professional development in relation to the educational objectives.
- b. Is available to the field instructor for immediate consultation when requested.
- c. Participates with the field instructor and student in the assessment of the student's learning needs and helps identify goals and service giving assignments.

- d. Helps the field instructor deal with problems that are related to educational progress of students.
- e. Attempts to identify early possible problem areas with individual students and move in to assist both student and agency to meet educational needs and resolve conflict.
- f. Aids in the growth of field instructors in their education as field faculty.
- g. Assigns the grade for students.

At Methodist University, the field coordinator fulfills the role of the field liaison.

Mid-term and Final Evaluations

Students are evaluated by the field instructors and the field coordinator on a continuous basis and over the entire semester using ten competency areas established by the Council on Social Work Education, our National accrediting body. A mid-term evaluation occurs during the middle of each semester. During the mid-term evaluation, the Social Work Field Coordinator or faculty liaison has a conference with the student and his or her field instructor in the field agency. During this conference the student/agency contract and the mid-term evaluation form are discussed. Competencies and practice behaviors from the student/agency contract and the evaluation form are used as a guide in determining the student's progress in his/her field agency. Another conference with the student and his/her field instructor is scheduled towards the end of each semester to discuss the student's final evaluation. The evaluation form is completed and discussed during this conference.

The student's final grade is based upon his or her performance in the field, on written assignments, and on preparation for the field seminar classes. In order to graduate, students must have a "C" or better in their field placement.

Field Students' Responsibilities

Students who are preparing for entry-level generalist Social Work practice must assume a great deal of responsibility for the quantity and quality of their field learning. To enhance and facilitate their field experiences students must:

1. Develop Student/Agency Learning Contract containing the ten competencies and appropriate practice behaviors. This contract will be prepared by the student and field instructor during the first three weeks of field practicum and will be signed by the student, the field instructor, and the field coordinator. Each party should have a copy of the contract.
2. Actively engage in learning from the agency in keeping with contract provisions.
3. Comply with all agency personnel policies including dress code and hours of work.
4. Be responsible for completing a minimum of 400 hours in the agency.
5. Notify their field instructor in advance if he/she has to be absent and assume responsibility for making up all time lost due to the absences.
6. Take responsibility for jointly (with field instructor) evaluating his/her functioning in the placement agency.
7. Participate in the required field instruction seminars.
8. Complete all classroom and field placement assignments.
9. Complete a written case analysis and summary according to the provided guideline.
10. Complete a research project.
11. Be aware of field agencies' policies concerning confidentiality and sign a written agreement to abide by the policy both within the agency and outside the agency.

Denial from Field Program

Students may be denied admission to field placement under the following circumstances:

1. Failure to maintain a minimum of a 2.0 GPA in all courses completed.
2. Failure to make a "C" or above in all Social Work courses and ENG 101.
3. Active substance abuse.
4. Emotional disorder severe enough to pose a risk of harm to self or others.
5. Failure to complete course prerequisites.
6. Violation of Methodist University Honor Code.
7. Failure to abide by the NASW Code of Ethics

The field student may, under certain circumstances, be asked to provide a letter from his/her physician relating to the student's ability to enter and complete the Field Practicum.

Removal of a Student from Field

Students may be removed from their field placements under the following circumstances:

- a. Request of the student.
- b. Decision of the field coordinator, including the recommendation of the field instructor and consultation with the University's Social Work Program Director.
- c. Failure to maintain confidentiality.
- d. Failure to abide by the NASW Code of Ethics
- e. An attempt to harm oneself.
- f. An attempt to harm someone else.
- g. Repeated tardiness at the agency and/or absence without notification.
- h. Repeated absences from the agency and/or absence without notification.
- i. Repeated change in scheduled field hours without prior approval from field instructor.
- j. Inappropriate behavior in connection with the field placement.
- k. Active substance abuse.
- l. Emotional disorder severe enough to pose a risk to self or others.
- m. Violation of the Methodist University Honor Code.

The students may appeal the decision by following the grievance procedure.

Whether students will be allowed to return to field in the same or a different agency would depend on the seriousness of the incident and/or the ability of student/s to work through their problems.

Grievance Procedure

The grievance procedure is designed to mediate problems and concerns. Termination will be utilized only if problem-solving efforts show that termination is the best option. Grievances can be initiated by the Social Work Department, student, or agency. Grievance procedures are as follows:

1. Field coordinator/liaison must be contacted and the nature of the grievance discussed.
2. Field coordinator/liaison will contact the field agency or student to discuss the grievance.
If the grievance cannot be resolved at this point, the process will proceed.
3. Written notification of the problem or concern must be prepared and copies sent to Field Coordinator, Social Work Department Head, Field Instructor, and student. If termination is requested, notification should clearly state reason for termination.

4. The field coordinator/liaison will schedule separate conferences with the student and appropriate agency personnel to ascertain the validity of the request.
5. The field coordinator/liaison will have a joint conference with the student and appropriate agency personnel to discuss the request.
6. After consultation with the Social Work Department Head, the field coordinator will decide whether or not to terminate the placement (a second joint conference may be called prior to the decision) and the decision will be recorded in the student's record.
7. If the decision is made to dismiss the student from the field practicum, the decision may be appealed to the Social Work Department Head, Professional Studies Division Chair and Vice President for Academic Affairs, respectively.

Confidentiality

In all social welfare agencies, it is of utmost importance to maintain confidentiality of information concerning all clients and client-situations. Confidentiality must be maintained within the agency by sharing information regarding the client only with relevant agency personnel (i.e. field instructor, agency supervisor). Confidentiality must also be maintained outside the agency. Information regarding clients is not to be shared with friends, family, and acquaintances. Historically, violations of confidentiality have been grounds for civil suit against the agency and the student worker involved.

Discussions with faculty liaisons and within the integrative seminar about client matters are educationally focused and are considered legitimate methods for receiving supervision. Therefore, although standard precautions should be taken to de-identify information concerning clients, these discussions are covered under the NASW Code of Ethics as being arenas for discussion of client concerns to enhance professional development. Agencies and field instructors are also aware that students must utilize client and agency information in order to complete classroom assignments and in field seminar discussions. These matters are agreed to by the agency. However, students within the Seminar are bound by the NASW Code of Ethics to keep this information confidential.

Some guidelines for use of client and agency information within the field seminar include:

- a. Information about clients, their relatives, and significant others used in written assignments such as process recordings, case assessments, logs, etc., should be de-identified to the greatest extent possible. Initials should be used to disguise names or names and initial letters should be changed.
- b. Information which is highly personal and detailed should be reviewed to see if it need be used at all.
- c. Process recordings should not become part of the client's file.
- d. Materials on clients in which a court case is pending or suspected to be imminent should not be used to meet assignments or removed from the agency.
- e. Audio and/or video recordings of clients require informed consent releases by clients following the agency guidelines. Students should discuss this with their field instructors prior to seeking client approval.
- f. Supervision regarding confidentiality should be scheduled early during the orientation period.
- g. Files, assessments, forms, court records, etc. regarding clients should not be brought to the classroom or removed from the agency.

Students are asked to sign a statement that they have read the agency confidentiality policy and agree to abide by that policy. Failure to maintain the agency appropriate confidentiality policy is a serious matter. If such a failure should occur, the agency is asked to utilize the grievance

procedure in problem solving with the student involved. **Violations of confidentiality may be grounds for dismissal from the field agency, Field Practicum, and the Social Work Program.**

The Code of Ethics

The National Association of Social Workers' Code of Ethics is the most widely used statement of the profession's expectations for the conduct of Social Workers. The code of ethics provides statements about what Social Workers should and should not do. The code is based on the fundamental values embodied in the profession and serves as a guide for our behavior in the following areas: our conduct as Social Workers; our responsibilities to clients; our ethical responsibility to employers and employing agencies; our ethical responsibilities to the profession; and our ethical responsibility to society. A copy of the code of ethics can be found in the appendix of this manual.

All students are expected to abide by the NASW Code of Ethics in their practice within the field agency and within the Senior Capstone Seminar. Discussions within the Capstone Seminar and Field Placement with the field instructor should help students in the understanding and internalizing of these principles.

Supervision of Student Activities

Students should not be left alone in agencies without professional staff who are in charge. Leaving students alone in agencies or otherwise in charge is not an appropriate use of students. Students, no matter how competent or skilled, are not prepared to take on those types of staff responsibilities.

Safety and Infection Control

It is important to make student field placements as safe as possible. In an effort to insure the physical health and safety of student interns' agencies should do the following:

1. Inform students of potential safety risks.
2. Provide safety training.
3. Inform students of potential health risks existing in field settings.
4. Inform the field coordinator immediately in the event that a student contracts a communicable disease.
5. Notify the field coordinator in the event that a student is involved in an incident of physical violence and/or aggression perpetrated by a client.
6. School Social Work interns are required to have health forms signed by their physicians.
7. Students should not be allowed to make home visits in family/child welfare situations without another professional or in any case where the situation has been determined to be potentially dangerous.

Liability Insurance

Students entering their Field Placement are required to secure liability insurance prior to the beginning of their placement. The Program assists them with applying for their insurance. Students are not allowed to begin their field placement until such insurance is obtained.

Transportation

Students must provide their own transportation to field. Social Work intern students must have a

valid drivers' license, and they must have motor vehicle insurance on their automobiles. Transportation is the responsibility of the student. The student may be denied a Field Placement due to lack of transportation. Agencies should not ask or allow students to transport clients (in the student's vehicle) while in field placement.

Field Learning Experiences

1. Students will approach field experience with various levels of intellectual abilities, and personal maturity; therefore, work assignments are selected on the basis of students' abilities, and students are encouraged to work independently as the placement progresses.
2. Students provide agency services to clients. Their experiences include assessments, formulations and implementation of goals and evaluations. Students demonstrate skills by completing tasks appropriate to agency settings. Skills may include writing social histories, assisting individuals and families to utilize community resources, intervening in interpersonal relationships when problems arise, organizing groups or conducting research.
3. Students are responsible for adhering to agency regulations and schedules. This should include recordkeeping, letter writing and completing necessary forms. Students should be encouraged to attend conferences, workshops, and professional meetings.

Field Instructor and Student Relationships

1. **Student Orientation.** Planning for each student's arrival is extremely important. Knowledge of the student's background and objectives is helpful in making preliminary plans. A student profile is provided to the agency. The agency should feel free to ask the student for additional information at the initial interview and throughout the semester. In planning, it is important that the student have some specific assignment the first week of placement and that the assignments be increased within the second and third week. The student completes the contract by the third week and is ready to work with situations to develop specific practice skills such as interviewing, data collection, and assessment skills. The student should be provided with sufficient tasks so that placement is a beneficial learning experience.
2. **Contracting.** Upon beginning field placement, the student and field instructor will plan the field experience. The Student-Agency Contract develops from this planning. The student bears primary responsibility for generating this agreement. The Student-Agency Contract (Learning Agreement) includes the ten core competencies and corresponding practice behaviors.
3. **Individual Conferences.** Supervision is an important part of the field placement. Through supervision the student and the field instructor plan, organize, review, and evaluate the field experience. The field instructor should have a weekly conference with the student. These conferences should be scheduled at an appointed time on a weekly basis. Depending upon the agency, these conferences can be individual or group conferences. The field instructor needs to help the student understand the nature of the needs and problems of the individual, groups, or communities with whom he/she is working. Both the field instructor and the student are expected to participate actively in the supervisory conference. The student should have an agenda that is submitted to the

field instructor before the conference and the student should take responsibility for planning the issues to be discussed in the conference.

4. **Community Resources.** The student should be made aware of community resources, particularly the community resources that are related to student's placement.
5. **Reading Materials.** The agency field instructor should provide the student with assigned reading that is related to the agency. This should include agency manual material, case records, and any other particular information specifically related to the agency. Note: Assignment of reading simply to fill time is not recommended.

Internship Activities and Assignments

NOW THAT I HAVE GOT THEM, WHAT DO I DO WITH THEM ACTIVITIES AND ASSIGNMENTS FOR FIELD INSTRUCTORS TO ASSIGN STUDENTS

1. Read selected material related to the field setting.
2. Read old case records or agency reports.
3. Observe the field instructor or other staff conducting an interview.
4. Listen to a tape-recorded interview or lecture or watch an audio-visual presentation.
5. Attend a meeting and take notes for supervisory discussion.
6. Come to the agency at night, on a weekend, or other off hours to see what goes on there.
7. Observe interviews for people applying for positions in the agency.
8. Attend interdisciplinary conferences and case presentations as an observer or participant.
9. Sit in a waiting room or intake area and observe the atmosphere, conversation, and behaviors of people waiting.
10. Ride in a police car (preferably on Friday or Saturday night).
11. Go to court and observe proceedings. Students are not paid stipends while in placement.
12. Take a walk through a specific kind of neighborhood.
13. Visit other agencies. It is particularly important to visit those who refer to your service and those to which your service refers.
14. Have the student go through the service delivery system as if he were a client.
15. Attend professional workshops, seminars, and lectures in the community using field placement times.
16. Attend a board meeting.
17. Attend a session of the legislature, City Council, or County Commissioners.
18. Team up with another student to serve the same client, jointly.
19. Co-lead a group.
20. Conduct interviews with clients and provide direct counseling services.
21. Make house visits.
22. Carry a beeper (or be on call via home telephone).
23. Write a diagnostic summary on a specific case.
24. Do role-playing.
25. Carry a full-sized caseload or its equivalent, for a limited time.
26. Participate in group or peer supervision.
27. Require the student to explain his professional role to other professionals as part of his contacts with other professionals.
28. Participate with the field instructor in writing up an educational contract.
29. Participate in orienting new students or staff to the agency.
30. Keep daily log of experiences in field and reactions to them.
31. Keep statistical reports as required of regular agency staff.

32. Answer the phone and act as receptionist for several days.
33. Interview upper-level administrators and supervisors to acquire specific information about the program and their roles.
34. Interview individuals who have received services from the program to access their response to the experience.
35. Serve as a member or observer of the system's peer review, quality control, or audit process.
36. Make a presentation at a staff development session.
37. Assist in writing or rewriting the program's policy and procedure manual.
38. Write a report for the administrator of the program.
39. Work with the program administrator to gather information for and prepare an annual budget.
40. Join and participate in a local or national professional organization.
41. Help set up a computerized data bank system or learn to use the one in place.
42. Develop a bill for presentation to a local, state, or national lawmaking body.
43. Plan, lead and conduct a fund raising activity.
44. Prepare a grant proposal.
45. Set up and lead a group.
46. Be a supervisor for a period of time.
47. Act as a consultant to an individual, a group, or a program.
48. Process/record an interview.
49. Video or audio tape an interview.
50. Participate in a one-way-mirror observation either as an observer or subject.
51. Be observed by another student during a conference with the field instructor.
52. Write one's own performance evaluation.
53. Prepare an evaluation of the field placement experience and the supervision received.
54. Design and/or implement a mechanism for evaluation of the effectiveness of something the student does.
55. Conduct a research project of interest to the agency.

(Internship activities and assignments were compiled by East Carolina University School of Social Work Program.)

APPENDICES

APPENDIX A
SOCIAL WORK FIELD PROGRAM APPLICATION

ATTENTION!!!!

APPLICATION DEADLINE FOR FALL:

First Friday in September

APPLICATION DEADLINE FOR SPRING:

First Friday in February

CRITERIA for students to be approved for Field Placement:

1. Acceptance to Field Internship is **not automatic**.
2. Formal Admission to the Social Work Program.
3. Submission of completed written Field Application Form, Resume and Transcript.
4. Completion of all other graduation requirements or approval by the Field Coordinator.
5. A grade of "C" or higher in all the social work (SWK prefix) courses and a GPA of 2.5 or higher within the major; a GPA of 2.0 in all work completed for general education/core requirements at Methodist University.
6. Students entering Methodist University after Fall 2013 must have a GPA of 2.75 or better in the all work completed.
7. Child Welfare placement in a county department of Social Services requires a grade of "B" in SWK 375; GPA of 2.5 overall; and a 3.0 in the major.
8. Approval of the Field Education Coordinator, and acceptance by the assigned agency.

Note: Field Applications are to be turned in to Mrs. Charlene Covington by Friday, September 1, 2017 @ 5pm for Fall & Friday, February 2, 2018 @ 5 pm for Spring. Applications may be obtained from either Mr. Covington or the Field Manual (which is on-line). If you have questions, please see Ms. Tracey Hinds (office # T-272C or phone: 910-630-7698 or email: thinds@methodist.edu)

METHODIST UNIVERSITY
SOCIAL WORK FIELD PROGRAM APPLICATION
475 Field Practicum

Agency Placement: _____
 Field Supervisor: _____
 Phone Number: _____
 Date of Confirmation: _____

DO NOT WRITE ABOVE THIS LINE

Application Date: _____

Name: _____

LAST FIRST MIDDLE INITIAL

Current Mailing Address: _____

Telephone Number: Day _____ Evening _____

E-mail: _____

FAX:

Mailing address and phone number between semesters if different from above:

Phone: Day _____ Evening _____

Major. _____ Minor: _____

Have you been admitted to the Social Work Program? _____

Have you ever been arrested, charged and/or convicted of an offense against the law?

YES NO

If YES, describe the nature of the offense, the date (include year) and place it occurred. For Collaborative Scholars, please include all traffic violations. If needed, use an extra sheet of paper.

List previous psychology/sociology/Social Work courses taken:

List Social Work courses you plan to take next semester. (Important: It is imperative that your course schedule provide you four full days for the practicum. It is necessary to also allow time to attend your weekly scheduled field practicum seminar class.)

List licenses and certificates received: _____

List special training programs and workshops you have completed in the last two years: _____

What special skills do you have (i.e. languages spoken other than English)? _____

List memberships in professional and honorary societies. _____

Circle areas of interest:

Criminal Justice	Military Families	Child Welfare	Mental Health
Family Services	Health	Geriatrics	
People with Physical Disabilities			

Other: _____

Is there a specific agency where you desire to do your Field Placement? Yes No _____

If yes, give the name, address, and phone number of this agency _____

Would you be willing to do your placement outside of Cumberland County? Yes _____ No _____

If yes, how many miles would you be willing to travel to your field placement? _____

Do you have an automobile to use during your field placement? Yes _____ No _____

Do you have a driver's license? Yes _____ No _____

Do you have automobile insurance? Yes _____ No _____

Write a paragraph explaining your areas of interest, strengths, weaknesses, career goals, etc.
 (Attachment).

I, _____, give permission for the information on this application
 (STUDENT'S NAME) and resume to be shared with the agencies who are considering me for field
 practicum placement.

Student Signature: _____ Date: _____

Please submit a resume and an updated transcript with this application.

You will be contacted for an interview with the Field Coordinator.

APPENDIX B

THE PRE-INTERNSHIP INTERVIEW

The pre-internship interview represents an integral part of the field placement agency selection. The interview can assist students and potential field instructors to determine if they can meet each other's needs. It also provides field instructors and students an opportunity to discuss their mutual objectives.

The following are questions students may want to review in preparing for the interview.

1. Why did you choose the Social Work profession?
2. What qualifications do you have to be an intern student at this agency?
3. What contributions can you make to this agency?
4. What are your future plans?
5. Why should we consider you for this placement?

The following are questions students may want to consider asking their potential field instructors.

1. What is the description of your agency setting, ie. target client population, presenting problems, socioeconomic status, primary agency functions, etc.?
2. What roles will I play as a student intern?
3. What is the description of a typical student intern caseload?
4. What are the work hours?
5. Will I be transporting clients?
6. What is the agency's dress code?
7. What type of learning experiences will I receive?

The following are information and questions field instructors may want to include in their interview content.

Questions:

Do you have limitations which may prevent you from performing your role as a student intern in this type of agency setting?

Identify wants and needs that you would like to have met through your field experience.

Information:

A description of your supervision style and agency's approach to field instruction.

A description of field placement setting.

A description of dress code, work hours, work load, etc.

An agency tour.

The following are factors field instructors may want to use in deciding whether or not to accept students for placement:

Is the student interested in this agency placement and are they motivated to learn?

Are there potential areas of concern regarding this student?

Can student's learning style fit my teaching and supervision style?

Does the student appear genuine, empathetic, and concerned?

Can the student meet the needs of the target client population and the agency?

APPENDIX C
MEMORANDUM OF AGREEMENT

Memorandum of Agreement
Between
Methodist University
and

31

Methodist University thanks you for serving as a field placement agency

By signing this agreement, both the University and agency agree to cooperative efforts in the provision of field instruction to students.

Roles and Responsibilities of Methodist University

Methodist University will:

1. Assume initial responsibility for the selection of students to be placed at the agency, and involve the agency in final decisions regarding placement.
2. Provide the agency with written pertinent information concerning students selected for placement in the agency. This information will include a copy of the student's application for field placement and a brief resume.
3. Provide a designated person (Field Coordinator) to serve as liaison between the University and field instruction agency. This faculty member will:
 - a. Schedule a minimum of at least two visits to the agency to view student progress and consult with the field instructor.
 - b. Be available to the field instructor for immediate consultation.
 - c. Share with the field instructor and other appropriate agency staff members, knowledge of the educational programs of the University through meetings, institutes, and workshops.
4. Provide guidance to students in writing a contract defining educational objectives and field learning experiences. The student will generate this contract during the first three weeks in the field agency.
5. Provide field practicum information to field instructors through workshops and meetings with the field instructor and other appropriate agency staff members.
6. Carry final responsibility for the administration of the field practicum, including decisions which affect the progress of the student, such as grades, credits, and minimum number of field instruction hours in the agency.

