

Methodist University

Department of Social Work



Field Program Manual

2025/2026

Forward Together with Grace

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 practicum provides a linkage between the social work academic process and application of social work skills through internships. This linkage is a cooperative effort from the community and Methodist University Social Work Program. Field Instructors' and the Methodist University Director of Field Education, integrates conceptual academic knowledge with practice application. Through the Field Internship, you will be afforded the opportunity to explore the issues surrounding diversity, oppression, discrimination, and ageism, and sexism, social and economic justice.

This handbook 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 classes, Social Work 4800, 4801, and 4802 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 experience but from the experiences of others.

During these times of uncertainty, it is our desire to work our hardest to maintain our academic integrity while keeping each student safe. We continue to work closely with our accrediting body to deliver quality ethical and legal educational experiences. During these times we have revamped some things to ensure each student will graduate and receive a holistic learning experience.

We look forward to our role in helping you develop and transfer academic learning into professional social work skills.

Sincerely,

Jeffrey Thigpen Ph.D., MSW
Chair, Social Work Department

Table of Contents

Methodist University Mission Statement	5
Methodist University Social Work Program.....	5
A Brief History of our Program	5
Methodist University Social Work Program Mission Statement.....	7
Requirements for the Major in Social Work.....	7
Conceptual Model: Generalist Social Work Practice	7
Goals of the Methodist University Social Work Program	7
Methodist University Social Work Program Objectives	8
Micro, Mezzo and Macro Systems	9
Introduction to the Field Program.....	9
Field Placement Objectives and Outcomes Measures	10
Focus Groups	11
North Carolina Child Welfare Education Collaborative.....	12
Requirements for Admission to Field Internship.....	12
Life Experience and Work Experience	13
Student's Employing Agency Field Practicum	13
Continuation of Field After Termination of Employment.....	14
Conflict of Interest (Dual or Multiple Relationships).....	14
Field Agency Selection Process.....	14
Field Practicum Schedule	15
Overtime	15
Absence from Field Placement	15
Field Capstone Seminar Class	16
Inclement Weather Policy.....	16
Safety in Field and Internship.....	16
Selection and Approval of Field Practicum Agencies	17
Selection of Field Instructors	18
Field Instructor Responsibilities	18
Field Instructor Training.....	19
Director of Field Education Placing and Monitoring