Roles and Responsibilities of the Field Agency

The agency agrees to:

1. Provide the University with a description of the placement (the function and purpose of the agency), including the learning opportunities anticipated in order to help students and University match students to placements. This will be done on the field agency data form provided by the University.
2. Accept students assigned to the agency without respect to race, ethnic origin, sex, age, religion, disability, or political belief; but will retain the right to reject individual students who cannot function in the agency's program.
3. Provide students with opportunities to participate in the agency program as appropriate to educational needs, educational preparation, and practice competency. This will include field exposure to practice with all system levels (micro-mezzo-macro).
4. Help implement field instruction to reinforce learning from the University program curriculum.
5. Designate qualified agency personnel to serve as field instructors and submit their credentials for University approval.
6. Enable each field instructor to assume a schedule that will include:
 - a. Meeting the educational needs of students, including orientation to the agency and its services, development of learning opportunities which involve appropriate depth and variety, preparation for conferences with each student, and regularly scheduled individual conferences with each student.
 - b. Meeting with the Field Coordinator at periodic intervals to discuss learning opportunities and student performance.
 - c. Attending appropriate department-sponsored meetings.
 - d. Preparing reports and evaluations as scheduled by the field program.
7. Provide opportunities for planned student contact with agency staff members, in addition to field instructors (s), through whom appropriate learning opportunities can be provided.
8. Permit student use of its facilities during the period of placement, including:
 - a. Space on regular or as needed basis appropriate for carrying out task assignments.
 - b. Convenient access to a telephone.
 - c. Office supplies, as needed, in the performance of responsibilities.
 - d. Clerical service for records and reports for use by the agency when appropriate.
 - e. Access to client and agency records appropriate to the learning experiences.

9. Provide access to agency case records which are pertinent to student learning and development activities.
10. Insure that the faculty liaison representative is advised of policy service changes and developments for possible inclusion in the University curriculum.
11. Provide for travel required to students on behalf of clients. Specific arrangements regarding travel should be included in the student-agency agreement.

Roles and Responsibilities of Both the Agency and the University

Mutual agreement:

1. To arrange for the student to participate in the field practicum by:
 - a. Visiting the agency and interviewing appropriate personnel.
 - b. Writing a contract with the agency, defining education objectives, field learning experiences and student's responsibility for providing services.
 - c. Providing a statement of confidentiality for the student to sign with the agency.
2. Problems may arise in the field placement. The following grievance procedure will apply to problems in the placement. It may be initiated by the University, the student, or by the agency.
 - a. Field coordinator will be contacted and the nature of the grievance discussed.
 - b. Field Coordinator will contact the field agency or student to discuss the grievance. If the grievance cannot be resolved at this point, the process will proceed.
 - c. Written notification of the problem or concern must be prepared and copies sent to the Field Coordinator, Social Work Department Chair, and the field instructor. If termination is requested, notification should clearly state reason for termination.
 - d. The Field Coordinator will schedule separate conferences with the student and appropriate agency personnel to ascertain the validity of the request.
 - e. The Field Coordinator will have a joint conference with the student and appropriate agency personnel to discuss the request.
 - f. After consultation with Methodist University Social Work Department Chair, the Field Coordinator will decide whether or to terminate the placement (a second joint conference may be called prior to the decision). The decision will be recorded in the student's record.

The agreement will be effective beginning _____ and will remain in force for five years unless either the University or the agency indicates a need to change.

Signed by:

(Agency Executive)

(Date)

(University Provost)

(Date)

(Chair, Department of Social Work)

(Date)

(Social Work Field Coordinator)

(Date)

APPENDIX D
SOCIAL WORK FIELD AGENCY DATA FORM

METHODIST UNIVERSITY
SOCIAL WORK FIELD AGENCY DATA FORM

Agency's Name: _____

Agency's Director: _____

Address: _____

Telephone Number: _____

Fax Number: _____

E-mail: _____

Target Competency 1: Intern identifies as a professional social worker and conducts himself/herself accordingly.

Target Competency 2: Intern applies social work ethical principles to guide professional practice

Target Competency 3: Intern applies critical thinking to inform and communicate professional judgments.

Target Competency 4: Intern engages diversity and difference in practice.

Target Competency 5: Intern advances human rights and social and economic justice

Target Competency 6: Intern engages in research-informed practice and practice-informed research.

Target Competency 7: Intern applies knowledge of ecosystems/person-in-environment perspective.

Target Competency 8: Intern engages in policy practice to advance social and economic well-being and to deliver effective social work services.

Target Competency 9: Intern responds to contexts that shape practice (e.g. organizational, community and societal)

Target Competency 10: Intern engages, assesses, intervenes and evaluates practice with individuals, families, groups, organizations and communities.

Yes, _____ will be able to provide Social Work
(Agency's Name) field placements to Methodist
University Social Work intern students. Adequately trained staff will be made
available to supervise students. The number of students that the agency would be
willing to accept at one time is _____. It is understood, if the agency is no
longer able to provide field placements to the students, it will notify the Methodist
University's Social Work Department Chair.

Please describe practice experiences, including primary interventive methods,
community, and organizational services, etc. that students may receive at this

agency.

Do you have any placement opportunities for evenings or weekends?

Yes _____ No _____

Do you have any financial resources available for practicum students?

Yes _____ No _____

If yes, please check:

Stipends _____ Mileage reimbursement _____
 Work Study _____ Other _____

Please name specific focus of client populations' served:

Age Range _____

Economic Status _____

Client populations served:

Asian American _____ African American _____
 Euro-American _____ Hispanic American _____
 Native American _____ Other _____
 Military _____

Please check the specific focus of the agency program and services:

Aging _____	Medical _____
Child Welfare _____	Mental Health _____
Criminal Justice _____	School Social Work _____
Health _____	Chemical Dependencies _____
Juvenile Justice _____	Family Services _____
Other, please specify _____	

Are students required to use their own cars? Yes _____ No _____

If yes, are students reimbursed for mileage? Yes _____ No _____

Signature _____ Title _____

Date _____

APPENDIX E
FIELD INSTRUCTOR INFORMATION FORM

Revised 08/17

Agency Name: _____

Agency Location: _____

Job Title: _____

Dates worked at Agency: _____ to _____
(Month and Year) (Month and Year)

Job Description: _____

Agency Name: _____

Agency Location: _____

Job Title: _____

Dates worked at Agency: _____ to _____
(Month and Year) (Month and Year)

Job Description: _____

Agency Name: _____

Agency Location: _____

Job Title: _____

Dates worked at Agency: _____ to _____
(Month and Year) (Month and Year)

Job Description: _____

APPENDIX F
CONFIDENTIALITY STATEMENT

CONFIDENTIALITY STATEMENT

In all social welfare agencies it is of the utmost importance to maintain confidentiality of information concerning all clients and client-situations. Confidentiality must be maintained within the agency by sharing information regarding the client only with relevant agency personnel. Confidentiality must be maintained outside the agency, also. Information regarding clients is not to be shared with friends, family, and acquaintances.

Historically, violations of confidentiality have been grounds for civil suit against the agency and the worker.

STATEMENT OF AGREEMENT:

I have read the agency policy on confidentiality and I agree to abide by this policy both in the agency and the community during the duration of my field experience. After leaving the agency I will continue to respect the privacy of my clients and maintain professional confidentiality.

I understand that violation of this agreement may be grounds for dismissal from agency placement in the Field Practicum.

Student Date

Field Instructor Date

Copies: Field Agency
Field Coordinator
Student

APPENDIX G
ORIENTATION CHECKLIST

Objectives: To begin to relieve student anxiety about beginning a field placement, to orient the student to the peculiar requirements, policies, working conditions, client needs and internal organization of the agency, and to help students begin to focus on self to increase higher own self-awareness.

Action Steps to Achieve Objectives:

- ___ Develop written orientation schedule.
- ___ Circulate memo to staff introducing student interns.
- ___ Introduce student to clerical and receptionist staff.
- ___ Arrange for key supervisory staff or administrators to meet with student.
- ___ Tour the agency.
- ___ Provide map of agency, city, and county.
- ___ Specify to the student, agency expectations on rules of behavior and appropriate dress.
- ___ Provide student with current job description detailing the functions of the intern and the responsibilities of the agency.
- ___ Make a checklist of tasks to be completed during orientation.
- ___ Focus on exact role of Social Work student at your agency.
- ___ Provide student with information on history of agency, organizational structure, funding sources, policies, programs, etc.
- ___ Provide organizational charts.
- ___ Provide agency procedural and personnel manuals.
- ___ Arrange for student to observe each step of process (intake-termination), seeing what each staff person does and how each relates to the other.
- ___ Arrange for student to spend time in the field visiting key agencies and people the student will be working with.
- ___ Develop bibliography of suggested readings.
- ___ Develop list of abbreviations, symbols, and technical terminology peculiar to the setting; library rules and regulations; list of agency holidays.
- ___ Arrange for the student to directly observe you in your work with clients and other Social Workers.
- ___ Set specific learning goals.
- ___ Discuss the supervision process and schedule weekly supervision times.
- ___ Discuss the human element of Social Work practice.

APPENDIX H
STUDENT AGENCY LEARNING
CONTRACT GUIDE

I. Introduction to the Agency:

This should include information on the history, function, funding, and services provided by the field agency and by the specific program to which they are assigned. Review course syllabus for additional information.

II. Goals for Field Instruction:

This student-agency contract is made between the student and the field instructor. The Student Agency Learning Contract must include a review of the ten competency areas and practice behaviors established by the Council on Social Work Education (CSWE). It should also specify, in as much detail as possible, the student's goals for his/her field education. Students must document how they will receive exposure to micro, mezzo, and macro client systems. Example:

1. Work with Individual Clients: The contract should specify how many cases the student is expected to carry, when contact with clients is expected to begin, what the student's level of responsibility will be with these cases, and how consultation/teamwork will be used, if appropriate.
2. Work with Groups: The student and field instructor should evaluate what opportunities for group work exists. Will the student plan and lead a group? What kind? Duration? If the agency does not "do" group work, what other group experiences exist? For example, the student may observe a group in another agency or may be exposed to working with a group of staff in a task-oriented group.
3. Knowledge of Agency Structure: The student should become familiar with agency structure, policies, and procedures by reading handbooks and personnel manuals, attending training sessions, and meeting/interviewing administrators and other staff, in short, doing whatever is appropriate to the particular agency. The student should attend staff meetings when possible and should attend an agency board meeting.
4. Knowledge of Community/Agency Interrelationships: The student should arrange to visit agencies that have connection with the field placement agency or to which referrals are often made. The students should be able to see how the service(s) offered by the placement agency fit into the overall service delivery system. These visits may be done with the supervisor, and may entail interviewing administrators or staff of agencies. Some field instructors prefer that students write summaries of these visits; others prefer informal discussion of what the student saw and heard and what impressions were made.
5. Use of Supervision: Specify the frequency, content, and duration of supervisory sessions. Note: Specific supervisory conferences are requested. A schedule of regular meeting time should be included in the contract.

6. Commitment to Agency Functions and Responsibilities: It should be clearly specified in the contract what hours the student is expected to be in the placement, and what the student's responsibilities are to the agency. This includes record-keeping requirements.
7. Other areas for possible inclusion:
 - a. Research: The student may be responsible for collecting data and making a report to the agency.
 - b. Planning Reports/Projects: Specify the nature of the project and student responsibilities. Projects may vary in nature—anything from planning a fund-raising event to doing volunteer training, or speaking to a group or an organization can be included as appropriate.
 - c. Professional Activities: This includes attending NASW meetings or meetings of other professional organizations and attending other workshops or conferences of a professional nature.
 - d. Any other activities appropriate for a student in this particular field placement.

NOTE: This contract provides a basis for evaluating the student's progress in the field placement we have many different agencies, so we anticipate that not every goal can be covered in every agency. We ask only that the student do his/her best to obtain as wide a variety.

APPENDIX I
STUDENT AGENCY LEARNING CONTRACT

STUDENT AGENCY LEARNING CONTRACT

49

Student _____

Field Instructor _____

Agency _____

Date _____

Target Competency 1: Intern identifies as a professional social worker and conducts himself/herself accordingly.

Planned Tasks to Master this Competency	Evaluation Method How will you demonstrate?	Projected Date of Completion	Actual Date of Completion
1. Demonstrates genuine ness, empathy and respect for diverse client systems and client systems of all sizes.			
2. Utilizes the principle of self-determination and respect for the unique individuality of clients.			
3. Uses self-awareness to avoid imposition of personal preferences on the client.			
4. Uses supervision and consultation effectively.			

Target Competency 2: Intern applies social work ethical principles to guide professional practice

Planned Tasks to Master this Competency	Evaluation Method How will you demonstrate?	Projected Date of Completion	Actual Date of Completion
1. Identifies and evaluates ethical dilemmas found in Social Work Practice.			
2. Accepts the client's world view as shaped by ethnicity, gender, age, sexual orientation, religious or spiritual orientation.			
3. Monitor professional interactions for existence of ethical dilemmas by utilizing self-awareness.			
4. Integrate NASW Code of Ethics into Social Work Practice.			

Target Competency 3: Intern applies critical thinking to inform and communicate professional judgments.

Planned Tasks to Master this Competency	Evaluation Method How will you demonstrate?	Projected Date of Completion	Actual Date of Completion
1. Demonstrate effective verbal communication with understanding and consideration of nonverbal communication.			
2. Analyze models of assessment, prevention, intervention, and evaluation.			
3. Demonstrate effective written communication in working with individuals, families, groups, organizations, communities and colleagues.			
4. Apply critical thinking skills augmented by creativity and curiosity.			

Target Competency 4: Intern engages diversity and difference in practice.

Planned Tasks to Master this Competency	Evaluation Method How will you demonstrate?	Projected Date of Completion	Actual Date of Completion
1. Demonstrates ability to effectively work with diverse populations.			
2. Avoids stereotyping client systems.			
3. Demonstrates awareness of one's own biases.			
4. Demonstrates ability to effectively work with vulnerable population.			

Target Competency 5: Intern advances human rights and social and economic justice.

Planned Tasks to Master this Competency	Evaluation Method How will you demonstrate?	Projected Date of Completion	Actual Date of Completion
1. Participates in practices that work toward client empowerment.			
2. Understands the forms of oppression and discrimination.			
3. Recognizes that all persons, regardless of their position in society, has basic human needs and rights.			
4. Participates in supporting and enhancing client systems while participating in rational problems resolving with client systems.			

Target Competency 6: Intern engages in research-informed practice and practice-informed research.

Planned Tasks to Master this Competency	Evaluation Method How will you demonstrate?	Projected Date of Completion	Actual Date of Completion
1. Plan, follow, or track individual client through agency delivery system.			
2. Identify and understand family dynamics.			
3. To understand the problems and needs of individuals, families, and group conduct assessments.			
4. Evaluate one's own practice.			

Target Competency 7: Intern applies knowledge of ecosystems/person-in-environment perspective.

Planned Tasks to Master this Competency	Evaluation Method How will you demonstrate?	Projected Date of Completion	Actual Date of Completion
1. Participates in rational problem solving with client.			
2. Makes accurate observation of problem situation.			
3. Organized information collected from client in a manner that accurately, clearly, and effectively portrays the client.			
4. Demonstrates understanding community resources.			

Target Competency 8: Intern engages in policy practice to advance social and economic well-being and to deliver effective social work services.

Planned Tasks to Master this Competency	Evaluation Method How will you demonstrate?	Projected Date of Completion	Actual Date of Completion
1. Involves the client system in generalist problem solving in identifying the problem, making assessments, goal formulations and plan implementation.			
2. Examines the strengths and limitations of community resources. Understands that policy affects service delivery.			
3. Demonstrates knowledge and understanding about the role of practice in Policy Development.			
4. Demonstrate understanding of agency client population and work toward promoting social and economic justice (collaborate with colleagues).			

Target Competency 9. Intern responds to contexts that shape practice (e.g. organizational, community and societal)

Planned Tasks to Master this Competency	Evaluation Method How will you demonstrate?	Projected Date of Completion	Actual Date of Completion
1. Demonstrates understanding of agency's goals, policies, procedures and funding.			
2. Delineates and carries out tasks in a systematic manner.			
3. Recognizes that practice is dynamic and must be carried out in an evolving, organizational, community and society context.			
4. Is sensitive to changes in service delivery and desires to improve the quality of social services.			

Target Competency 10: Intern engages, assesses, intervenes and evaluates practice with individuals, families, groups, organizations and communities.

Planned Tasks to Master this Competency	Evaluation Method How will you demonstrate?	Projected Date of Completion	Actual Date of Completion
1. Demonstrates ability to assess families and individuals to achieve client goals.			
2. Is skilled at developing positive relationships with individuals (clients/colleagues).			
3. Has the ability to evaluate own practice and incorporate research.			
4. Seeks feedback regarding progress and has ability to use feedback for growth and change.			

Field Coordinator _____

Date _____

APPENDIX J

CASE HISTORY OUTLINE

CASE HISTORY OUTLINE (EXAMPLE)

- I. Identifying Information:
Name, age, race, sex, marital status, employment status, etc.
- II. Source and reason for Referral:
Who sent the client to the agency?
Why was he/she sent?
- III. Presenting Problem:
Why does the client seek help?
What is the problem as the client sees it?
What are the client's expectations for help?
- IV. History of Presenting Problem:
When did the problem originate?
How is it affecting client's present life?
Previous treatment for this problem.
- V. Present Situation:
When did the problem originate?
What are the client's expectations of change?
- VI. Family and Developmental History:
Family of origin-siblings
 relationship with siblings
Parents—marital status, ages
 deceased? Why?
Relationship of parents to client
Relationship of parents to each other
Early social relationship of client—delinquency? Why?
- VII. Educational and Employment History:
Schools attended, degrees earned—areas of interest
Jobs held and reasons for changing
Current employment
- VIII. Recreational and Social Life:
What are hobbies and activities for pleasure?
- IX. Marital History:
Current marital status-client satisfaction?
Previous marital situation—why terminated?
Children: how many, ages?
- X. Legal History:
Types of legal involvement in past Pending cases
Pending Cases

XI. Medical History:

Chronic or acute medical problems
Current and in past

XII. Problems Amendable to Intervention:

Problems client could work on

XIII. Plan of Action:

Plan client agrees to work toward with worker

XIV. Progress Report:

How has plan of action been carried out?

XV. Assessment:

Case, self, agency

APPENDIX K

STUDENT AGENDA

Name of Intern: _____ Date _____

Name of Agency _____

Name of Field Instructor: _____

Learning Contract areas discussed with Field Instructor:

1)

2)

3)

4)

5)

6)

7)

8)

9)

Issues Left Unresolved:

1)

2)

3)

4)

APPENDIX L

FIELD PROGRAM LOG

Which competencies will/was discussed:

[illegible]

APPENDIX M
TIME SHEETS
(Record of Student Hours)

**Social Work Program
Methodist University
Internship Time Sheet
(Record of Hours)**

Student: _____

Month: _____

Agency: _____

Date	Location/ Event	Time In	Lunch Time Out	Lunch Time In	Time Out	Total Hours

Total Hours: _____

Student Signature

Date

Supervisor Signature

Date

APPENDIX N
MID TERM EVALUATION

Field Instructor Evaluation of Social Work Intern¹
Methodist University
Fayetteville, North Carolina

Mid Term ☐

Name of Intern _____

Name of Agency _____

Field Instructor _____

This evaluation presents an opportunity for the student and field instructor to evaluate the student's growth and development over the course of the entire semester, using ten competency areas established by the Council on Social Work Education, our national accrediting body. The standard by which an intern is to be compared is that of a new beginning-level social worker. Under each competency statement are several practice behaviors that we ask you to rate according to the following criteria:

5	The intern has excelled in this area
4	The intern is functioning above expectations for interns in this area
3	The intern has met the expectations for interns in this area
2	The intern has not as yet met the expectations in this area, but the gives indication s/he will do so in the near future
1	The intern has not met the expectations in this area, and does not give indications s/he will do so in the near future

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 intern needs improvement.

This evaluation is intended to give the intern feedback about her or his performance. The field instructor's rating of these items will not directly be used to calculate the grade given to the intern. The Coordinator of Field Education has responsibility for assigning the grade for the field placement. The grade that is assigned will be based on **the field instructor's evaluation, the Coordinator of Field Education's evaluation, assignments completed in the field seminar and seminar participation.**

Competency #1: Intern identifies as a professional social worker and conducts himself/herself accordingly.

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

Comments:

Rating Criteria:

5	The intern has excelled in this area
4	The intern is functioning above expectations for interns in this area
3	The intern has met the expectations for interns in this area
2	The intern has not as yet met the expectations in this area, but the gives indication s/he will do so in the near future
1	The intern has not met the expectations in this area, and does not give indications s/he will do so in the near future

¹ Adapted from rubric of Charles Zastrow, Ph.D., George Williams College, Williams Bay, WI
 Modified by: Prof. Mary Deyampert-McCall – July 2016

Competency #2: Intern applies social work ethical principles to guide his or her professional practice.

2.1	Demonstrates knowledge about the value base of the profession	5	4	3	2	1
2.2	Demonstrates knowledge of, and abides by, the ethical standards of the profession	5	4	3	2	1
2.3	Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics ² and as applicable of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles ³	5	4	3	2	1
2.4	Recognizes and manages personal values in a way that allows professional values to guide practice (e.g., on such issues as abortion and gay rights)	5	4	3	2	1
2.5	Tolerates ambiguity in resolving ethical conflicts	5	4	3	2	1
2.6	Applies strategies of ethical reasoning to arrive at principled decisions	5	4	3	2	1

Comments:

Rating Criteria:

5	The intern has excelled in this area
4	The intern is functioning above expectations for interns in this area
3	The intern has met the expectations for interns in this area
2	The intern has not as yet met the expectations in this area, but the gives indication s/he will do so in the near future
1	The intern has not met the expectations in this area, and does not give indications s/he will do so in the near future

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 Modified by: Prof. Mary Deyampert-McCall – July 2016

Competency #3: Intern applies critical thinking to inform and communicate professional judgments.

3.1	Demonstrates knowledge about the principles of logic and scientific inquiry	5	4	3	2	1
3.2	Uses critical thinking augmented by creativity and curiosity	5	4	3	2	1
3.3	Distinguish, Appraises and integrates multiple sources of knowledge including research-based knowledge and practice wisdom	5	4	3	2	1
3.4	Analyzes models of assessment, prevention, intervention, and evaluation	5	4	3	2	1
3.5	Demonstrates effective oral communication in working with individuals, families, groups, organizations, communities, and colleagues	5	4	3	2	1
3.6	Demonstrates effective written communication in working with individuals, families, groups, organizations, communities, and colleagues	5	4	3	2	1

Comments:

Rating Criteria:

5	The intern has excelled in this area
4	The intern is functioning above expectations for interns in this area
3	The intern has met the expectations for interns in this area
2	The intern has not as yet met the expectations in this area, but the gives indication s/he will do so in the near future
1	The intern has not met the expectations in this area, and does not give indications s/he will do so in the near future

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 Modified by: Prof. Mary Deyampert-McCall – July 2016

Competency #4: Intern engages diversity and difference in practice.

4.1	Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups	5	4	3	2	1
4.2	Demonstrates respect for clients who differ by such factors as age, class, color, culture, disability, ethnicity, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation	5	4	3	2	1
4.3	Recognizes the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power	5	4	3	2	1
4.4	Demonstrates self-awareness to eliminate the influence of personal biases and values in working with diverse groups	5	4	3	2	1
4.5	Recognizes and communicates her or his understanding of the importance of difference in shaping life experiences	5	4	3	2	1
4.6	Views herself or himself as a learner and engages those he or she works with as informants	5	4	3	2	1

Comments:

Rating Criteria:

5	The intern has excelled in this area
4	The intern is functioning above expectations for interns in this area
3	The intern has met the expectations for interns in this area
2	The intern has not as yet met the expectations in this area, but the gives indication s/he will do so in the near future
1	The intern has not met the expectations in this area, and does not give indications s/he will do so in the near future

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Modified by: Prof. Mary Deyampert-McCall – July 2016

Competency #5: Intern advocates human rights and social and economic justice.

5.1	Recognizes that each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care and education	5	4	3	2	1
5.2	Recognizes the global interconnections of oppression and is knowledgeable about theories of justice and strategies to promote human and civil rights	5	4	3	2	1
5.3	Understands the forms and mechanisms of oppression and discrimination	5	4	3	2	1
5.4	Advocates for human rights and social and economic justice	5	4	3	2	1
5.5	Engages in practices that advance social and economic justice	5	4	3	2	1

Comments:

Rating Criteria:

5	The intern has excelled in this area
4	The intern is functioning above expectations for interns in this area
3	The intern has met the expectations for interns in this area
2	The intern has not as yet met the expectations in this area, but the gives indication s/he will do so in the near future
1	The intern has not met the expectations in this area, and does not give indications s/he will do so in the near future

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 Modified by: Prof. Mary Deyampert-McCall – July 2016

Competency #6: Intern engages in research-informed practice and practice-informed research.

6.1	Uses practice experience to inform scientific inquiry	5	4	3	2	1
6.2	Employs evidence-based interventions	5	4	3	2	1
6.3	Evaluates her or his practice	5	4	3	2	1
6.4	Uses research evidence to inform practice	5	4	3	2	1
6.5	Comprehends quantitative research	5	4	3	2	1
6.6	Comprehends qualitative research	5	4	3	2	1
6.7	Understands scientific and ethical approaches to building knowledge	5	4	3	2	1

Comments:

Rating Criteria:

5	The intern has excelled in this area
4	The intern is functioning above expectations for interns in this area
3	The intern has met the expectations for interns in this area
2	The intern has not as yet met the expectations in this area, but the gives indication s/he will do so in the near future
1	The intern has not met the expectations in this area, and does not give indications s/he will do so in the near future

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 Modified by: Prof. Mary Deyampert-McCall – July 2016

Competency #7: Intern applies knowledge of human behavior and the social environment.

7.1	Applies knowledge about human behavior across the life course	5	4	3	2	1
7.2	Applies knowledge about the range of social systems in which people live	5	4	3	2	1
7.3	Applies knowledge about the ways social systems promote or deter people in maintaining or achieving health and well-being	5	4	3	2	1
7.4	Critique and apply knowledge to understand person and environment	5	4	3	2	1
7.5	Utilizes conceptual frameworks to guide the processes of assessment, intervention, and evaluation	5	4	3	2	1

Comments:

Rating Criteria:

5	The intern has excelled in this area
4	The intern is functioning above expectations for interns in this area
3	The intern has met the expectations for interns in this area
2	The intern has not as yet met the expectations in this area, but the gives indication s/he will do so in the near future
1	The intern has not met the expectations in this area, and does not give indications s/he will do so in the near future

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 Modified by: Prof. Mary Deyampert-McCall -- July 2016

Competency #8: Intern engages in policy practice to advance social and economic well-being and to deliver effective social work services.

8.1	Understands that policy affects service delivery	5	4	3	2	1
8.2	Actively engages in policy practice	5	4	3	2	1
8.3	Demonstrates knowledge of the history of social policies and services	5	4	3	2	1
8.4	Demonstrates knowledge about current social policies and services	5	4	3	2	1
8.5	Demonstrates knowledge about the role of practice in policy development	5	4	3	2	1
8.6	Analyzes, formulates, and advocates for policies that advance social well-being	5	4	3	2	1
8.7	Collaborates with colleagues and clients for effective policy action	5	4	3	2	1

Comments:

Rating Criteria:

5	The intern has excelled in this area
4	The intern is functioning above expectations for interns in this area
3	The intern has met the expectations for interns in this area
2	The intern has not as yet met the expectations in this area, but the gives indication s/he will do so in the near future
1	The intern has not met the expectations in this area, and does not give indications s/he will do so in the near future

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 Modified by: Prof. Mary Deyampert-McCall – July 2016

Competency #9: Intern responds to contexts that shape practice.

9.1	Is informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice	5	4	3	2	1
9.2	Recognizes that the context of practice is dynamic, and has the knowledge and skills to respond proactively	5	4	3	2	1
9.3	Continuously discovers, appraises, and attends to changing locales, populations, scientific and technological developments, and emerging societal trends in order to provide relevant services	5	4	3	2	1
9.4	Provides leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services	5	4	3	2	1

Comments:

Rating Criteria:

5	The intern has excelled in this area
4	The intern is functioning above expectations for interns in this area
3	The intern has met the expectations for interns in this area
2	The intern has not as yet met the expectations in this area, but the gives indication s/he will do so in the near future
1	The intern has not met the expectations in this area, and does not give indications s/he will do so in the near future

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 Modified by: Prof. Mary Deyampert-McCall – July 2016

Competency #10: Intern engages, assesses, intervenes and evaluates with individuals, families, groups, organizations, and communities

Practice Behaviors						
10.10(a) - Engagement (Social Workers)						
10.1(a)	Substantively and effectively prepare for activities with individuals, families, groups and communities	5	4	3	2	1
10.2(a)	Use empathy and other interpersonal skills; and	5	4	3	2	1
10.3(a)	Develop a mutually agreed-on focus of work and desired outcomes	5	4	3	2	1
10.10(b) - Assessment (Social Workers)						
10.1(b)	Collect, organize, and interpret data	5	4	3	2	1
10.2(b)	Assess client strengths and limitations	5	4	3	2	1
10.3(b)	Develop mutually agreed-on interventions, goals and objectives; and	5	4	3	2	1
10.4(b)	Select appropriate intervention strategies	5	4	3	2	1
10.10(c) – Intervention (Social Workers)						
10.1(c)	Initiate actions to achieve organizational goals	5	4	3	2	1
10.2(c)	Implement prevention intervention that enhance client capacities	5	4	3	2	1
10.3(c)	Help clients resolve problems	5	4	3	2	1
10.4(c)	Negotiate, mediate, and advocate for clients; and	5	4	3	2	1
10.5(c)	Facilitate transitions and endings	5	4	3	2	1
10.10(d) – Evaluation (Social Workers)						
10.1(d)	Critically analyze, monitor and evaluate interventions	5	4	3	2	1

Comments:

Rating Criteria:

75

5	The intern has excelled in this area
4	The intern is functioning above expectations for interns in this area
3	The intern has met the expectations for interns in this area
2	The intern has not as yet met the expectations in this area, but the gives indication s/he will do so in the near future
1	The intern has not met the expectations in this area, and does not give indications s/he will do so in the near future

¹ Adapted from rubric of Charles Zastrow, Ph.D., George Williams College, Williams Bay, WI

Modified by: Prof. Mary Deyampert-McCall – July 2016

Overall Evaluation at FINAL:

Comments/elaboration:

Signature of Agency Field Instructor _____

Agency _____ Date _____

The following section should be completed by the intern:

My Field Instructor and Field Coordinator have discussed this evaluation with me, and I have received a copy. My agreement or disagreement follows:

I agree with the evaluation ☐

I do not agree with evaluation ☐

Intern Signature _____ Date _____

- ☐ If the intern disagrees with the evaluation she/he should state that disagreement in writing and submit a copy to both the Field Instructor and the Field Coordinator. A meeting between the student, Field Instructor and Field Coordinator should then be held to discuss the disagreement.

APPENDIX O

FINAL EVALUATION

Field Instructor Evaluation of Social Work Intern¹
Methodist University
Fayetteville, North Carolina

Final

☐

Name of Intern _____

Name of Agency _____

Field Instructor _____

This evaluation presents an opportunity for the student and field instructor to evaluate the student's growth and development over the course of the entire semester, using ten competency areas established by the Council on Social Work Education, our national accrediting body. The standard by which an intern is to be compared is that of a new beginning-level social worker. Under each competency statement are several practice behaviors that we ask you to rate according to the following criteria:

5	The intern has excelled in this area
4	The intern is functioning above expectations for interns in this area
3	The intern has met the expectations for interns in this area
2	The intern has not as yet met the expectations in this area, but the gives indication s/he will do so in the near future
1	The intern has not met the expectations in this area, and does not give indications s/he will do so in the near future

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 intern needs improvement.

This evaluation is intended to give the intern feedback about her or his performance. The field instructor's rating of these items will not directly be used to calculate the grade given to the intern. The Coordinator of Field Education has responsibility for assigning the grade for the field placement. The grade that is assigned will be based on **the field instructor's evaluation, the Coordinator of Field Education's evaluation, assignments completed in the field seminar and seminar participation.**

Competency #1: Intern identifies as a professional social worker and conducts himself/herself accordingly.

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

Comments:

Rating Criteria:

5	The intern has excelled in this area
4	The intern is functioning above expectations for interns in this area
3	The intern has met the expectations for interns in this area
2	The intern has not as yet met the expectations in this area, but the gives indication s/he will do so in the near future
1	The intern has not met the expectations in this area, and does not give indications s/he will do so in the near future

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 Modified by: Prof. Mary Deyampert-McCall – July 2016

Competency #2: Intern applies social work ethical principles to guide his or her professional practice.

2.1	Demonstrates knowledge about the value base of the profession	5	4	3	2	1
2.2	Demonstrates knowledge of, and abides by, the ethical standards of the profession	5	4	3	2	1
2.3	Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics ² and as applicable of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles ³	5	4	3	2	1
2.4	Recognizes and manages personal values in a way that allows professional values to guide practice (e.g., on such issues as abortion and gay rights)	5	4	3	2	1
2.5	Tolerates ambiguity in resolving ethical conflicts	5	4	3	2	1
2.6	Applies strategies of ethical reasoning to arrive at principled decisions	5	4	3	2	1

Comments:

Rating Criteria:

5	The intern has excelled in this area
4	The intern is functioning above expectations for interns in this area
3	The intern has met the expectations for interns in this area
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Competency #3: Intern applies critical thinking to inform and communicate professional judgments.

3.1	Demonstrates knowledge about the principles of logic and scientific inquiry	5	4	3	2	1
3.2	Uses critical thinking augmented by creativity and curiosity	5	4	3	2	1
3.3	Distinguish, Appraises and integrates multiple sources of knowledge including research-based knowledge and practice wisdom	5	4	3	2	1
3.4	Analyzes models of assessment, prevention, intervention, and evaluation	5	4	3	2	1
3.5	Demonstrates effective oral communication in working with individuals, families, groups, organizations, communities, and colleagues	5	4	3	2	1
3.6	Demonstrates effective written communication in working with individuals, families, groups, organizations, communities, and colleagues	5	4	3	2	1

Comments:

Rating Criteria:

5	The intern has excelled in this area
4	The intern is functioning above expectations for interns in this area
3	The intern has met the expectations for interns in this area
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Competency #4: Intern engages diversity and difference in practice.

4.1	Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups	5	4	3	2	1
4.2	Demonstrates respect for clients who differ by such factors as age, class, color, culture, disability, ethnicity, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation	5	4	3	2	1
4.3	Recognizes the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power	5	4	3	2	1
4.4	Demonstrates self-awareness to eliminate the influence of personal biases and values in working with diverse groups	5	4	3	2	1
4.5	Recognizes and communicates her or his understanding of the importance of difference in shaping life experiences	5	4	3	2	1
4.6	Views herself or himself as a learner and engages those he or she works with as informants	5	4	3	2	1

Comments:

Rating Criteria:

5	The intern has excelled in this area
4	The intern is functioning above expectations for interns in this area
3	The intern has met the expectations for interns in this area
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Competency #5: Intern advocates human rights and social and economic justice.

5.1	Recognizes that each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care and education	5	4	3	2	1
5.2	Recognizes the global interconnections of oppression and is knowledgeable about theories of justice and strategies to promote human and civil rights	5	4	3	2	1
5.3	Understands the forms and mechanisms of oppression and discrimination	5	4	3	2	1
5.4	Advocates for human rights and social and economic justice	5	4	3	2	1
5.5	Engages in practices that advance social and economic justice	5	4	3	2	1

Comments:

Rating Criteria:

5	The intern has excelled in this area
4	The intern is functioning above expectations for interns in this area
3	The intern has met the expectations for interns in this area
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Competency #6: Intern engages in research-informed practice and practice-informed research.

6.1	Uses practice experience to inform scientific inquiry	5	4	3	2	1
6.2	Employs evidence-based interventions	5	4	3	2	1
6.3	Evaluates her or his practice	5	4	3	2	1
6.4	Uses research evidence to inform practice	5	4	3	2	1
6.5	Comprehends quantitative research	5	4	3	2	1
6.6	Comprehends qualitative research	5	4	3	2	1
6.7	Understands scientific and ethical approaches to building knowledge	5	4	3	2	1

Comments:

Rating Criteria:

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Competency #7: Intern applies knowledge of human behavior and the social environment.

7.1	Applies knowledge about human behavior across the life course	5	4	3	2	1
7.2	Applies knowledge about the range of social systems in which people live	5	4	3	2	1
7.3	Applies knowledge about the ways social systems promote or deter people in maintaining or achieving health and well-being	5	4	3	2	1
7.4	Critique and apply knowledge to understand person and environment	5	4	3	2	1
7.5	Utilizes conceptual frameworks to guide the processes of assessment, intervention, and evaluation	5	4	3	2	1

Comments:

Rating Criteria:

5	The intern has excelled in this area
4	The intern is functioning above expectations for interns in this area
3	The intern has met the expectations for interns in this area
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Modified by: Prof. Mary Deyampert-McCall – July 2016

Competency #8: Intern engages in policy practice to advance social and economic well-being and to deliver effective social work services.

8.1	Understands that policy affects service delivery	5	4	3	2	1
8.2	Actively engages in policy practice	5	4	3	2	1
8.3	Demonstrates knowledge of the history of social policies and services	5	4	3	2	1
8.4	Demonstrates knowledge about current social policies and services	5	4	3	2	1
8.5	Demonstrates knowledge about the role of practice in policy development	5	4	3	2	1
8.6	Analyzes, formulates, and advocates for policies that advance social well-being	5	4	3	2	1
8.7	Collaborates with colleagues and clients for effective policy action	5	4	3	2	1

Comments:

Rating Criteria:

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4	The intern is functioning above expectations for interns in this area
3	The intern has met the expectations for interns in this area
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Modified by: Prof. Mary Deyampert-McCall – July 2016

Competency #9: Intern responds to contexts that shape practice.

9.1	Is informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice	5	4	3	2	1
9.2	Recognizes that the context of practice is dynamic, and has the knowledge and skills to respond proactively	5	4	3	2	1
9.3	Continuously discovers, appraises, and attends to changing locales, populations, scientific and technological developments, and emerging societal trends in order to provide relevant services	5	4	3	2	1
9.4	Provides leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services	5	4	3	2	1

Comments:

Rating Criteria:

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4	The intern is functioning above expectations for interns in this area
3	The intern has met the expectations for interns in this area
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Competency #10: Intern engages, assesses, intervenes and evaluates with individuals, families, groups, organizations, and communities

Practice Behaviors						
10.10(a) - Engagement (Social Workers)						
10.1(a)	Substantively and effectively prepare for activities with individuals, families, groups and communities	5	4	3	2	1
10.2(a)	Use empathy and other interpersonal skills; and	5	4	3	2	1
10.3(a)	Develop a mutually agreed-on focus of work and desired outcomes	5	4	3	2	1
10.10(b) - Assessment (Social Workers)						
10.1(b)	Collect, organize, and interpret data	5	4	3	2	1
10.2(b)	Assess client strengths and limitations	5	4	3	2	1
10.3(b)	Develop mutually agreed-on interventions, goals and objectives; and	5	4	3	2	1
10.4(b)	Select appropriate intervention strategies	5	4	3	2	1
10.10(c) – Intervention (Social Workers)						
10.1(c)	Initiate actions to achieve organizational goals	5	4	3	2	1
10.2(c)	Implement prevention intervention that enhance client capacities	5	4	3	2	1
10.3(c)	Help clients resolve problems	5	4	3	2	1
10.4(c)	Negotiate, mediate, and advocate for clients; and	5	4	3	2	1
10.5(c)	Facilitate transitions and endings	5	4	3	2	1
10.10(d) – Evaluation (Social Workers)						
10.1(d)	Critically analyze, monitor and evaluate interventions	5	4	3	2	1

Comments:

Rating Criteria:

88

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Modified by: Prof. Mary Deyampert-McCall -- July 2016

Overall Evaluation at FINAL:Comments/elaboration:

Signature of Agency Field Instructor _____

Agency _____ Date _____

The following section should be completed by the intern:

My Field Instructor and Field Coordinator have discussed this evaluation with me, and I have received a copy. My agreement or disagreement follows:

I agree with the evaluation ☐I do not agree with evaluation ☐

Intern Signature _____ Date _____

- ☐ If the intern disagrees with the evaluation she/he should state that disagreement in writing and submit a copy to both the Field Instructor and the Field Coordinator. A meeting between the student, Field Instructor and Field Coordinator should then be held to discuss the disagreement.

APPENDIX P
FIELD COORDINATOR CONTACT FORM

FIELD COORDINATOR – CONTACT FORM

90

The Field Coordinator of Methodist University visits the student as often as necessary. However, a minimum of two (2) contacts are made with the field instructor and student during the course of the semester. This form is placed in the student's record and will be used to both evaluate and assist the student and the field instructor during the student's field experience.

Name of Student:

Date of Field Visit:

Field Coordinator:

Progress of Student:

--

Concerns of Field Instructor, if any:

--

Concerns of Student, if any:

--

Field Coordinators' Comments:

--

Next Scheduled Visit:

--

APPENDIX Q
STUDENT'S EVALUATION OF FIELD PLACEMENT

**METHODIST UNIVERSITY
SOCIAL WORK PROGRAM
STUDENT'S EVALUATION OF
FIELD PLACEMENT/FIELD INSTRUCTOR**

Student's Name _____

Agency's Name _____

Field Instructor's Name _____

Date _____

To be completed by the student

Circle the number that best describes the statements below by using the following rating scale:

- | | |
|----------------------|-------------------|
| 1. Strongly Disagree | 4. Agree |
| 2. Disagree | 5. Strongly Agree |
| 3. Undecided | |

- | | | | | | | |
|----|----------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 1 | My field instructor adequately supervised me. | 1 | 2 | 3 | 4 | 5 |
| 2 | My field instructor has at least one structured conference weekly with me. | 1 | 2 | 3 | 4 | 5 |
| 3 | My field instructor is committed to having regular scheduled conferences with me. | 1 | 2 | 3 | 4 | 5 |
| 4 | My field instructor is reasonably approachable. | 1 | 2 | 3 | 4 | 5 |
| 5 | My field instructor has a good Social Work knowledge base. | 1 | 2 | 3 | 4 | 5 |
| 6 | My field instructor assists me in developing my learning agreement. | 1 | 2 | 3 | 4 | 5 |
| 7 | Agency personnel made contributions to my learning experience. | 1 | 2 | 3 | 4 | 5 |
| 8 | Community resources and Social Workers outside my field placement contributed to my learning experience. | 1 | 2 | 3 | 4 | 5 |
| 9 | My assignments in the field placement are relevant to my learning experiences. | 1 | 2 | 3 | 4 | 5 |
| 10 | My field instructor gives me challenging assignments. | 1 | 2 | 3 | 4 | 5 |
| 11 | My field instructor identifies and discusses areas I need to improve | 1 | 2 | 3 | 4 | 5 |
| 12 | My field instructor identifies my strengths. | 1 | 2 | 3 | 4 | 5 |
| 13 | My field instructor evaluates on a continuous basis. | 1 | 2 | 3 | 4 | 5 |
| 14 | My field instructor provides me feedback on performance. | 1 | 2 | 3 | 4 | 5 |
| 15 | My field instructor has realistic expectations of me. | 1 | 2 | 3 | 4 | 5 |

- | | | | | | | |
|----|----------------------------------------------------------------------------------------|---|---|---|---|---|
| 16 | My field instructor encourages me to be autonomous and learn independently. | 1 | 2 | 3 | 4 | 5 |
| 17 | My field instructor respects me as an individual. | 1 | 2 | 3 | 4 | 5 |
| 18 | Overall, my field placement enhanced my learning experience. | 1 | 2 | 3 | 4 | 5 |
| 19 | My field instructor is knowledgeable about agency policies and procedures. | 1 | 2 | 3 | 4 | 5 |
| 20 | Overall, my field instructor facilitated my day to day learning in my field placement. | 1 | 2 | 3 | 4 | 5 |

Comments:

APPENDIX R

FIELD INSTRUCTOR'S EVALUATION OF
FIELD COORDINATOR/FIELD LIAISON

METHODIST UNIVERSITY
FIELD INSTRUCTOR'S EVALUATION OF
FIELD COORDINATOR/FIELD LIAISON

95

To be completed by the field instructor

Circle the number that best describes the statement by using the rating scale below:

- | | |
|----------------------|-------------------|
| 1. Strongly Disagree | 4. Agree |
| 2. Disagree | 5. Strongly Agree |
| 3. Undecided | 6. N/A |

- | | | | | | | | |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|---|
| 1. | The Social Work Field Coordinator clearly explained Field Instructor's roles, responsibilities, and performance expectations. | 1 | 2 | 3 | 4 | 5 | 6 |
| 2. | The Social Work Field Coordinator assumed responsibility for the selection of students to be placed at the agency and involves the agency on final decisions regarding placement. | 1 | 2 | 3 | 4 | 5 | 6 |
| 3. | The Social Work Field Coordinator provided written pertinent information concerning the student selected for field placement. | 1 | 2 | 3 | 4 | 5 | 6 |
| 4. | The Social Work Field Coordinator scheduled a minimum of at least two visits to the agency to view student progress and consult with Field Instructor. | 1 | 2 | 3 | 4 | 5 | 6 |
| 5. | The Social Work Field Coordinator followed field practicum policies and procedures consistently and fairly. | 1 | 2 | 3 | 4 | 5 | 6 |
| 6. | The Social Work Field Coordinator resolved grievances in an appropriate manner. | 1 | 2 | 3 | 4 | 5 | 6 |
| 7. | The Social Work Field Coordinator/Liaison was available for immediate consultation when requested. | 1 | 2 | 3 | 4 | 5 | 6 |

8. Please rate the Field Instructor Training Seminar.

Excellence	()	Poor	()
Good	()	No Opinion	()
Fair	()		

9. Please rate the Social Work Field Practicum Manual.

Excellence	()	Poor	()
Good	()	No Opinion	()
Fair	()		

10. What suggestions do you have to enhance students' preparation for the field practicum experience? _____

11. What suggestions do you have to enhance the Social Work curriculum experience?

12. Would you consider being a Field Instructor for the Methodist University Social Work Program in the future? _____

Additional Comments:

Thank you for taking the time to complete this evaluation form.

Revised 08/17

APPENDIX S

CONTRACT FOR EMPLOYED SOCIAL WORK/
FIELD PROGRAM OPTIONS

**CONTRACT PLAN FOR EMPLOYED SOCIAL WORK/
FIELD PROGRAM OPTIONS**

(To be Completed by Students & Returned to Field Coordinator)

This form is to be used by the student desiring to use his/her place of employment as a placement site. There must be clear differentiation between student's paid work hours and Field Placement. Students cannot use his/her existing job as a Field Placement (refer to criteria outlined in the Field Education Program Handbook). Failure to comply with the agreement may result in termination of the Field Placement.

General Information:

Date: _____

Student-Employee Name: _____

Agency: _____

Address: _____

Phone: _____ Fax: _____

Name & Title of Agency Director: _____

Area Student Currently Employed: _____
(Attach Job Description)

Name of Current Social Work Supervisor: _____

Phone: _____

Proposed Field Placement Area: _____
(Attach Job Description)

Phone: _____

The agency must afford the student learning opportunities that meet the ten core competencies and practice behavior specified in the (Student Agency Learning Agreement/Contract) outlined in the Field Education Program Handbook. The agency must value the student's educational experience by making programmatic accommodations to meet the student's learning needs, as necessary.

The student will be in Seminar Class on Mondays and in Field Placement Tuesdays -Fridays.

Signature of Agency Director

Date

Signature of Student

Date

Signature of Field Education Coordinator

Date

APPENDIX T
FIELD INSTRUCTORS TRAINING
(Power Point Presentation Slides)

Methodist University Social Work Department Field Instructor Training

August 21, 2017

2:00 P.M.

Agenda

2:00 Welcome	Tracey Hinds, MSW Field Education Coordinator
Remarks	Dr. Carla A. Fagan, Chair Social Work Department
2:15 Overview	Tracey Hinds - Field Education - CSWE 10 Core Competencies - Review of Manual
Q & A	- All Field Instructors
3:30 Wrap-Up & Evaluations	Tracey Hinds, MSW Field Coordinator

Methodist University

Bachelor of Social Work Program

- Accrediting body
 - Council on Social Work Education (CSWE)
- Conceptual model:
 - Generalist social work practice

Field Structure

- Field Hours 400 hours in agency
- Seminar 42 hours in class
- Student Role
- Field Instructor Role
- Field Coordinator Role

Field Education

- Makes textbook learning come alive by providing students with opportunities to apply the theories and processes learned in class to real life situations.

Field Instructor Basic Ingredients

- F Field-Based
- I Instructor/Supervisor Combination
- E Educator
- L Link Between Theory and Practice
- D Director of the Placement

Field Instructor Basic Ingredients

- I Identifies with the Social Work Profession
- N NASW Supporter
- S Social Work Role Model
- T Teaches from a Broad Social Work Perspective
- R Responsibility for Giving Prompt & Frequent Feedback
- U Understands Student as Intern, not Employee
- C Critical Feedback Capacity
- T Time Available for Student
- O Offers Encouragement and Challenge
- R Reports and Confers with Field Faculty as Necessary
- S Structures Placement and Clarifies Expectations

Objectives of a Field Placement

- To integrate social work theory and practice
- To reinforce understanding of social work principles, concepts, and values
- To develop social work practice skills
- To develop self understanding and a professional awareness of self
- To learn to use supervision and feedback constructively
- To develop a beginning knowledge of agency functioning and the community service delivery system

Objectives of a Field Placement

- To learn to perform a specific social work role in a human services agency
- To expand concrete knowledge of social policy issues
- To refine personal work habits, time management, and communication skills
- To identify personal strengths and weaknesses
- To reinforce identification with the social work profession

Typical Student Anxieties About Placement

- Fear of failure
- Fear of rejection
- Fear of being judged
- Fear of Field Instructor, of authority
- Inexperienced students may feel unprepared, inadequate, vulnerable
- Experienced students may feel exposed and threatened
- Worried whether this will be a good experience or a waste of money

Typical Student Anxieties About Placement

- Feel powerless- “Just a student”, “Will other staff accept me?”
- Worried about being low man on totem pole; “What if clients find out I am a student?”
- Fear of clients; “Will I harm them?”, “Will they respect a student?”
- Fear of client illnesses
- Fear of being used as a workhorse
- Fear for personal safety

Possible Ways To Alleviate Anxieties

- Be supportive
- Discuss supervision style
- Provide educational experiences and instructional feedback that promotes student’s self-esteem
- Treat students as adult learners
- Point out positive as well as negative
- Make sure student has a clear understanding of your expectations

Possible Ways To Alleviate Anxieties

- Encourage student to share his/her expectations with you
- Consistently give students feedback on performance
- Encourage student independent learning
- Allow student to observe client interventions or follow field instructor/social workers around to enhance student's understanding of social worker's roles
- Assure learning experiences are broken down into manageable parts

Field Supervision

- Supervision has been conceptualized to consist of three primary functions: educational, administrative, and supportive.
- Educational supervision is focused on student learning. Knowledge and skill development take priority over administrative and supportive tasks.

The Goals of Field Supervision

- Provide a laboratory for students to practice academic learning
- Facilitate development of ethical competent, & effective practitioners
- Enhance understanding of the knowledge, values, & skills of professional social work

The Tasks of Field Supervision

- Create a feasible, concrete learning plan within a particular agency setting
- Observe & model professional behavior
- Communicate & critique the skills & process of intervention
- Explain the purpose of professional interaction
- Integrate theory with social work practice

Thresholds for Professional Competence

- Ten Core Competencies Identified by CSWE

10 Core Competencies

- CSWE has moved from focus on content to “competency-based education, an outcome performance approach to curriculum design”¹
- Competencies= “measurable practice behaviors...comprised of knowledge, values, and skills.”
 - Additional competencies may be added to the 10, especially for advanced year MSW students

¹CSWE Educational Policy 2.1

Why Change ?

- Brings us back to social work's core values
 - Social and economic justice
 - Social and economic well-being
- Support NASW Code of Ethics principles & standards
- Gets us to think about research-informed practice & practice-informed research
- Responds to new environmental trends and growing knowledge in the social and life sciences
- The move from content to competence shifts focus to results of the educational process

10 Core Competencies

What does the 10 Core Competencies mean for field education?

Each competency has 2 -6 practice behaviors which operationalize the competency and are measurable.

10 Core Competencies

1. Identify with social work profession and conduct oneself professionally

PRACTICE BEHAVIORS

- Ensure client access to social work services
- Engage in self reflection, self monitoring and self correction
- Attend to professional roles & boundaries
- Demonstrate professional demeanor in behavior, appearance, and communication

10 Core Competencies

2. Apply ethical principles to guide professional practice

PRACTICE BEHAVIORS

- Make ethical decisions by applying principles derived from appropriate professional codes, such as NASW
- Tolerate ambiguity in resolving ethical conflicts
- Apply strategies of ethical reasoning to arrive at principle decisions
- Recognize and manage personal values such that professional values guide practice

10 Core Competencies

3. Apply critical thinking to inform and communicate professional judgments

PRACTICE BEHAVIORS

- Distinguish, appraise and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom
- Analyze models of assessment and models of intervention
- Use creativity to enhance the organization of information
- Demonstrate effective oral and written communication in working with individuals, families, groups, communities, organizations and colleagues

10 Core Competencies

4. Engage Diversity and Difference in Their Practice

PRACTICE BEHAVIORS

- Recognize the extent to which the dominant culture's structures and values may oppress marginalize, alienate or create or enhance privilege and power
- Use an understanding of personal biases and values as they relate to diverse groups
- Recognize and communicate to others the differences in life experiences
- View themselves as learners and engage those with whom they work as informants

10 Core Competencies

5. Promote human rights and social justice

PRACTICE BEHAVIORS

- Understand the forms and mechanism of oppression and discrimination
- Advocate for human rights and social and economic justice
- Engage in practices which advances social and economic justice

10 Core Competencies

6. Engage in research informed practice and practice informed research

PRACTICE BEHAVIORS

- Use practice experience to inform scientific inquiry
- Use research evidence to inform practice

10 Core Competencies

7. Apply knowledge of the human condition

PRACTICE BEHAVIORS

- Utilize conceptual frameworks to guide the process of assessment
- Critique and apply knowledge to understand person in environment

10 Core Competencies

8. Engage in policy practice to deliver effective social work services

PRACTICE BEHAVIORS

- Analyze, influence, formulate and advocate for policies advancing societal well-being
- Collaborative with colleagues and client for effective policy action

10 Core Competencies

9. Respond to and shape an ever changing professional context

PRACTICE BEHAVIORS

- Continuously discover, appraise and attend to changing locales, populations, scientific and technological developments
- Provides leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services

10 Core Competencies

10. Practice with individuals, families, groups, communities, and organizations

PRACTICE BEHAVIORS

- Engagement-Action oriented. Use of empathy & interpersonal skills
- Assessment-Collect, organize and interpret client data
- Intervention-Implement interventions that enhance client capacities
- Evaluation-Critically analyze, monitor and evaluate interventions

Supervision Tools

(which operationalize, measure and incorporate the practice behaviors)

- Learning Contracts
- Child Welfare Transfer of Learning (TOL) Activities
- Midterm & Final Evaluations

Guidelines for Assigning Field Student Caseload

Supervisory Suggestions for Early Cases

1. Assign student to read all existing data on case
2. If applicable, assign the student some reading on the appropriate primary diagnosis or presenting problem
3. Ask student to think about the possible needs of such a client and prepare a list for discussion in supervisory conference
4. Ask student to write out the known case goals and the purpose of his/her first contact
5. Process record the first contact. (To be done within 48 hours after the contact; supervisor should review it and return it to student before the next conference)

Case Assignments/Guidelines

1. Do not postpone case assignment until all other learning (procedures, etc.) has been achieved. This is not possible.
2. Caseload sizes are not important; it depends entirely upon the agency, the objectives of the placement, etc. However, overloading a student is never acceptable.
3. Remember, it is impossible to adequately prescreen all cases.
4. Warn students in the beginning that if a case turns out other than as expected or in need of a highly experienced worker, it may have to be transferred.
5. Do not assign only easy cases, or only boring and routine cases, or only cases that regular staff want to get rid of.

Case Assignments/Guidelines

6. Try to give variety in types of cases and variety in contacts (family, client, court, agencies, other, etc.)
7. In very complicated cases, let students shadow you or other experienced workers.
8. It is sometimes appropriate to assign a student to assist another worker, but never for an entire internship. Students should carry a caseload; after all they are frequently only a few months away from being a full time employee with a full caseload.
9. Be creative if you feel it will provide a good learning experience

Guidelines for Mid-Term and Final Evaluations

- Review it with students in a private environment
- Should not be done at the end of the day
- Field instructor may prepare and discuss
- Student may prepare and discuss
 - Combination of both
- Be open to changes, but do not make changes as the result of pressure from student
- If there is a strong disagreement from the student he/she can attach a written statement signed by both parties
- When there are problems, student or Field Instructor can request information or a meeting with field coordinator

Guidelines for Mid-Term and Final Evaluations

- Do not inflate the rating to avoid anger
 - When preparing narrative, be honest and specific
 - Ask:
 - Would I hire this student?
 - Would I want to supervise him or her as an employee?
 - Would I want him or her as my worker if I were a client?
- Be prepared for a variety of student reactions

- Relief	- Silence	- Positive
- Pleased	- Gratitude	- Disbelief
- Tears	- Argument	- Anger

Checklist for Student Placement

- ✓ Show them the location of audio visuals, manuals, and other reference data they may be using
- ✓ Introduce them to their own “space”, interview areas, etc.
- ✓ Make introductions to clerical and other staff
- ✓ Introduce them to the filing system
- ✓ Explain to student how he/she is to identify self
- ✓ Review confidentiality rules

Checklist for Student Placement

- ✓ Give advance information about how to locate agency, parking, lunch, etc.
- ✓ Be there to meet student on first day or arrange for someone else to do so
- ✓ Acquaint them with the setting, including restrooms, phone use, supplies, lunch practices, security measures, etc.
- ✓ Review basic regulations such as hours, dress code, sign-in and sign-out, use of keys, etc.

Conclusion

- Field Education
- CSWE Core Competencies
- Questions

- NEXT:
 - Field Manual
 - Syllabi
 - Field Hours

APPENDIX U
RECOMMENDED SEQUENCES OF COURSES
AND CHECKSHEETS
**(Please refer to the Social Work Program Handbook
& Academic Catalogue)**

APPENDIX V

METHODIST UNIVERSITY STATEMENT
ON AFFIRMATIVE ACTION
AND SEXUAL HARASSMENT

AFFIRMATIVE ACTION/NON-DISCRIMINATION

Methodist University is a co-educational, liberal arts university governed by a Board of Trustees elected in part by the North Carolina Conference of the United Methodist Church. All practices of the University shall be consistent with its purpose and mission. The foundation for the educational Programs and policies of the University is belief in God and the equal rights of all people. In keeping with this belief, Methodist University is committed to the concept and practice of equal opportunity for all persons regardless of race, color, national origin, sex, age, religion, or disability. Therefore, Methodist University does not discriminate on the basis of any of the above characteristics in educational Programs, admissions policies, financial aid, employment, promotions, pay, tenure, disciplinary action, layoffs, or termination of employment.

Methodist University aims to achieve a diversity of faculty, staff, and student body in order to provide an excellent educational experience for its students. In student recruitment and job appointments, efforts will be made to recruit and retain minority groups in the Methodist University community. When there are employment vacancies, Methodist University will use appropriate media and means to invite applications from all qualified persons. The President of the University has ultimate responsibility for the affirmative action Program. He/she delegates responsibility for development and operation of the Program to an affirmative action officer and a standing committee representing administration, faculty, staff, and students. Responsibility for the implementation of the Program; however, will be shared by all managers and supervisors. All employees of Methodist University are expected to cooperate with the

Affirmative Action Plan. Any employee who violates the principle of equal opportunity shall be subject to appropriate disciplinary action. The Affirmative Action Plan includes a complaint procedure so that any current or former employee, applicant for employment, or student who has reason to believe he/she has been discriminated against may have his/her complaint heard and resolved. Methodist University prohibits retaliatory action of any kind against any current or former employee, applicant for employment, or current or former student because that person made a charge, testified, assisted, or participated in any manner in a hearing, proceeding, or investigation involving discrimination.

An Affirmative Action Plan to implement this policy will be established and maintained. This plan will be disseminated to the Methodist University community in appropriate ways.

Functions of the Affirmative Action Officer

The responsibilities of the Affirmative Action Officer shall include the following:

- A. Chair the Affirmative Action Committee.
- B. On an ongoing basis, gather data on students, faculty, and staff from various officers on campus for the committee to assess in order to formulate a profile and identify underrepresented populations annually.

C. Act as liaison with administration, faculty, staff, and students regarding Affirmative Action.

D. Process complaints of acts of discrimination against students, faculty, and staff, according to the grievance procedure.

Functions of the Affirmative Action Committee

The Affirmative Action Committee will fulfill the following responsibilities:

- A. Review data regarding students, faculty and staff. Establish a profile of these groups and identify underrepresented populations.
- B. Monitor the hiring, promotional, and compensation practices of the University to identify possible inequities.
- C. Annually report to the President on the profile of underrepresented groups and goals.
- D. Recommend to the President of the University a plan designed to improve identified inequities and Assist in plan implementation as needed.

While it remains the responsibility of the administrators of their various areas to fill job vacancies, it is also their responsibility to insure that qualified individuals from groups previously underrepresented in the University community will be included in the pool of employment applicants. The Affirmative Action Committee will provide information and assistance in location of sources for achieving this goal. This committee will also maintain a record of grievance complaints taken to the Affirmative Action Officer and assess the complaints to see if changes within the systems utilized by the University should be recommended to the President.

STATEMENT ON SEXUAL HARASSMENT

Sexual harassment is an abuse of persons; it is a violation of the principle that all members of the Methodist University community be created fairly and equally, with dignity and respect.

Sexual harassment is a violation of the freedom of others; it cannot and will not be tolerated at Methodist University. It is the responsibility of all members of the Methodist University community to work toward understanding, preventing, and combating sexual harassment. The purpose of the University's policy regarding harassment is to help the entire community fulfill this obligation. Any activity perceived as sexual harassment should be reported. Any person found to have violated this policy may be subject to disciplinary measures. In addition to its policy regarding sexual harassment, Methodist University provides a resource team trained to deal with this issue. These persons have been chosen for their sensitivity and concern. They will listen objectively, provide support, answer questions about the policy on sexual harassment, and help victims

look at options for handling the problem. The names and phone numbers of the resource team members are listed in the back of the brochure.

Any Activity perceived as sexual harassment should be reported. Any person found to have violated this policy might be subject to disciplinary measures.

In addition to its policy regarding sexual harassment, Methodist University provides a resource team trained to deal with this issue. These persons have been chosen for their sensitivity and concern.

They will listen objectively, provide support, and answer questions about the policy on sexual harassment and help victims look at options for handling the problem.

Sexual Harassment Defined

Sexual harassment is a form of sexual discrimination. Unwelcomed sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature constitute sexual harassment. When submission to such conduct is either an implicit or explicit condition of an individual's employment or education; submission to or rejection of such conduct is used as the basis for employment or academic decisions affecting the individual; or such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or when such conduct creates an intimidating hostile or offensive work or educational environment. Unwelcomed sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature constitute sexual harassment. When submission to such conduct is either an implicit or explicit condition of an individual's employment or education; submission to or rejection of such conduct is used as the basis for employment or academic decisions affecting the individual; or such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or when such conduct creates an intimidating hostile or offensive work or educational environment.

Sexual harassment may occur in a variety of situations and relationships. It may take place between students; it may take place between students and professors, supervisors and employees, persons of the same sex, or persons of the opposite sex.

Type of Sexual Harassment

Sexual harassment is usually verbal or physical in nature. Verbal harassment includes, but is not limited to: sexual innuendoes, comments, or sexual remarks about clothing, body, or sexual activities:

- suggestive or insulting sounds.
- whistling in a suggestive manner.
- jokes about sex.
- sexual propositions, invitations, or other pressure for sex.
- Assault.

Other types of sexual harassment may include, but are not limited to leering or ogling and making obscene gestures.

Effects of Sexual Harassment

A person subjected to sexual harassment may be affected in ways including the following:

- diminished self-esteem or self-confidence.
- physical or emotional discomfort.
- depression, moodiness, helplessness, or anger.
- feelings of guilt.
- poor work and academic performance.

Consequences Of Sexual Harassment

A student or employee found responsible for sexually harassing another individual may face consequences including, but not limited to:

Student	Employee
Reprimand – verbal and/or writing	Reprimand – verbal and/or writing
Disciplinary probation	Probation
Suspension	Suspension with or without pay
Expulsion	Termination

Issues of sexual harassment can and may be pursued in criminal and/or civil court. Persons falsely accused of sexual harassment have recourse through the court system.

If you are Sexually Harassed

If a person is sexually harassed, it is important that he or she not blame himself or herself. Sexual harassment is an action that the harasser initiates. It is not the fault of the victim. Self-blame creates anger and depression. It is important not to delay taking action. Such delay further hurts the victim and may cause the harassment to continue and/or other persons to become victims. Described below are some steps that you can take to deal with sexual harassment

STEP 1

Tell the harasser to STOP. Say NO clearly and firmly without smiling. Do not be polite or vague. Communicate that the behavior is unwanted and unacceptable.

The victim may choose to write a letter to the harasser. The letter should include a factual account of what occurred, listing date(s), place(s), and description of the incident(s). The harassed individual should express his or her feelings and insist that the behavior cease. The letter should be delivered by certified mail or in person. A copy should be kept for future reference.

Keep a record of any and all incidents of sexual harassment. Note time, places, dates, what occurred, and response made. Keep any notes or letters received from the harasser.

STEP 2

A person who has been sexually harassed (or who is uncomfortable with another person's behavior) is encouraged to talk with a member of the sexual harassment resource team. The resource team member will help the person to assess the situation and to decide on further action if such action is appropriate.

A person who has been sexually harassed has the right to report that harassment and discuss it with one of the team members without filing a complaint. That discussion will be kept confidential within the sexual harassment resource team.

In certain situations, the resource team may deem it Necessary to meet with an accused harasser's supervisor without being accompanied by the victim. In such cases, the victim will be informed and the accused will have the

STEP 3

If a harassed person wishes to take further action, the resource person may accompany that individual as he or she speaks with the harasser.

STEP 4

If the above action does not satisfactorily resolve the matter, the resource person will accompany the victim as he or she meets with the accused person and that individual's supervisor. The accused person must be given notice that such a meeting has been requested 48 hours in advance. (Note: Sexual harassment issues between students will be handled by the Methodist University Judicial Systems.)

STEP 5

Either party - the victim or the accused - may appeal the administrative action of the supervisor to an appeal committee. If an individual who has been sexually harassed wishes to appeal the administrative action, the resource person will accompany her or him through a hearing committee. The committee, appointed by the President, is composed of representatives of the entire University community. That committee will make recommendations to the President of the University. The action of the President is the final action by the University.

**Preventing
Sexual
Harassment**

Individuals accused of sexual harassment often say, "I didn't realize that he/she would be offended by that." It is important for students, faculty, and staff to be sensitive to another person's responses to what is said or done, and also to become more informed about what constitutes sexual harassment. All members of the Methodist University community are responsible for helping to create an environment that restricts unwelcome and unsolicited sexual overtones.

**Have You Been
Sexually
Harassed?**

If you feel you have been sexually harassed (or if you even feel uncomfortable with another person's behavior) you are encouraged to talk with a member of the Sexual Harassment Resource Team. They have been chosen for their sensitivity and concern. They will listen objectively, provide support, answer questions and help you look at options for handling the problem. Any contact with a member the resource team will be kept confidential within the team.

APPENDIX W
NASW CODE OF ETHICS

Approved by the 1996 NASW Delegate Assembly and revised by the 2008 NASW Delegate Assembly

Overview

The NASW Code of Ethics is intended to serve as a guide to the everyday professional conduct of Social Workers. This code includes four sections. The first section, Preamble, summarizes the Social Work profession's mission and core values. The second section, Purpose of the NASW Code of Ethics, provides an overview of the Code's main functions and a brief guide for dealing with ethical issues or dilemmas in Social Work practice. The third section, Ethical Principles, presents broad ethical principles, based on Social Work's core values that inform Social Work practice. The final section, Ethical Standards, includes specific ethical standards to guide Social Workers' conduct and to provide as basis for adjudication.

Preamble

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

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

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

- ✓ Service
- ✓ Social Justice
- ✓ Dignity and Worth of the person
- ✓ Importance of human relationships
- ✓ Integrity
- ✓ Competence

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

Professional ethics are at the core of social work. The profession has an obligation to articulate its basic values, ethical principles, and ethical standards. The *NASW Code of Ethics* sets forth these values, principles, and standards to guide social workers' conduct.

The *Code* is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve. The *NASW Code of Ethics* serves six purposes:

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

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

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

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

In addition to this *Code*, there are many other sources of information about ethical thinking that may be useful. Social workers should consider ethical theory and principles generally, social work theory and research, laws, regulations, agency policies, and other relevant codes of ethics, recognizing that among codes of ethics social workers should consider the *NASW Code of Ethics* as their primary source. Social workers also should be aware of the impact

on ethical decision making of their clients' and their own personal values and cultural and religious beliefs and practices. They should be aware of any conflicts between personal and professional values and deal with them responsibly. For additional guidance social workers should consult the relevant literature on professional ethics and ethical decision making and seek appropriate consultation when faced with ethical dilemmas. This may involve consultation with an agency based or social work organization's ethics committee, a regulatory body, knowledgeable colleagues, supervisors, or legal counsel.

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

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

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

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*

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

Value:*Dignity and Worth of the Person*

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

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

Value:*Importance of Human Relationships*

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

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

Value:*Integrity*

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

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

Value:*Competence*

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

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

Ethical Standards

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

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

1.0 Social Workers' Ethical Responsibilities to Clients

1.01 Commitment to Clients

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

1.02 Self Determination

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

1.03 Informed Consent

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

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

(c) In instances when clients lack the capacity to provide informed consent, social workers should protect clients' interests by seeking permission from an appropriate third party, informing clients consistent with the clients' level of understanding.

In such instances social workers should seek to ensure that the third party acts in a manner consistent with clients' wishes and interests. Social workers should take reasonable steps to enhance such clients' ability to give informed consent.

(d) In instances when clients are receiving services involuntarily, social workers should provide information about the nature and extent of services and about the extent of clients' right to refuse service. 134

(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 audio taping 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, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical disability.

1.06 Conflicts of Interest

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

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

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

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

1.07 Privacy and Confidentiality

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

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

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

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

(e) Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients' right to confidentiality. Social workers should review with clients circumstances where confidential information may be requested and where disclosure of confidential information may be legally required.

This discussion should occur as soon as possible in the social worker client relationship and as needed throughout the course of the relationship.

(f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual's

right to confidentiality and obligation to preserve the confidentiality of information shared by others. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements. 136

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

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

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

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

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

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

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

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

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

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

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

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

1.08 Access to Records

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

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

1.09 Sexual Relationships

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

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

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

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

1.10 Physical Contact

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

1.11 Sexual Harassment

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

1.12 Derogatory Language

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

1.13 Payment for Services

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

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

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

1.14 Clients Who Lack Decision Making Capacity

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

1.15 Interruption of Services

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

1.16 Termination of Services

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

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

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

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

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

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

2.0 Social Workers' Ethical Responsibilities to Colleagues

2.01 Respect

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

(b) Social workers should avoid unwarranted negative criticism of colleagues in communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues' level of competence or to individuals' attributes such as race, ethnicity, national origin, color, sex, sexual

orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical disability.

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

2.02 Confidentiality

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

2.03 Interdisciplinary Collaboration

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

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

2.04 Disputes Involving Colleagues

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

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

2.05 Consultation

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

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

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

2.06 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. 142

(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.

3.0 Social Workers' Ethical Responsibilities in Practice Settings

3.01 Supervision and Consultation

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

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

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

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

3.02 Education and Training

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

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

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

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

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. 145

4.0 Social Workers' Ethical Responsibilities as Professionals

4.01 Competence

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

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

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

4.02 Discrimination

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

4.03 Private Conduct

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

4.04 Dishonesty, Fraud, and Deception

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

4.05 Impairment

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

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

4.06 Misrepresentation

- (a) Social workers should make clear distinctions between statements made and actions engaged in as a private individual and as a representative of the social work profession, a professional social work organization, or the social worker's employing agency.
- (b) Social workers who speak on behalf of professional social work organizations should accurately represent the official and authorized positions of the organizations.
- (c) Social workers should ensure that their representations to clients, agencies, and the public of professional qualifications, credentials, education, competence, affiliations, services provided, or results to be achieved are accurate. Social workers should claim only those relevant professional credentials they actually possess and take steps to correct any inaccuracies or misrepresentations of their credentials by others.

4.07 Solicitations

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

4.08 Acknowledging Credit

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

5.0 Social Workers' Ethical Responsibilities to the Social Work Profession

5.01 Integrity of the Profession

- (a) Social workers should work toward the maintenance and promotion of high standards of practice.
- (b) Social workers should uphold and advance the values, ethics, knowledge, and mission of the profession. Social workers should protect, enhance, and improve the integrity of the profession through appropriate study and research, active discussion, and responsible criticism of the profession.
- (c) Social workers should contribute time and professional expertise to activities that promote respect for the value, integrity, and competence of the social work profession. These activities may include teaching, research, consultation, service, legislative testimony, presentations in the community, and participation in their professional organizations.

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

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

5.02 Evaluation and Research

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

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

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

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

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

(f) When 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. 148

(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.

6.0 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.

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

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

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

APPENDIX X
CURRICULUM REQUIREMENTS FOR
BSW DEGREE

The Social Work Program is accredited by the Council on Social Work Education, and is a professional Program designed to prepare students for entry-level generalist practice with individuals, families and groups, organizations and communities, with particular emphasis on needs of minority and under-served populations in the Cape Fear Valley region.

Admission to the Program is not automatic and students must apply and be accepted into the Program to complete the major. Admission to the major does not guarantee entry into the Senior Field Internship. Applications must be made to the Field, which is restricted only to individuals whose prior academic and personal performance indicate they are suited to a career devoted to working with others. No credit is given for life experience and all courses must be completed. This major can be completed only through enrollment in the classes during the day. Students may elect either the B.A. or B.S. core.

Degree awarded: BSW

Requirements for the major in Social Work: 66 s.h. as follows: SOC 1510, PSY 1010, PSC 1510, a course in statistics, (*i.e.* PSY 2500, SOC 2200, or MATH 2200) CSC 1000, PSY 3410, SWK 2310, 2350, 2400, 3000, 3020, 3150, 3320, 3500, 3700, 3720, 4200, 4240, 4750, and 4800.

Students must have a grade of C or better in all Social Work courses and an overall 2.5

GPA in Social Work courses. The following courses should be completed in the freshman and sophomore year: SOC 1510, PSY 1010, PSC 1510, CSC 1000, SWK 2310, 2350, 3150, 3500, SWK 3320 and statistics (PSY 2500, SOC 2200 or MATH 2200). SWK 2310 is the prerequisite for all Social Work courses except SWK 3150 and 3320. Students must complete University core requirements with a GPA of 2.0 or better in all work attempted.

Requirements for a minor in Social Work: SWK 2310 and 15 s.h. of other SWK courses. (Please note that SWK 4200, 4240, 4750, and 4800 may be taken only by Social Work majors and may not be taken as part of the minor.)

Requirements for the minor in Gerontology with certification: 18 s.h. including GRN 3010 and 3500; SWK 2350; GRN 4500 or 4700; and 6 s.h. from one of the following tracks; Health Care (BHC 2000, BHC 4300, SOC 3050, SOC 3880); Social Work (SWK 3000, SWK 3150, SWK 3800, SOC 3050, SOC 3880)

A student doing a senior level research project or internship in his or her major field may substitute that course for GRN 450 or 4700 if it focuses on senior adults and meets the approval of the Director of the Gerontology Program.

Writing-Enrichment Course: SWK 3700

Requirements for Admission to the Social Work Program: Students are normally approved by the Admissions and Academic Standards Committee based on their meeting the following criteria (refer to the Social Work Program Handbook for current and additional changes):

1. A grade point average of 2.0 or better on all work completed.
2. Fifty percent of the core requirements must be completed before application to the program can be made.
3. A grade of C or better in ENG 101 and ENG 102 or by equivalent test scores.
4. Completion of SWK 231, 235, 240 and 315 with a grade of C or better.
5. Completion of a written application to the Social Work Program after requirements has been met. Applications are due to the department on either the first Friday in September or the first Friday in February. Application packets can be obtained from the department secretary.
6. Interview, with the Admissions and Academic Standards Committee of the Department.

Candidates are encouraged to apply for admission to the Program in the second semester of their sophomore year. Practice courses can only be taken by students who have been formally admitted to the Program.

Requirements for admission to Field Internship

1. Acceptance to Field Internship is not automatic.
2. Formal admission to the Social Work Program.
3. Submission of completed written Field Application Form and Resume.
4. Completion of all other graduation requirements or approval by the Field Coordinator.
5. A grade of "C" or higher in all social work (SWK prefix) courses and a GPA of 2.5 or higher within the major; a GPA of 2.0 in all work completed for general education/core requirements at Methodist University.
6. Students entering Methodist University in Fall 2013 and after must have a GPA of 2.75 or better in the major and a GPA of 2.25 or better in all work completed.
7. Child welfare placement in a county department of Social Services requires a grade of "B" in SWK 375; GPA of 2.5 overall; and a 3.0 in the major.
8. Approval of the coordinator of Field Instructor's and acceptance by the assigned agency.

SOCIAL WORK COURSES

2310 Introduction to Social Work

3 s.h.

Introduction to social problems and social service systems designed to impact upon those problems. Introduction to social work as a profession, its ethics, values, knowledge base, skills base, and fields of practice. This course requires a service learning component and is a prerequisite to all other social work courses except SWK 2400, 3150 and 3320. This course is offered every semester.

SWK 2350 Human/Biological Systems for Social Work Majors

3 s.h.

This course is designed to provide an understanding of the human body and the impact biological processes and environmental systems have upon behavior and health, especially mental health. Health care, underserved populations and the role of social work will be explored. Prerequisite: SWK 2310. This course is offered every semester.

SWK 2400 Professional Writing and Critical Thinking

3 s.h.

This course introduces students to the American Psychological Association (APA) style of writing. The ethics of writing, indicating the acceptable forms and practices of recognizing the ideas and intellectual properties of others will be explored in this course. The course will examine the concept of plagiarism. The course will address the importance of the use of the Internet and the information it provides in writing professional papers. The course will also offer suggestions for using computer technology at various stages of the research process. The course will develop strong writing skills necessary for professional papers, case documentation, report writing, and agency correspondence. Prerequisites: ENG 1010. This course is offered every semester.

SWK 2600 INTRODUCTION TO CLANDESTINE LABS

3 s.h.

This course offers an introduction to, and examination of illegal drug production laboratories. Clandestine drug operations generate a wide variety of law enforcement, social, societal, socioeconomic, and environmental problems. This course is designed to examine these problems. The course is comprised of three modules: Module 1 covers law enforcement issues; Module 2 covers societal issues; and Module 3 covers environmental and economic issues. Cross-listed as JUS 2600 and ENM 2600. Offered every spring semester.

SWK 3000 Human Behavior and the Social Environment I

3 s.h.

Systems theory and the ecological perspective applied to the bio-psycho-social development of the individual and the family from the pre-natal stage through early adolescence. Prerequisites: SWK 2310, SWK 2350, SWK 2400, SOC 1510, PSY 1010. This course is offered every fall semester.

SWK 3020 Human Behavior and the Social Environment II

3 s.h.

This course continues exploration of development of the individual and family from middle adulthood through later years. Prerequisite: SWK 3000. This course is offered every spring semester.

SWK 3040 Family Social Work

3 s.h.

Introduction to the family as a social system, patterns of family communication and interaction, and the concept of intervention with the family. Prerequisite: SWK 2310. This course is offered as needed.

SWK 3050 DEATH AND DYING

3 s.h.

Personal and societal reaction to death with emphasis on euthanasia and suicide and the experience of the dying individual in relation to self, family, and care-providing institutions. Cross listed as GRN 3050 and SOC 3050. This course is offered as needed.

SWK 3150 Helping Processes

3 s.h.

An introduction to the giving and taking of help, the communication process, the helping relationship, the problem-solving model, and various intervention concepts and theories. This is a pre-practice course open to all majors. Prerequisite: None. This course is offered every semester.

SWK 3320 METHODS OF SOCIAL RESEARCH

3 s.h. 154

The scientific method, research design, including single systems design and program evaluation, data-gathering techniques, and data analysis. The student will develop and conduct an original research project. Prerequisites: SOC 220, MAT 220, or PSY 250. This course is offered every fall semester.

SWK 3400 School Social Work

3 s.h.

This course focuses on major issues in education and historical, philosophical and political influences of school Social Work practice. A variety of Social Work skills, interventions, and theories applicable to the delivery of School Social Work services are discussed. Prerequisite: SWK 2310. This course is offered during the summer term.

SWK 3450 PHYSIOLOGY OF AGING

3 s.h.

This course will examine changes with aging in various body systems, diseases found primarily among the aging, and maintenance of health in aging, especially through nutrition and exercise programs. Prerequisite: SWK 2350. Cross listed as GRN 3450 and SOC 3450. This course is offered as needed.

SWK 3500 Human Diversity and Populations-At-Risk 3 s.h.

This course focuses on the dynamics and consequences of discrimination, economic deprivation, and oppression of people of color, women, gays, and lesbian persons, people with physical disabilities, Hispanics, Asian-Americans, Native Americans, military families, rural populations, and other populations at risk. The history of diverse groups and populations will be explored and the many myths, stereotypes, and prejudices that surround these groups will be discussed. Prerequisite: SWK 2310 or permission of the Department Chair. This course is offered every fall semester.

SWK 3700 Social Welfare Policy and Services I

3 s.h.

Key historical, political, economic and ideological events in relation to the social welfare system in the United States with an introduction of current welfare policies and Programs. Prerequisites: SWK 2310, SWK 2400 and PSC 1510. This course is offered every fall semester.

SWK 3720 Social Welfare Policy and Services II

3 s.h.

Current social welfare policy of the U. S. approaches to social welfare in other Western nations, and values reflected in policy options are explored and analyzed. The impact of social welfare policy upon Social Work practice is studied. Prerequisite: SWK 3700. This course is offered every spring semester.

SWK 3750 Child Welfare

3 s.h.

Policies, Programs, and issues relating to the child welfare system are examined, including protective services, out-of-home placements, adoption, day care, and public school Programs. Prerequisite: SWK 2310. This course is offered as needed.

SWK 3800 Social Work with Older Adults

3 s.h.

This course provides foundation knowledge and skills for working with older individuals, their families, and the community. Skills in helping such as interviewing, assessment and planning, intervention and evaluation, are presented and practiced as applicable to older adults. Systems providing services to older adults such as income maintenance, health care, nutrition, housing, mental health, social and institutional care are presented. Students learn strategies to act as advocates and change agents on behalf of older adults. Prerequisites: SWK 2310 and GRN 3010

SWK 3850-3950 Special Topics in Social Work 3 s.h.

A subject in Social Work not covered in depth in the regular curriculum. Topics vary. Can be repeated for credit with a different topic. Prerequisite: SWK 2310. This course is offered as needed.

SWK 4200 Practice Methods I 3 s.h.

Introduction to Social Work practice methods, including development of skills in interviewing, assessment, planning, intervention, and evaluation of practice. Prerequisites: SWK 2310, 2350, 3000, 3150, 3320, 3500, 3700, and admission to the Social Work Program. This course is offered every semester.

SWK 4240 Practice Methods II 3 s.h.

This course provides an overview of theories, concepts, and practice skills, including evaluation, relating to work with groups, organizations, and community based program planning. Entry-level generalist social work practitioners work not only with individuals and families, but also with groups, organizations and communities. It is important to develop a wide range of skills and strategies for interventions with diverse and oppressed populations including women, minorities of color, gays, and lesbians, the poor, military and rural populations. Prerequisites: SWK 2310, 2350, 2400, 3000, 3020, 3150, 3320, 3500, 3700 and 3720 or permission of Department Chair. This course is offered every semester.

SWK 4200 and SWK 4240

Students who do not receive a grade of C or better may repeat these courses one time only. Refer to the Methodist University Social Work Program Field Practicum Handbook for exceptions and requirements of students enrolled in Field Practicum. SWK 420 and 424 are taken during the same semester.

SWK 4750 FIELD EDUCATION SEMINAR 9 s.h.

The student is placed in an approved social welfare agency for supervised learning experience of no less than 400 contact hours. Requires a weekly seminar. Prerequisites: 2.0 overall GPA; 2.5 major GPA; senior class standing; admission to the social work program; approval of Field Coordinator; acceptance by agency; SWK 2310, SWK 2350, SWK 2400, 3000, 3020, 3150, 3320, 3500, 3700, 3720, 4200, 4240; SOC 1510; PSY 1010; PSC 1510; CSC 1000, PSY 3410; and a course in statistics. Offered every semester.

SWK 4800 – Social Work Capstone Seminar

The Social Work Capstone Seminar runs concurrently with the Field Education component of the Social Work curriculum. It meets for 2.5 hours weekly every Monday at a designated time. It is an academic course in Social Work Education which is focused on the synthesis of knowledge, values, and skills from earlier courses. Prerequisites: 2.0 GPA overall; 2.5 GPA in the major; senior class standing; admission to the Social Work program; approval of Field Coordinator, acceptance by agency; SWK 2310, SWK 2350, SWK 2400, SWK 3000, 3020, 3150, 3320, 3500, 3700, 3720, 4200, 4240, SOC 1510, PSY 1010, PSC 1510, CSC 1000, PSY 3410 and a course in statistics. Offered every semester.

SWK 4990 Independent Study In Social Work 1-3 s.h.

An opportunity for a well-qualified, upper-division student to engage in special research in their major. Requires approval by the faculty adviser, the supervising professor, and the Department Head and approval by the Vice President of Academic Affairs. Credit to be determined.

GERONTOLOGY

Dr. Carta Fagan

Requirements for the minor in Gerontology: 18 s.h. including GRN 3010 and 3450; SWK 2350, GRN 4500 or 4700; and 6 s.h. from one of the following: SWK 3000, SOC 3050, SWK 3150, SWK 3800, or SOC 3880

A student doing a senior level internship in social work may substitute that course for GRN 4500 or 4700 if it focuses on senior adults and meets the approval of the Coordinator of the Gerontology Program.

GERONTOLOGY COURSES

GRN 3010 INTRODUCTION TO GERONTOLOGY 3 s.h.

Aging, including historical perspectives; demographic trends; psychological and physiological processes of later life; and social role behavior in such areas as retirement, politics, religion, family life, housing, death, and dying. Cross listed as SOC 3010 and SWK 3010. This course is offered as needed.

GRN 3050 DEATH AND DYING 3 s.h.

Personal and societal reaction to death with emphasis on euthanasia and suicide and the experience of the dying individual in relation to self, family, and care-providing institutions. This course is offered as needed. Cross listed as SOC 3050 and SWK 3050.

GRN 3450 PHYSIOLOGY OF AGING 3 s.h.

This course will examine changes with aging in various body systems, diseases found primarily among the aging, and maintenance of health in aging, especially through nutrition and exercise programs. Prerequisite: SWK 235 or BIO 3060. Cross listed as SOC 3450 and SWK 3450. This course is offered as needed.

GRN 3800 SOCIAL WORK WITH OLDER ADULTS 3 s.h.

This course provides foundation knowledge and skills for working with older individuals, their families, and the community. Skills in helping such as interviewing, assessment and planning, intervention and evaluation, are presented and practiced as applicable to older adults. Systems providing services to older adults such as income maintenance, health care, nutrition, housing, mental health, social and institutional care are presented. Students learn strategies to act as advocates and change agents on behalf of older adults. Prerequisites: SWK 2310 and GRN 3010. This course is offered as needed. Cross listed as SWK 3800.

GRN 4500 RESEARCH SEMINAR 3 s.h.

Students will design and conduct a research project on some aspect of aging. Prerequisites: Senior standing, completion of 12 s.h. within the Gerontology Program including GRN 3010, and consent of the instructor. Cross listed as SOC 4500. This course is offered as needed.

GRN 4700 INTERNSHIP 3 s.h.

Student placement in an approved community setting for supervised learning experience. Minimum requirements of 100 hours in the agency and a weekly on-campus seminar. Prerequisites: senior standing, completion of 12 s.h. within the Gerontology Program including GRN 3010, and consent of the instructor. Cross listed as SOC 4700. This course is offered as needed.

APPENDIX Y

EDUCATIONAL POLICY AND
ACCREDITATION STANDARD



COUNCIL ON SOCIAL WORK EDUCATION

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Educational Policy and Accreditation Standards

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

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

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

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

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1. Program Mission and Goals

Educational Policy 1.0—Program Mission and Goals

The mission and goals of each social work program address the profession's purpose, are grounded in core professional values (EP 1.1), and are informed by context (EP 1.2).

Educational Policy 1.1—Values

Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence,¹ human rights, and scientific inquiry are among the core values of social work. These values underpin the explicit and implicit curriculum and frame the profession's commitment to respect for all people and the quest for social and economic justice.

Educational Policy 1.2—Program Context

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

Accreditation Standard 1.0—Mission and Goals

The social work program's mission and goals reflect the profession's purpose and values and the program's context.

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

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

¹ 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.

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2. Explicit Curriculum

Educational Policy 2.0—The Social Work Curriculum and Professional Practice

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

Educational Policy 2.1—Core Competencies

Competency-based education is an outcome performance approach to curriculum design.

Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities. The ten core competencies are listed below [EP 2.1.1–EP 2.1.10(d)], followed by a description of characteristic knowledge, values, skills, and the resulting practice behaviors that may be used to operationalize the curriculum and assessment methods.

Programs may add competencies consistent with their missions and goals.

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

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

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

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision making.

Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers

- recognize and manage personal values in a way that allows professional values to guide practice;
- make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics² and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;³
- tolerate ambiguity in resolving ethical conflicts; and
- apply strategies of ethical reasoning to arrive at principled decisions.

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

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers

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

Educational Policy 2.1.4—Engage diversity and difference in practice.

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple

² National Association of Social Workers (approved 1996, revised 1999). *Code of Ethics for Social Workers*.

Washington, DC: NASW.

³ 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>

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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.

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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.

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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

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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

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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.⁴ 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)].*

⁴ Shulman, L. S. (2005, Summer). Signature pedagogies in the professions. *Daedalus*, 52-59.
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B2.0.4 *Provides a rationale for its formal curriculum design demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field (EP 2.0).*

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

Accreditation Standard M2.0—Curriculum

The 10 core competencies are used to design the foundation and advanced curriculum. The advanced curriculum builds on and applies the core competencies in an area(s) of concentration. The program

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

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

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

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

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

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

Accreditation Standard 2.1—Field Education

The program discusses how its field education program

2.1.1 *Connects the theoretical and conceptual contribution of the classroom with the practice*

setting, fostering the implementation of evidence-informed practice.

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

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

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

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

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

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

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

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

3. Implicit Curriculum

Educational Policy 3.0—Implicit Curriculum: The Learning Environment

The implicit curriculum refers to the educational environment in which the explicit curriculum is presented. It is composed of the following elements: the program's commitment to diversity; admissions policies and procedures; advisement, retention, and termination policies; student participation in governance; faculty; administrative structure; and resources. The implicit curriculum is manifested through policies that are fair and transparent in substance and implementation, the qualifications of the faculty, and the adequacy of resources. The culture of human interchange; the spirit of inquiry; the support for difference and diversity; and the values and priorities in the educational environment, including the field setting, inform the student's learning and development. The implicit curriculum is as important as the explicit curriculum in shaping the professional character and competence of the program's graduates. Heightened awareness of the importance of the implicit curriculum promotes an educational culture that is congruent with the values of the profession.⁵

Educational Policy 3.1—Diversity

The program's commitment to diversity—including age, class, color, culture, disability, ethnicity, gender,

⁵ Eisner, E. W. (2002). *The educational imagination: On the design and evaluation of school programs* (3rd ed.).

New York: Macmillan.

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gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation—is reflected in its learning environment (institutional setting; selection of field education settings and their clientele; composition of program advisory or field committees; educational and social resources; resource allocation; program leadership; speaker series, seminars, and special programs; support groups; research and other initiatives; and the demographic make-up of its faculty, staff, and student body).

Accreditation Standard 3.1—Diversity

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

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

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

Educational Policy 3.2—Student Development

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

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

Admissions

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

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

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

M3.2.3 BSW graduates entering MSW programs are not to repeat what has been mastered in their

BSW programs. MSW programs describe the policies and procedures used for awarding

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advanced standing. These policies and procedures should be explicit and unambiguous. Advanced standing is awarded only to graduates holding degrees from baccalaureate social work programs accredited by CSWE, those recognized through its International Social Work Degree Recognition and Evaluation Service, or covered under a memorandum of understanding with international social work accreditors.

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

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

Advisement, retention, and termination

3.2.6 The program describes its academic and professional advising policies and procedures. Professional advising is provided by social work program faculty, staff, or both.

3.2.7 The program spells out how it informs students of its criteria for evaluating their academic

and professional performance, including policies and procedures for grievance.

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

Student participation

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

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

Educational Policy 3.3—Faculty

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

Accreditation Standard 3.3—Faculty

3.3.1 *The program identifies each full and part-time social work faculty member and discusses her/his qualifications, competence, expertise in social work education and practice, and years of service to the program. Faculty who teach social work practice courses have a*

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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.

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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.

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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.

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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 post-baccalaureate or postmaster's social work degree practice experience.*

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

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

3.4.5(d) *The program provides documentation that the field director has a fulltime appointment to the social work program.*

Educational Policy 3.5—Resources

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

Accreditation Standard 3.5—Resources

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

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

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

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

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

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

4. Assessment

Educational Policy 4.0—Assessment

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

Accreditation Standard 4.0—Assessment

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

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

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

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

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

APPENDIX Z
SYLLABI FOR SWK 475 & SWK 480

**Methodist University
Department of Social Work
Field Education Internship
SWK 475/Fall 2017**

SACSQUALITY ENHANCEMENT PLAN (QEP):

GET BETWEEN THE COVERS!

***Improving Student Reading Skills by
Developing a Culture of Reading***

CONFIDENTIALITY AGREEMENT

It is expected that learners in this course will go through a process of growth and development in examining their values, attitudes and beliefs. An essential piece of this process is the support we give and receive from sharing with others. While our views may differ, it is important that we listen to and respect the rights of others to hold different thoughts and opinions. In order for the class to be a safe, supportive environment for the exploration of ideas and opinions, it is crucial for students to keep the personal reflections/self-disclosing comments made by other learners confidential. Students who have areas of concern are advised to speak privately with the instructor. **NO EXCEPTIONS!**

PROGRAM CONCEPTUAL MODEL: GENERALIST SOCIAL WORK PRACTICE:

Generalist Social Work practitioners possess a broad range of knowledge, critical thinking, and culturally sensitive practice skills based on ecosystems theory and the strengths perspective. They assume a variety of social work roles from one field of practice to another. They are committed to professional values and ethical practice standards based on principles of human rights and social justice, particularly concerning populations at risk. Generalist social work practice consists of assisting individuals, families, groups, and larger systems to work on change which promotes the best possible relationship between people and their environment. Generalist social workers intervene with organizations to enhance the responsiveness of resource systems, advocate for social policies to ensure the equitable distribution of resources, research aspects of social work practice, and integrate direct practice with social policy.

Instructor: Tracey Hinds, MSW
Class Meeting Time: Internship
Office: 272-C
Office Hours: Mon. to Thurs.
10 am – 11am
E-Mail: thinds @methodist.edu
Phone: 1-910-630-7059
Secretary: Ms. Charlene Covington
1-910-630-7394

Prerequisite(s): See page # 9 (all prior courses in SWK and general ed)

Required Text (s): Class notes given by Instructor Hinds

American Psychological Association, (2001). Publication Manual of the American Psychological Association (6th ed.). Washington, DC: American Psychological Association.

NASW Ethics Pamphlet.

METHODIST UNIVERSITY SOCIAL WORK PROGRAM GOALS:

The goals of the Social Work Program flow from the CSWE Educational Policy (1.0 and 1.1) and the Methodist University Social Work Program Mission. They are the specific means for pursuing the Program Mission. The goals are designed to prepare competent and effective professionals who are sensitive to diversity, who promote social and economic justice, and who seek to contribute to the profession and to the community. The Program's goals are:

1. To prepare graduates for competent entry-level generalist practice grounded in the profession's history, purposes and philosophy and the mastery of measurable practice behaviors that are based upon the knowledge, values, and skills of generalist Social Work practice.
2. To prepare graduates for practice with diverse populations, with special attention to the people of Cumberland County, North Carolina and its adjacent areas with an emphasis on the strengths as well as the complexities of diversity.
3. To prepare graduates for continuing education and further personal and professional development for the betterment of the profession and the community.
4. To prepare graduates who are committed to the ethics and values of the profession, to social and economic justice, and service to oppressed and at-risk populations.
5. To Understand distributive justice, human and civil rights, global interconnections of oppression and discrimination.

METHODIST UNIVERSITY SOCIAL WORK PROGRAM OBJECTIVES:

The Program's objectives stem from its mission and goals. After completing the BSW degree requirements, graduates will have the ability to:

1. Apply critical thinking skills to professional Social Work practice.
2. Practice within the context of Social Work's professional values, ethics, and principles.
3. Practice without discrimination related to age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
4. Understand and be able to discuss the history of the Social Work profession and its contemporary structures and issues.
5. Understand the forms and mechanisms of oppression and discrimination and apply strategies of social change that promote social and economic justice.

6. Apply knowledge and skills of generalist Social Work practice with systems of all sizes, with special attention to the people of Cumberland County, North Carolina and its adjacent areas.
7. Apply knowledge of bio-psycho-social factors that affect individual development and behavior across the lifespan, and use empirically supported theoretical frameworks to understand the interactions among individuals and between individuals and social systems.
8. Analyze the effects of social policy and understand methods to influence policy decisions.
9. Evaluate research studies and apply findings to practice and be able to evaluate one's own practice.
10. Use communication skills appropriately and effectively to interact with clients, colleagues, and members of the community.
11. Use supervision effectively to enhance generalist Social Work practice.
12. Function within the structure of organizations and seek appropriate organizational change.

STUDENTS WITH DISABILITIES:

If you are a student with a disability, please contact Charmagne Williams, Coordinator of Accessibility and Disability Services at 630-7402 or cawilliams@methodist.edu as soon as possible in order to make the necessary arrangements. Any student requiring accommodations due to one or more disabilities must bring appropriate documentation to the Methodist University Office of Accessibility and Disability Services, located in Pearce Hall, no later than the first week of classes during the semester in which the accommodations are required. Accommodations cannot be instituted retroactively.

PROGRAM ATTENDANCE POLICY:

All social work courses are preparation for professional practice. This means that excessive absences, tardiness and early departures will not be tolerated any more than such behaviors would be tolerated in the work world.

The Academic Catalogue for Methodist University gives a faculty member permission to enforce a more rigorous attendance policy than what is stated in the catalogue. The catalogue also states that the attendance policy for 200, 300, & 400 level courses is at the discretion of the individual faculty member. The faculty members of the Social Work Program choose to implement a more rigorous attendance policy.

Optimal learning cannot take place unless a student is present during class sessions. For that reason students are expected to attend class, arrive to class on time and to stay for the duration of the class. One must recognize that commitment to a goal (in this case learning) is important. Attending all classes constitutes a commitment to learning.

One (1) bonus point will be added to the final grade of all students with no absences. Each absence beyond the following will result in a deduction of 3 points from the final semester's grade average:

Monday, Wednesday, Friday	- 3 absences
Tuesday & Thursday	- 2 absences
One day a week classes	- 1 absence
Evening (pm) courses	- 1 absence
Summer School courses	- 0 absences

Late arrival disrupts the class and makes it difficult for others to learn. It also demonstrates a lack of respect for the instructor and other student in the class. Late arrivals must be followed up with the instructor, after class, or they will automatically be recorded as an absence. It is the student's responsibility to make up missed course work and assignments, regardless of the reason for the absence. University policy requires that students missing 20% of the classes be dropped from the course.

PROGRAM WRITING POLICY:

Writing is a major part of the social work profession. The APA style is required for all academic research papers in social work courses. The student must use the APA style as demonstrated in the APA Manual, 6th Edition. Failure to use the APA style will result in points being taken off any research papers written in social work courses.

Papers should meet the following standards:

- * Structure: identifiable purpose or thesis statement, logical organization, transitions between paragraphs, effective summary or conclusion.
- * Content: significant content related to the purpose of the paper, appropriate content to support the purpose of the paper or thesis, documentation of sources using the APA style currently in use
- * Presentation or style: correct voice, person, and variety in sentence structure as appropriate.
- * Mechanics: correct punctuation, grammar, standard English, spelling. All proofreading and corrections must be made with computer or type writer and not handwritten (except for in class assignments)

NOTE:

Students are required to develop an understanding of the APA style of writing and documentation. They are asked to critically analyze topics and present their work in paper format. APA requires students to use non-discriminatory, person- first and non-sexist language. All paper sources should be taken from material written within the last eight years where feasible. Your assignment may require original works that are more than eight years old.

Research papers must be turned into www.Turnitin.com. A hard copy should also be given to the instructor. The login information will be provided in class.

The Program strongly suggests that students obtain assistance from the Methodist University Writing Center to ensure correct grammar, punctuation, etc. The Writing Center is located on the first floor of the library.

ACADEMIC CONDUCT and ACADEMIC HONESTY:**HONOR CODE:**

In the pursuit of academic studies at Methodist University, every student has the responsibility of obeying the Honor Code, which prohibits cheating (including plagiarism), theft, and academic misrepresentation. Each student is responsible for becoming familiar with the Honor Code. For further reference, see the Methodist University catalogue. All work submitted to instructors must be in compliance with the rules of the Honor Code and "pledged" as an indication of its conformity to the rules of the Honor Code. Violations of the code may be reported by any member of the Methodist University community.

Cheating:

Students must complete all tests and examinations without help from any other source. They may not look at another student's paper or at any opened textbook or notebook while taking tests. They may not use any kind of "crib" sheet, *i.e.*, any papers or materials that have helpful information on them. Possession of a "crib" sheet while taking a test is considered evidence of intention to cheat. Students may not ask another student for information during a test or give student information. Students may not talk to another student while a test is being given except with the explicit permission of the professor.

These rules apply to take-home examinations and to all others unless the professor says otherwise. Students who find a misplaced test question sheet should return it as soon as possible to the professor whose test it is. Exceptions to these rules can be made only by the professor.

Plagiarism:

Anything that is written in a paper, book report, or any other assignment must be in the student's own words or must be properly and fully cited. Anything that students copy word for word from another source is a direct quotation. All direct quotations must be shown as such and must be properly cited. Students must also rewrite paraphrased material in a style and language that are distinctively their own; merely rearranging the words found in a scholarly source is plagiarism. Material that is paraphrased must be cited. For methods of citation and all other aspects of manuscript form, students should follow the APA manual current edition (6th). Any student found guilty of cheating on a test or committing plagiarism on an assignment will receive a zero grade for the work on which the offense was committed. The maximum penalty will be failing the course. This instructor will file a complaint to the Methodist University Honor Board. The instructor may request that the student be suspended or expelled from the University.

DUPLICATING ASSIGNMENTS:

Work must be original to the assignment of this course and must not be replicated from or to another course assignment. Under no circumstances will a student be allowed to turn in identical papers to different professors in the Social Work Department or to use any type of commercial service to prepare their assignments.

There are instances when a similar or identical topic, theme, issue, population, problem, or method is examined in the course assignments for two or more courses. If similar topics, etc. are used, the paper or assignment has to be distinctively different from assignments in other courses on the same topic or subject. The student has to obtain the written consent or approval of both or more instructors (in the case of more than two instructors) before the assignment is turned in. Instructors are under no obligation to provide their consent.

If a student repeats a course, the student's work must be prepared for the class assignment and cannot have been submitted previously for the same course. If you have questions about assignments, you need to consult with the instructor.

EXAM TEST POLICY:

Tests will not be made up without an excuse from a doctor or prior approval from the Instructor. A legal doctor's note must be given to instructor. Calling the secretary of the department to "say you will not be able to come in for a test" does not constitute an excused absence. You will need to speak directly to the instructor to receive an excused absence from any test. Leaving a message on my voice mail will not be considered an excuse to miss any test. Only one time will be scheduled for a makeup test.

PROFESSIONAL PRACTICE BEHAVIORS DO NOT INCLUDE:

Coming Late/Leaving Early

Leaving Cell Phones On In Class-Making or Taking Calls/Texting During Class
 Overt Inattentiveness, Sleeping in Class, Lying on Desks/Tables, Etc.
 Reading, Writing and/or working on Non-Class Related Material
 Cheating, Whispering, or Other Activities Not Related To The Work in the Class
 Monopolizing Classroom Discussions
 Failing to Respect the Rights of Others to Express Their Opinions
 Constant Questions or Interruptions That Interfere with Instructor's Presentations
 Creating a Distraction through Verbal and Nonverbal Expressions
 Talking When the Instructor or Others Are Speaking
 Intoxication/Use of Profanity/Violent or Otherwise Threatening Acts

ELECTRONIC DEVICE POLICY:

Cell phones will be turned off or on silent during class. If there are any extenuating circumstances, please consult with the instructor prior to the start of class. Likewise, turn off laptop, computers during class unless you have permission to use your computer to take notes. Prolonged use of these electronics in the classroom is considered lack of participation in class for the day, demonstrates unprofessional behavior and inability to follow the rules as noted in this syllabi

COURSE EXPECTATIONS:

Students are responsible for all material assigned and discussed in the course. Assignments are to be submitted to the instructor on time. Assignments submitted late will be subject to a grading penalty.

Late Work:

The Department of Social Work will not accept any late major papers. Students are encouraged to begin working on their major papers in advance and in the event there is an unforeseen emergency students may email their working draft to the instructor for a grade.

Students are expected to do assigned reading prior to class in order to participate in classroom discussions. It is expected that all students participate in class room , discussions and group exercises. Students are expected to follow the Honor Code, which is explained In the Student Handbook. Students who cheat, or commit plagiarism, will receive a grade of zero for the work on which the offense was committed. The maximum penalty is failure of the course. The instructor will file a complaint to the Honor Board after the offense. Cheating, plagiarism, and/or academic misrepresentation can result in either denial of admission to, or termination from, the Social Work Program.

If you are a social work major or prospective major, you will be given one *Social Work Program Student Handbook*. Students may also go online to the Methodist University Social Work Program's web site to obtain a copy of the *Social Work Program Student Handbook*. This book contains necessary forms for application to the program, outlines

requirements of the major, describes available field experiences, and contains other vital information for majors.

TEACHING METHODS:

Teaching methods used in this course will include discussion, lectures, student presentations, individual work, small group work, and assignments, on and off campus special lectures, classroom guest speakers, blackboard based on instructors' preference of how to incorporate use, videos, online resources, experiential exercises and other technologies deemed appropriate by the instructor.

INSTRUCTIONAL TECHNOLOGY:

This course will integrate the use of instructional technology. Examples of instructional technology include Smartboards, response systems (clickers), audio and video systems, computers, instructional software, Blackboard, digital cameras, lecture capture software, etc. Specifically, in this course we may/may not use all some of none of these technologies: Smartboards, audio and video systems, computers, instructional software, Blackboard, digital cameras, and internet-based software.

Students are expected to engage in discussion regarding course content.

GRADING SCALE:

93-100	A	73-76	C
90-92	A-	70-72	C-
87-89	B+	67-69	D+
83-86	B	63-66	D
80-82	B-	60-62	D-
77-79	C+	0-59	F

QUESTIONING GRADES-ADOPTED from DR KAREN SANDELL- UNC WILMINGTON

At times students question grades for assignments. This is OK, however I will not accept that you think you deserve a higher grade and proceed to review your work to look for reasons to give you one!

If you think your work was not graded fairly, you must submit a typed statement within a week of receiving the grade stating why you think your work deserves additional consideration, and the specific points you think argue for your getting additional credit. You must be very specific about the reasons why you think the quality of your work should receive a higher evaluation from me. It is not sufficient to say that you worked really hard on the assignment-effort may not equate to the quality of the product. It is not acceptable to argue that another student got a better grade than you and you know that he/she did the paper the night before the paper was due, etc.

REVIEW PROCESS:

To seek a review of your work you must attach your original graded paper to your typed request and submit it to me no later than one week after the paper was returned to you. The burden is on you to make your case for reconsideration on the specific merits of your work.

COURSE DESCRIPTION and RATIONALE:

The Field Education Manual Further Describes This Course In Detail

Field education at the baccalaureate level requires a minimum of 400 block hours in a field practice setting. The field education is an integral component of the curriculum in social work education. The course continues the involvement of the student in professional agency practice. As such, it includes continued exposure to client systems of all sizes with the addition of increasingly complex cases and more extensive service options. It engages the student in supervised social work practice and provides opportunities to apply classroom learning in a field setting. The student, while working in a field internship agency, will gain an understanding of field agency policies, service delivery systems, and organizational structure. The purpose of this course is to finalize the preparation for generalist social work practice. The field student will demonstrate his or her ability to utilize supervision and participate in teamwork. This course will explore diversity and the use of intervention and assessment skills.

Placement in a field setting will provide each student the opportunity to strengthen, exercise, and evaluate practice skills through the use of several methodologies, including a single subject design. The student will have the opportunity to demonstrate interpersonal skills with clients, to visit several social welfare agencies, programs, and organizations, within their field placement community (Cumberland County and adjacent areas), and to further develop their self-awareness and knowledge. The internship will assist students to embrace Social Work values and conduct themselves according to the National Association of Social Worker Code of Ethics (NASW). The students, through their field practicum, will be afforded the opportunity to explore the issues surrounding oppression, social and economic justice.

Through the concurrent Capstone seminar class, Social Work 480, students learn to process their own individual field placement experiences and to integrate social work practice with social work theory, while practicing social work values and ethics. Through the use of course assignments, oral and written, students will be able to demonstrate their application of knowledge of behavioral and practice theories while working with various client systems and utilizing professional communication skills. Students are required to complete the course with a grade of "C" or better.

Prerequisites:

1. Senior Class Standing
2. Admission to the Social Work Program

3. Approval of Field Coordinator
4. Acceptance by Field Agency
5. Prerequisite courses are:

SWK 231; SWK 235;(discontinued in Fall 2016) SWK 240; SWK 300; SWK 302; SWK 315; SWK 332; SWK 350; SWK 370; SWK 372; SWK 420; SWK 424; SOC 151; PSY 101; PSC 151; CSC 100; PSY 341, a course in statistics (SOC 220, MAT 220, or PSY 250), and completion of core requirements.

Course Objectives/Learning Outcomes and Corresponding Course Outcome Measures:

After completing this course, the student will demonstrate mastery of the following **ten (10) core competencies necessary to engage in generalist social work practice:**

1. Identify as a professional social worker and conduct oneself accordingly.
2. Apply social work ethical principles to guide professional practice.
3. Apply critical thinking to inform and communicate professional judgments.
4. Engage diversity and difference in practice.
5. Advance human rights and social and economic justice.
6. Engage in research-informed practice and practice- informed research.
7. Apply knowledge of ecosystems/person-in-environment perspective.
8. Engage in policy practice to advance social and economic well-being and deliver effective social work services.
9. Respond to contexts that shape practice (e.g. organizational, community and societal).
10. Engage, assesses, intervene and evaluate with individuals, families, groups, organizations and communities).

COURSE OBJECTIVES, Competencies & Outcome Measures:

1. To describe field placement agency policies, service delivery system and organizational structure. (*Competency 9*)

Outcome Measures: journals, weekly agendas and meetings with field instructors,
field evaluations.

2. To demonstrate an understanding of the network of social welfare agencies, programs, and organizations within Cumberland County and adjacent areas. (*Competency 3, 10*)

Outcome Measures: Field trips, involvement in inter-agency activities, field evaluations.

3. To be more self-aware. (Competency 1)

Outcome Measures: Journals, readings, weekly agendas and meetings with field instructors, field evaluations.

4. To adhere to and demonstrate use of social work values and the NASW Code of Ethics. (Competency 2)

Outcome Measures: Student confidentiality statement, field logs, field evaluations.

5. To recognize and be sensitive to human diversity and demonstrate differential assessment and intervention skills in working with diverse, vulnerable, and impoverished populations in the Cumberland County community, including rural and military. (Competency 4, 8)

Outcome Measures: Journals, ACATS, field evaluations.

6. To demonstrate the ability to utilize supervision and participate in teamwork. (Competency 1)

Outcome Measures: Journals, agendas and weekly meetings with field instructors, field evaluations.

7. To apply critical thinking, research and evaluative methodology within the field placement setting. (Competency 3, 6)

Outcome Measures: Single-subject design project, ACATS, BEAP.

8. To utilize the generalist problem-solving approach while incorporating the strengths perspective. (Competency 2,3,7)

Outcome Measures: Field logs, field evaluations.

9. To demonstrate application of behavioral and practice theories when working with client systems. (Competency 2, 3, 6, 7, 8, 9)

Outcome Measures: Field instructor evaluations, journals. ACATS, field evaluations.

10. To demonstrate appropriate oral and written professional communication skills. (Competency 3)

Outcome Measures: Weekly meetings with field instructors, field instructor evaluations of students, journals, agendas, Competency Papers.

11. To demonstrate interpersonal skills when engaging clients in the helping

relationship. (Competency 2, 3)

Outcome Measures: Field instructor observations, journals, field evaluations.

12. To demonstrate a variety of skills that furthers the achievement of individual and collective social and economic justice. (Competency 4, 5)

Outcome Measures: Observation by field instructors, journals. ACATS.

Linkages to other course

This course is linked vertically and horizontally to content from the liberal arts foundation and courses from the social work curriculum. This course is taught in the last semester of the student's studies in the Social Work program. It builds on knowledge from all social work courses and core curriculum courses.

ADDITIONAL READINGS: None required for this course

COURSE ASSIGNMENTS:

Weekly Field Logs and Agendas; Field Education Learning Contracts; Student Time Sheets; Confidentiality Statements; will be collected in SWK-480, the concurrent seminar.

Field Logs (Weekly): Due by email Friday midnight and Collected in Capstone Seminar SWK-480 every Monday (Competency 1, 2, 3, 4, 5, 6, 7, 8, 9, 10).

Each student is to submit weekly field logs. Logs should contain student weekly activities, problems, attitudes, values, responses to daily activities, observations, feelings and thoughts of the organizational operations of their agency. Students should discuss the way in which they assess client and agency situations, systematic approaches to problem-solving, identify intervention methods and their outcomes, identify personal and social work values that affect their work in the agency setting and with clients, and illustrate how they plan and integrate, i.e.; how they blend skills, knowledge, theories, and human diversity in their agency setting. The log content must reveal the student's growth and progress as a generalist social work practitioner. It is not necessary to obtain the field instructor's signature on weekly logs. Logs need to be a reflection of the student's knowledge, feelings, and activities. Field logs will be discussed in the weekly Capstone seminar.

Agendas (Weekly): Collected in Capstone Seminar Every Monday SWK-480

Each student is to submit an agenda, which lists items they will be discussing with their field supervisors on a **weekly basis**. **All students must meet with their field instructors at least one hour per week.**

Recording Placement Hours (Monthly): Collected in Capstone Seminar SWK-480 (Competency 1, 3, 4, 6).

Students are responsible for recording field placement hours on time sheets. Blank time sheets can be found in the Field Placement Manual and should be copied by students. Time sheets **must be signed by students and their field instructors and submitted to the Field Coordinator on the final Monday of each month. You are responsible for working through the last day of field even though you may have completed your required 400 hours. The final time sheet is due the day after the last official field day. If you will be absent from field, you must have a doctor's excuse, and you are responsible for contacting your field instructor prior to your absence (except in the case of an emergency). If you are absent or anticipate absence for more than one day, you must contact the Field Coordinator, as well. Please keep a copy of your hours for your records to insure accuracy.**

Student Agency Contract (Learning Agreement): (September 12, 2017) (Competency 1).

Each student is responsible for the submission of a typed student-agency learning agreement. This agreement should be in a typed format such as the example located in your field manual. The learning agreement needs to be signed by the student, his/her field instructor, and the Field Education Coordinator.

CONFIDENTIALITY STATEMENT: (Due September 5, 2017) Please email and scan and bring hard copy to class September 12, 2017 (Competency 1, 2, 3).

In all social services agencies, it is of the utmost importance to maintain confidentiality of information. Confidentiality must be maintained within the agency by sharing information regarding the client only with relevant agency personnel. Confidentiality must be maintained outside of the agency, also. Information regarding clients is not to be shared with friends, family, and acquaintances. Each student must submit a confidentiality statement signed by the student and his/her field instructor. Client's identity will not be disclosed in any written or verbal assignment. The form is located in the Field Manual.

Syllabus: The Syllabus is a guideline for this course. It may be modified as needed by the instructor due to student's needs and service learning opportunities.

(Liability Insurance is a requirement for Field & is due @ Orientation).

Professional Portfolio- Due October 23, 2017 (Competency 1, 3)

Resume- one for social work, one for general, one for graduate school and one for government (if you think you may be interested)

If possible. Letters of Recommendations-at least 3, sealed. Teachers, volunteer places, previous employer etc...

Any employee evaluations, appraisals.

Contact information for your references at least 3; name, title, position, email, address.

Awards, Certificates, Professional group affiliation,

Unofficial Transcripts from all schools attended even though some places will want your last one. If you are younger they may want high school. Have as many sealed official copies you can get for future use.

Volunteer - if you have pictures of yourself volunteering use them.

Outstanding, unique school projects, research completed

Sample of your work in undergrad.

GRADING EVALUATION:

Field Education Learning Contract	15%
Field Program Logs	10%
Student Agendas	5%
Student Time Sheets	5%
Confidentiality Statement	5%
Mid-Term Evaluation	20%
Final Evaluation	30%
Professional Portfolio & Homework	10%
Total	100%

COURSE OUTLINE:

SPECIAL NOTES

Seniors are required to attend all SWK-Club Meetings (see attached dates)

There are worksheets in the textbook that will need be completed and turned in weekly.

NASW graduation Cord is optional but cost \$10.00

August 21: Student orientation workshop; Syllabus review; **Liability Insurance Due/NASW membership**

August 21 - 26: Internship Conference Tuesday to Friday on campus/Students write a letter about expectations of field and put in envelope. Class will come up with a name to represent them as a group.

You probably have many questions getting ready for your fieldwork work experience. Chapter 1 of the Text will help you feel more comfortable as You approach your internship by giving you a clearer idea of what an internship (is and isn't) and the types of learning goals one needs to accomplish..

August 28 - September 1: Text, Chapter 1, The Purpose of a Practicum. Chapter 2, School, Agency, and what every Social Work Student should know About Field Placement. Chapter 4, Getting Started.

Agendas, & Logs Due (Every Monday). Hours Due September 11th, 2017

September 4 - 8: The field instructor is an important key to student learning in any human service internship. Your supervisor may be thought of as a teacher who can Impart to you new knowledge and skills. He or she may be thought of as an enabler, a supportive mentor who can help you to achieve your goals. Ideally, supervisory relationships are based on trust and mutual under-standing. Supervisory instructions should be seen as a valuable, desirable part of your experience, both in your field work and later in your career.

Discussion: Learning From Supervision/ Personality Styles, Management Styles, Conflict Resolution Style. Self-Care

Agendas, Hours & Logs Due (September)

September 11 - 15: Getting to know as much as you can about your agency will not only help. You feel more comfortable and confident in your new setting. It will also help you to under-stand and integrate your future experiences as they unfold during your Internship

Continued Focus on the **Learning Plan: A Roadmap for Your Journey.**

September 18 - 22: Write On! Practical suggestions for Preparing Social Work Records (Prepare In Field & Discuss in Capstone Seminar, SWK-480).

September 25 - 29: Personal Safety: Dealing With Violent clients. Handling the potential Dangers of Home Visits.
Reducing The Risk Of Harm.

October 2 - 6: Field: A Discussion of Micro, Mezzo and Macro

October 9 - 13 Midterm Evaluations. Student complete a copy I will collect and then student and Field Instructor complete a copy

October 16 & 17, 2017: Fall Break – No Classes
(October 13th to 19th Prof. Hinds in St. Lucia)

October 23 - 27: Evaluating Your Field Instructor. Facing Ethical Dilemmas in the Field. Issues for Interns (Ethics), Chapter, 14. Ethical Dilemmas, Legal Issues, Chapter 15.

October 30 - November 3: The Image and Impact of Social Work

November 6 - 9: Social Work as Planned Change

November 13 - 17: Evaluating the Field Practicum.

November 20 - 24: Merging Self and Profession

November 27 - 30: Final Evaluations. Student complete a copy I will collect and then student and Field Instructor complete a copy.

November 27 - December 1: Leadership and Social Justice. Termination and your Field Placement. The Portfolio Approach for Generalist Social Work Students, Field as a Building Block to your career. Tips for transition from Field to Employment.

December 4: Last Day of Classes /ACAT

December 6: Field Luncheon. Students, Faculty and Field Instructors only.

December 7: Field Luncheon/Appreciation of Field Instructors & Recognition of Students

December 16: Graduation Day!!!!!!!!!!!!!!

Methodist University
Department of Social Work
Social Work Capstone Seminar
SWK 480 / Fall 2017
Monday 2:00 pm - 4:30 pm

SACSQUALITY ENHANCEMENT PLAN (QEP):

GET BETWEEN THE COVERS!

***Improving Student Reading Skills by
Developing a Culture of Reading***

CONFIDENTIALITY AGREEMENT

It is expected that learners in this course will go through a process of growth and development in examining their values, attitudes and beliefs. An essential piece of this process is the support we give and receive from sharing with others. While our views may differ, it is important that we listen to and respect the rights of others to hold different thoughts and opinions. In order for the class to be a safe, supportive environment for the exploration of ideas and opinions, it is crucial for students to keep the personal reflections/self-disclosing comments made by other learners confidential. Students who have areas of concern are advised to speak privately with the instructor. **NO EXCEPTIONS!**

PROGRAM CONCEPTUAL MODEL: GENERALIST SOCIAL WORK PRACTICE:

Generalist Social Work practitioners possess a broad range of knowledge, critical thinking, and culturally sensitive practice skills based on ecosystems theory and the strengths perspective. They assume a variety of social work roles from one field of practice to another. They are committed to professional values and ethical practice standards based on principles of human rights and social justice, particularly concerning populations at risk. Generalist social work practice consists of assisting individuals, families, groups, and larger systems to work on change which promotes the best possible relationship between people and their environment. Generalist social workers intervene with organizations to enhance the responsiveness of resource systems, advocate for social policies to ensure the equitable distribution of resources, research aspects of social work practice, and integrate direct practice with social policy.

Instructor: Tracey Hinds, MSW
Class Meeting Time: Monday
2:00 pm -4:30 pm
Office: T-272-C
Office Hours: Mon. 10 am – 11am
Tues & Thurs. 10 am – 12 noon
E-Mail: Thinds@methodist.edu
Phone: 910-630-7059
Secretary: Ms. Charlene Covington
910-630-7394

Prerequisite(s): See Page #10

Required Text (s):

American Psychological Association.
(2001). Publication Manual of the
American Association (6th ed.).
Washington, DC: American
Psychological Association.

NASW Ethic Pamphlet

METHODIST UNIVERSITY SOCIAL WORK PROGRAM GOALS:

The goals of the Social Work Program flow from the CSWE Educational Policy (1.0 and 1.1) and the Methodist University Social Work Program Mission. They are the specific means for pursuing the Program Mission. The goals are designed to prepare competent and effective professionals who are sensitive to diversity, who promote social and economic justice, and who seek to contribute to the profession and to the community. The Program's goals are:

1. To prepare graduates for competent entry-level generalist practice grounded in the profession's history, purposes and philosophy and the mastery of measurable practice behaviors that are based upon the knowledge, values, and skills of generalist Social Work practice.
2. To prepare graduates for practice with diverse populations, with special attention to the people of Cumberland County, North Carolina and its adjacent areas with an emphasis on the strengths as well as the complexities of diversity.
3. To prepare graduates for continuing education and further personal and professional development for the betterment of the profession and the community.
4. To prepare graduates who are committed to the ethics and values of the profession, to social and economic justice, and service to oppressed and at-risk populations.
5. To understand distributive justice, human and civil rights, global interconnections of oppression and discrimination.

METHODIST UNIVERSITY SOCIAL WORK PROGRAM OBJECTIVES:

The Program's objectives stem from its mission and goals. After completing the BSW degree requirements, graduates will have the ability to:

1. Apply critical thinking skills to professional Social Work practice.
2. Practice within the context of Social Work's professional values, ethics, and principles.
3. Practice without discrimination related to age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
4. Understand and be able to discuss the history of the Social Work profession and its contemporary structures and issues.

5. Understand the forms and mechanisms of oppression and discrimination and apply strategies of social change that promote social and economic justice.
6. Apply knowledge and skills of generalist Social Work practice with systems of all sizes, with special attention to the people of Cumberland County, North Carolina and its adjacent areas.
7. Apply knowledge of bio-psycho-social factors that affect individual development and behavior across the lifespan, and use empirically supported theoretical frameworks to understand the interactions among individuals and between individuals and social systems.
8. Analyze the effects of social policy and understand methods to influence policy decisions.
9. Evaluate research studies and apply findings to practice and be able to evaluate one's own practice.
10. Use communication skills appropriately and effectively to interact with clients, colleagues, and members of the community.
11. Use supervision effectively to enhance generalist Social Work practice.
12. Function within the structure of organizations and seek appropriate organizational change.

STUDENTS WITH DISABILITIES:

If you are a student with a disability, please contact Charmagne Williams, Coordinator of Accessibility and Disability Services at 630-7402 or cawilliams@methodist.edu as soon as possible in order to make the necessary arrangements. Any student requiring accommodations due to one or more disabilities must bring appropriate documentation to the Methodist University Office of Accessibility and Disability Services, located in Pearce Hall, no later than the first week of classes during the semester in which the accommodations are required. Accommodations cannot be instituted retroactively.

PROGRAM ATTENDANCE POLICY:

All social work courses are preparation for professional practice. This means that excessive absences, tardiness and early departures will not be tolerated any more than such behaviors would be tolerated in the work world.

The Academic Catalogue for Methodist University gives a faculty member permission to enforce a more rigorous attendance policy than what is stated in the catalogue. The catalogue also states that the attendance policy for 200, 300, & 400 level courses is at

the discretion of the individual faculty member. The faculty members of the Social Work Program choose to implement a more rigorous attendance policy.

Optimal learning cannot take place unless a student is present during class sessions. For that reason students are expected to attend class, arrive to class on time and to stay for the duration of the class. One must recognize that commitment to a goal (in this case learning) is important. Attending all classes constitutes a commitment to learning

One(1) bonus point will be added to the final grade of all students with no absences. Each absence beyond the following will result in a deduction of 3 points from the final semester's grade average:

Monday, Wednesday, Friday	- 3 absences
Tuesday & Thursday	- 2 absences
One day a week classes	- 1 absence
Evening (pm) courses	- 1 absence
Summer School courses	- 0 absences

Late arrival disrupts the class and makes it difficult for others to learn. It also demonstrates a lack of respect for the instructor and other student in the class. Late arrivals must be followed up with the instructor, after class, or they will automatically be recorded as an absence. It is the student's responsibility to make up missed course work and assignments, regardless of the reason for the absence. University policy requires that students missing 20% of the classes may be dropped from the course.

PROGRAM WRITING POLICY:

Writing is a major part of the social work profession. The APA style is required for all academic research papers in social work courses. The student must use the APA style as demonstrated in the APA Manual, 6th Edition. Failure to use the APA style will result in points being taken off any research papers written in social work courses.

Papers should meet the following standards:

- * Structure: identifiable purpose or thesis statement, logical organization, transitions between paragraphs, effective summary or conclusion.
- * Content: significant content related to the purpose of the paper, appropriate content to support the purpose of the paper or thesis, documentation of sources using the APA style currently in use
- * Presentation or style: correct voice, person, and variety in sentence structure as appropriate.
- * Mechanics: correct punctuation, grammar, standard English, spelling. All proofreading and corrections must be made with computer or type writer and not handwritten

(except for in class assignments)

NOTE:

Students are required to develop an understanding of the APA style of writing and documentation. They are asked to critically analyze topics and present their work in paper format. APA requires students to use non-discriminatory, person- first and non-sexist language. All paper sources should be taken from material written within the last eight years where feasible. Your assignment may require original works that are more than eight years old.

Research papers must be turned into www.Turnitin.com. A hard copy should also be given to the instructor. The login information will be provided in class.

The Program strongly suggests that students obtain assistance from the Methodist University Writing Center to ensure correct grammar, punctuation, etc. The Writing Center is located on the first floor of the library.

ACADEMIC CONDUCT and ACADEMIC HONESTY:

HONOR CODE:

In the pursuit of academic studies at Methodist University, every student has the responsibility of obeying the Honor Code, which prohibits cheating (including plagiarism), theft, and academic misrepresentation. Each student is responsible for becoming familiar with the Honor Code. For further reference, see the Methodist University catalogue. All work submitted to instructors must be in compliance with the rules of the Honor Code and “pledged” as an indication of its conformity to the rules of the Honor Code. Violations of the code may be reported by any member of the Methodist University community.

Cheating:

Students must complete all tests and examinations without help from any other source. They may not look at another student’s paper or at any opened textbook or notebook while taking tests. They may not use any kind of “crib” sheet, *i.e.*, any papers or materials that have helpful information on them. Possession of a “crib” sheet while taking a test is considered evidence of intention to cheat. Students may not ask another student for information during a test or give student information. Students may not talk to another student while a test is being given except with the explicit permission of the professor.

These rules apply to take-home examinations and to all others unless the professor says otherwise. Students who find a misplaced test question sheet should return it as soon as possible to the professor whose test it is. Exceptions to these rules can be made only by

the professor.

Plagiarism:

Anything that is written in a paper, book report, or any other assignment must be in the student's own words or must be properly and fully cited. Anything that students copy word for word from another source is a direct quotation. All direct quotations must be shown as such and must be properly cited. Students must also rewrite paraphrased material in a style and language that are distinctively their own; merely rearranging the words found in a scholarly source is plagiarism. Material that is paraphrased must be cited. For methods of citation and all other aspects of manuscript form, students should follow the APA manual current edition (6th). Any student found guilty of cheating on a test or committing plagiarism on an assignment will receive a zero grade for the work on which the offense was committed. The maximum penalty will be failing the course. This instructor will file a complaint to the Methodist University Honor Board. The instructor may request that the student be suspended or expelled from the University.

DUPLICATING ASSIGNMENTS:

Work must be original to the assignment of this course and must not be replicated from or to another course assignment. Under no circumstances will a student be allowed to turn in identical papers to different professors in the Social Work Department or to use any type of commercial service to prepare their assignments.

There are instances when a similar or identical topic, theme, issue, population, problem, or method is examined in the course assignments for two or more courses. If similar topics, etc. are used, the paper or assignment has to be distinctively different from assignments in other courses on the same topic or subject. The student has to obtain the written consent or approval of both or more instructors (in the case of more than two instructors) before the assignment is turned in. Instructors are under no obligation to provide their consent.

If a student repeats a course, the student's work must be prepared for the class assignment and cannot have been submitted previously for the same course. If you have questions about assignments, you need to consult with the instructor.

EXAM TEST POLICY:

Tests will not be made up without an excuse from a doctor or prior approval from the Instructor. A legal doctors note must be given to instructor. Calling the secretary of the department to "say you will not be able to come in for a test" does not constitute an excused absence. You will need to speak directly to the instructor to receive an excused absence from any test. Leaving a message on my voice mail will not be considered an excuse to miss any test. Only one time will be scheduled for a makeup test.

PROFESSIONAL PRACTICE BEHAVIORS DO NOT INCLUDE:

Coming Late/Leaving Early
 Leaving Cell Phones On In Class-Making or Taking Calls
 Overt Inattentiveness, Sleeping in Class, Lying on Desks/Tables, Etc.
 Reading, Writing and/or working on Non-Class Related Material
 Cheating, Whispering, or Other Activities Not Related To The Work in the Class
 Monopolizing Classroom Discussions
 Failing to Respect the Rights of Others to Express Their Opinions
 Constant Questions or Interruptions That Interfere with Instructor's Presentations
 Creating a Distraction through Verbal and Nonverbal Expressions
 Talking When the Instructor or Others Are Speaking
 Intoxication/Use of Profanity/Violent or Otherwise Threatening Acts

ELECTRONIC DEVICE POLICY:

Cell phones will be turned off or on silent during class. If there are any extenuating circumstances, please consult with the instructor prior to the start of class. Likewise, turn off laptop, computers during class unless you have permission to use your computer to take notes. Prolonged use of these electronics in the classroom is considered lack of participation in class for the day, demonstrates unprofessional behavior and in ability to follow the rules as noted in this syllabi

COURSE EXPECTATIONS:

Students are responsible for all material assigned and discussed in the course. Assignments are to be submitted to the instructor on time. Assignments submitted late will be subject to a grading penalty.

Late Work:

The Department of Social Work will not accept any late major papers. Students are encouraged to begin working on their major papers in advance and in the event there is an unforeseen emergency students may email their working draft to the instructor for a grade.

Students are expected to do assigned reading prior to class in order to participate in classroom discussions. It is expected that all students participate in class room discussions and group exercises. Students are expected to follow the Honor Code, which is explained In the Student Handbook. Students who cheat, or commit plagiarism, will receive a grade of zero for the work on which the offense was committed. The maximum penalty is failure of the course. The instructor will file a complaint to the Honor Board after the offense. Cheating, plagiarism, and/or academic misrepresentation can result in either denial of admission to, or termination from, the Social Work Program.

If you are a social work major or prospective major, you will be given one *Social Work*

Program Student Handbook. Students may also go online to the Methodist University Social Work Program's web site to obtain a copy of the *Social Work Program Student Handbook*. This book contains necessary forms for application to the program, outlines requirements of the major, describes available field experiences, and contains other vital information for majors.

TEACHING METHODS:

Teaching methods used in this course will include discussion, lectures, student presentations, individual work, small group work, and assignments, on and off campus special lectures, classroom guest speakers, blackboard based on instructors' preference of how to incorporate use, videos, online resources, experiential exercises and other technologies deemed appropriate by the instructor.

INSTRUCTIONAL TECHNOLOGY:

This course will integrate the use of instructional technology. Examples of instructional technology include Smartboards, response systems (clickers), audio and video systems, computers, instructional software, Blackboard, digital cameras, lecture capture software, etc. Specifically, in this course we may/may not use all some of none of these technologies: Smartboards, audio and video systems, computers, instructional software, Blackboard, digital cameras, and internet-based software.

Students are expected to engage in discussion regarding course content.

GRADING SCALE:

93-100	A	73-76	C
90-92	A-	70-72	C-
87-89	B+	67-69	D+
83-86	B	63-66	D
80-82	B-	60-62	D-
77-79	C+	0-59	F

QUESTIONING GRADES-ADOPTED from DR KAREN SANDELL- UNC WILMINGTON

At times students question grades for assignments. This is OK, however I will not accept that you think you deserve a higher grade and proceed to review your work to look for reasons to give you one!

If you think your work was not graded fairly, you must submit a typed statement within a week of receiving the grade stating why you think your work deserves additional consideration, and the specific points you think argue for your getting additional credit. You must be very specific about the reasons why you think the quality of your work

should receive a higher evaluation from me. It is not sufficient to say that you worked really hard on the assignment-effort may not equate to the quality of the product. It is not acceptable to argue that another student got a better grade than you and you know that he/she did the paper the night before the paper was due, etc.

REVIEW PROCESS:

To seek a review of your work you must attach your original graded paper to your typed request and submit it to me no later than one week after the paper was returned to you. The burden is on you to make your case for reconsideration on the specific merits of your work.

COURSE DESCRIPTION and RATIONALE:

The Social Work Capstone Seminar runs concurrently with the Field Education component of the Social Work curriculum. It meets for 2 ½ hours weekly, from 2:00–4:30 p.m. on Mondays. It is an academic course in Social Work education which is focused on the synthesis of knowledge, values, and skills from earlier courses.

The purpose of the Capstone Seminar course is to enable students to integrate generalist social work knowledge, values, and skills with field work practice. It also provides mechanisms for the integration of the liberal arts perspective and Social Work course content with the concurrent Field experience. The course will assist students to embrace Social Work values and conduct themselves according to the National Association of Social Workers (NASW) Code of ethics as they prepare for generalist Social Work practice. Further, the course will enable the student to continue to acquire social work skills, abilities and knowledge and use these in a “person-in-environment” perspective.

The University’s motto is “VERITAS et Virtues”, “Truth and Virtue”. The Social Work Program affirms the importance of intellectual values and ethical principles such as truth, virtue and justice. The University’s programs are based on the conviction that a liberally-educated person is sensitive to the needs and rights of others. Methodist University affirms the importance of intellectual values and ethical principles such as truth, virtue, justice, and love. The University community seeks to develop the whole persons who will contribute substantially and creatively to the professions and to civic life.

In order to fully understand a “system” in social work, the student must understand, both through written and oral communication, the aspects of Political Science, religion, communication, Psychology, Sociology and (all required core classes). Effective Social Work Practice involves thinking “outside the box”, thinking from liberal arts perspective.

Through the Capstone seminar class, students learn to process individual field education experiences and to integrate social work practice with social work theory. Through the completion of competency papers, students will demonstrate their

application of knowledge of behavioral and practice theories while working with various client systems and utilizing professional communication and research skills. Students are required to complete the course with a grade of "C" or better. The course is designed to meet the Social Work Program Goals and the objectives listed previously in the syllabus.

Prerequisite(s):

1. Senior class standing
2. Admission to the Social Work Program
3. Approval of the Field Coordinator
4. Acceptance by the Field Agency
5. Prerequisite courses are:

SWK231; SWK235(no longer offered Fall 2016); SWK240; SWK300; SWK302; SWK-315; SWK332; SWK350; SWK370; SWK372; SWK420; SWK424; SOC151; PSY101; PSC151; CSC100; PSY341; a course in statistics (SOC220, MAT220, or PSY250), and the University core curriculum.

COURSE OBJECTIVES and Outcome Measures:

Social Work is an applied field of study. Intellectual knowledge is combined with learning how to do social work. Your participation in class activities and discussion is essential to its success.

After completing this course the student will be able to demonstrate the mastery of the following ten (10) core competencies necessary to engage in generalist social work practice:

1. Identify as a professional social worker and conduct oneself accordingly
 2. Apply social work ethical principles to guide professional practice.
 3. Apply critical thinking to inform and communicate professional judgments
 4. Engage diversity and difference in practice
 5. Advance human rights and social and economic justice
 6. Engage in research-informed practice and practice-informed research
 7. Apply knowledge of ecosystems/person-in-environment perspective
 8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services
 9. Respond to contexts that shape practice (e.g. organizational, community and societal)
 10. Engage, assesses, intervene and evaluate with individuals, families, groups, organizations and communities.
-
1. Demonstrate an understanding of field placement agency policies, service delivery system and organizational structure.

Outcome Measures: Classroom discussion, class participation, Case Presentation, Agency & Community Competency Paper, & Policy Paper

2. Demonstrate an understanding of the network of social welfare agencies, programs, and organizations within and around the Cumberland County community.

Outcome Measures: Readings, classroom discussion, Agency & Community Competency Paper, Social Policy Paper

3. Recognize the need for on-going personal and professional development.

Outcome Measures: Classroom discussion, readings, and Case Presentation

4. Adhere to and demonstrate use of social work values and the NASW Code of Ethics.

Outcome Measures: Classroom discussion, experiential exercises, case presentations, readings, Ethics Competency Paper

5. Recognize and be sensitive to human diversity and demonstrate differential assessment and intervention skills in working with diverse, vulnerable, and impoverished populations to include rural and military.

Outcome Measures: Classroom discussion, case presentation, experiential exercises, readings, Agency & Community Paper, Policy Paper

6. Apply critical thinking, research and evaluative methodology.

Outcome Measures: Single-subject design project, Goal Attainment Scale (GAS), readings, classroom discussion

7. Apply the generalist problem-solving approach.

Outcome Measures: Classroom discussion, experiential exercises, case presentations, Single Subject Design, Policy Report Paper

8. To demonstrate appropriate oral and written professional communication skills.

Outcome Measures: Classroom discussion, case presentations, and the Competency Papers

ADDITIONAL READINGS: As given by instructors based on supporting needs of class lecture.

COURSE ASSIGNMENTS: Every assignment is designed to provide a forum for on-going evaluation.

Competency Paper # 1: Agency & Community Analysis 20%

Due: September 11, 2017

E.P.2.1.3 [P.B.3.1&3.2]; E.P.2.1.5 [P.B.5.1]; E.P.2.1.9 [P.B.9.1&9.2]; E.P.2.1.10 (c) [P.B.10.1. (c)]

The Agency Analysis paper and presentation requires students to be able to act as professional representatives of their respective agencies and to utilize agency materials and staff to research and to accurately provide agency information to their peers/colleagues including mission, history, funding, organizational structure, client's served, services offered, theories utilized, relevant social policies/legislation, the intern role in the agency.

Outline: Identify your placement

1. Name and location
2. Brief history of organization
3. How has it changed over time?

Agency Overview

1. Social problems and community needs your agency is designed to address. Include discussion of needs assessments which have been done, and other evidence of the nature and extent of the problems, as well as what your agency views as the major causes of such problems.
2. Description of the agency goals and objectives, and the programs and services designed to carry them out.
3. Describe the structure of your agency. Include an organizational chart and mission statement. Give a general job description for each level on the chart. Include discussion of how the agency is funded.
4. Give a detailed description of the programs (s) in which you are placed. (For Example Child Welfare). Describe your role in the agency. Include how you relate to clients, workers, and the services which the agency provides.

Community Context of Practice

1. Define the community served by your agency: territory, size and boundaries

2. Using current data, describe the socio – economic, racial, ethnic, age, gender, religious makeup of the community served by your agency. If your agency serves a very broad community, use the statistics for the community in which it is located
3. Are agency's clients' representative of the entire community? Is there over or under representation of a particular geographic, racial, ethnic, religious, age, gender, or other subgroup? Why? Use agency or program statistics, or systematic observation, as a comparison with community statistics.
4. Are there programs in the agency that address social & economic justice?
5. Identify

Competency Paper # 2: Policy Report & Presentation - 20%
Due: October 23, 2017

E.P.2.1.3 [P.B.3.2&3.3]; E.P.2.1.5 [P.B.5.2]; E.P.2.1.8 [P.B.8.1]

For this assignment you are to prepare a ten (10) page report about one written policy used in your field agency. If you are placed in Child Welfare Services, describe a written policy used in Child Protective Services. You should chose at least two (2) articles from professional social work journals that address the policy you are analyzing either directly or indirectly and integrate them into your paper and presentation. You should prepare a list (cited in proper APA style) of all materials you used in your report and bring a list of the references to share with your seminar colleagues.

Your report should include the following components:

- A. The Policy (Bring a copy to show to your seminar colleagues)
- B. History of the policy (When the policy was made; who made the policy (national, state, local, agency); Why the policy was made; How the policy has been implemented within your agency)
- C. Why you chose this policy to analyze (If Applicable)
- D. The process you used to analyze the policy (What sources you used inside the agency; what sources of information you used outside the agency; how you made decisions about source analysis)
- E. Considerations Related to Values (Is the policy generally compatible with Contemporary Society? Is the policy compatible with important and enduring cultural values, particularly equality, fairness, and justice? Is the policy compatible with social work's professional values and ethical system?)
- F. Dimensions of Influence (Is the policy acceptable to those in formal

decision making positions? Does the policy satisfy relevant interest groups?

G. Knowledge Considerations (Is the policy based on knowledge that has been tested to some degree? Is the policy workable? That is, can the programs that flow from the policy be carried out in the real world? Does the policy create few problems for both the public and the intended beneficiaries?)

H. Elements related to Costs and Benefits (Is the policy reasonably effective? Is the policy efficient?)

I. Summary Statements

Competency Paper # 3: Case Analysis and Presentation - 20%

Due: October 9, 2017 (9:00am-1:00pm)

E.P.2.1.1 [P.B.1.1]; **E.P.2.1.2** [P.B.2.4]; **E.P.2.1.6** [P.B.6.1]; **E.P.2.1.7** [P.B.7.1&7.2]; **E.P.2.1.10 (b)** [P.B.10.2 (b)]; **E.P.2.1.10 (c)** [P.B.10.2 (c)]; **E.P.2.1.10 (d)** [P.B.10.1 (d)]

Case Presentation provides students the opportunity to present and analyze client systems from their caseloads through the lenses of Ethics, Critical Thinking, Diversity, Social Justice, and HBSE throughout the helping process. It also provides students an opportunity to increase awareness among their peers about various service plans, programs and clients served across the spectrum of agencies providing generalist practice social work services.

Each student will present a case to the seminar class. The case summary should include a visual rendering in the form of a Genogram and other pertinent information about the student's case. The case may be an example of micro, mezzo or macro level social work practice. Essentially, the case analysis need to include Generalist Practice Assessment and "Intake" information on the client (e.g., presenting problem (s); client profile including age, living situation, marital/partner status, children, current work situation, education, etc.; history of presenting problems; past psychiatric history; substance use/abuse; and history including where person was reared, extended family and relationships, friends, marital/partner history, etc.; relevant family history; medical history; mental status information; possible defense mechanisms client may be using; cultural oppression, discriminatory, and spiritual considerations).

Points to be discussed include:

- A. Record pertinent information-demographic data, educational/work background, family constellation, history, medical information, related religious and cultural influences (Gender, Race, Ability, Sexuality, Spirituality, Nationality, Generation/Age).
- B. List initial problems as seen by all related to the case-client, referral person, family and you.

- C. Give a succinct analysis of the client's problem as you see it and identify his/her personal strengths and limitations for solving the problem, as well as resources available to the client.
- D. Identify the purpose of your work with the client's personal goals, those established with you, your own goals, etc.
- E. Describe what has gone on thus far in your work with the client-the interventions and responses.
- F. Identify related questions you wish the seminar to discuss, issues which you believe this situation illustrates, or difficulties with which you wish some assistance.

Competency Paper # 4: Evaluative Research 30%
Due: November 20, 2017 (9:00am-1:00pm).

E.P.2.1.6 [P.B.6.2]; **E.P.2.1.10 (b)** [P.B.10.1 (b)-10.3 (b)-10.4 (b)]; **E.P.2.1.10 (d)** [P.B.10.1 (d)]

Within the context of the problem solving process, analyze a segment of your work in your field agency, using a single subject research design or Goal Attainment Scaling (GAS). In both processes, demonstrate how four of your liberal arts classes played a role in your work with the client. You may report on an individual with whom you have worked, group work, or work in a community context. However, you should report on a situation where you have had the opportunity to experience the complete problem solving process, not just one part of it. Ideally, you will report on a situation where you have had the opportunity to make some decisions about interventions and then carry some of them out.

Single Subject Design With Case Analysis:

The following steps (A – D), should be reflected in your paper:

- A. Specify problems and goals relevant to your client's problem.
- B. Develop a plan (identification of goals) for how you propose to measure and record data. You should explain fully your rationale for the use of selected measures and relate them to the dynamics of the case.
- C. Identify fully the mechanics of employing the single subject design such as a baseline, intervention strategies, and showing how you display data using

charts, tables, etc.

- D. Provide a section in which you discuss fully the data analysis and the implications it has for directing your practice techniques and strategies.

Please use the following Headings for your report:

1. Introduction to the case or situation
2. How the problem was designed (baseline)
3. How information was gathered about the problem? What information was gathered or not gathered? What sources were used?
4. Assessment of information
5. What options were there for interventions? What interventions were chosen?
6. Evaluation of the intervention/s
7. Discussion and Summary

Additionally, the following factors are to be included in the paper/presentation:

1. Identify the Design
2. Note the potential weaknesses in the Design
3. Identify **Dependent** and **Independent** Variables
4. Use of **Consent Form** (see attached)
5. Bio-psycho-social

Goal Attainment Scaling (GAS):

The purpose of Goal Attainment Scaling (GAS) is to measure the degree to which a client has reached individualized goals. It is an evaluation designed used to monitor the progress of individual clients by establishing clearly defined goals and weighted scale categories to monitor progress over time. Data is then aggregated on a weekly, monthly, or annual basis to determine the extent to which specific goals have been achieved. It consists of several five-point scales (usually two to four or five).

Steps to follow in constructing a GAS:

1. Identify two to five goals, and develop a five-point scale for each.
2. Assign a weight to each goal area to indicate its importance in relation to the other goals.

3. Place a check mark () in the cell that best describes the client's condition for each goal at the point that intervention begins.
4. When the service or intervention is terminated, place an (x) in the cell that best describes the client's condition for each goal at that time.
5. Determine the weighted change score for each scale.
6. Compute the percentage of possible change for each scale
7. Compute an overall Goal Attainment Scale.

NOTE: Using the outline provided above for a Single Subject Design, include all relevant headings. For Example: A, B, C, & D. Additionally, use the seven (7) **Headings** for your research report. Lastly, note the potential weaknesses in either **SSD** and/or **GAS**; Identify Dependent and Independent Variables; Use Consent Form (see attached); and the Bio-psycho-social.

This report is the major project in the seminar as it integrates your coursework over time. It is a way to demonstrate a beginning competence in using the problem solving process.

Competency # 5: Ethical Value issues & Individual Cultural Competence 10%
Due: December 4, 2017

E.P.2.1.1 [P.B.1.2]; **E.P.2.1.2** [P.B.2.2]; **E.P.2.1.4** [P.B.4.2]

According to the NASW Code of Ethics, to become culturally competent social workers need to focus on six tasks, as follows:

1. Develop an awareness of personal values, assumptions, and biases
2. Establish an appreciation of other cultures and nurture attitudes that respect differences
3. Understand how one's own cultural heritage and belief system differ from and may influence interaction with clients who have different cultural background
4. Recognize the existence of stereotypes about discrimination against, and oppression of various diverse groups
5. Commit to learning about clients' cultures
6. Acquire effective skills for working with people from other cultures.

Using the Code of Ethics as a reference, what ethical issues did you confront in your practice this semester? Did you deal with race, ethnicity, women's issues, sexual orientation, confidentiality problems, or problem in allowing your clients their own self-determination? Discuss any value conflicts you experience with the agency, clients, community or others in your work. How did you

resolve them? How comfortable are you with differences? How do you continually evaluate your knowledge of differences and increase your level of cultural competence? What type of self-management activities did you use? For example spirituality, exercise, reading to decompress from your internship and your clients. (Old Story: A doctor who turns to the hospital and states "everyone may die tonight but I'm going to get some sleep so I will be effective tomorrow").

GRADING EVALUATION:

Agency & Community Analysis	20%
Policy Analysis/Report	20%
Case Analysis / Presentation	20%
Evaluative Research/Presentation	30%
Ethics, Values & Individual Culture Competency	10%
Total	100%

COURSE OUTLINE:

Syllabus: The Syllabus is a guideline for the course and may be modified as needed by the instructor.

*****SPECIAL NOTE******Seniors Are Required to Attend all Social Work Club Meetings (see attached dates)*

August 21: Student Orientation: Introduction to Capstone Seminar; Syllabus Review, & Expectations/ Written Letter Expectations

August 28: Confidentiality Agreement.

Getting Started: Introduction to your Capstone Seminar Course, The purpose of a Practicum, Planning to Learn. A plan for learning will incorporate educational goals and anticipated outcomes from the integration of the liberal arts perspective and social work course content with the field experience. Pages 1-23 of the text will help

September 11: Communication is at the heart of social work practice. Identifying and getting to know the communication systems will enhance your ability to understand and integrate your experiences as they unfold. Pages 25-36 of Text.

September 11: Agency & Community Analysis Paper Due. Intervention in Micro and Mezzo Generalist Practice. Child Welfare Case Example Gerontology Case. Text. PP. 39-89

September 25: Assigned Readings: Social Work Policy Based Profession; Policy Analysis. Text pages 155-177; 189-247. Socioeconomic Structure, Human Needs, and Mutual Responsibility. Text pages 249-266. Additionally, read the following: Integrating Globalization into the Social Work Curriculum. Journal of Sociology & Social Welfare, June 1, 2007, Karen Smith Rotabi, and International Social Work, Globalization and the challenge of an unpopular world. Journal of Sociology & Social Welfare-December 1, 2006, James Midgley.

October 2: Intervention in Macro Level Generalist Social Work Practice. Text. PP. 90-128. Discussion of Various Social Work Theories in the context of processing individual. Field Experiences and the integration of Social Work Practice and Theory.

October 9: Case Analysis Paper Presentation Due. (9 am – 1 pm)

October 16 – 17: Fall break

October 23: Policy Report & Presentation Due/ Presentation in class

October 30: Assigned Readings: The Problem Context of Practice. Professional Ethics; Legal Concerns; Facing Ethical Dilemmas. The Ethics of Anti-oppressive Practice & Cultural Self Inventory. Text, PP 177-187; 373-400.

November 6: Assigned Readings: The Problem Context of Practice. Professional Ethics; Legal Concerns; Facing Ethical Dilemmas. The Ethics of Anti-oppressive Practice & Cultural Self Inventory. Text, PP 177-187; 373-400.

November 13: Class Discussion: Integration of Liberal Arts Perspective and Social Work With The Field Experience

November 20: Evaluative Research Paper & Presentation, 9am-1:00p.m.

November 27: Course wrap up/ Review hours/ logs/ complete Field Supervisors Evaluations.

December 4: Ethical and Values Issues & Individual Cultural Competence Papers Area Concentration Achievement Test (ACAT)

December 6: Last Day of Senior Field Internship / Field Luncheon (Recognition & Appreciation of Field Instructors)

December 16: “Graduation Day”!!!!!!!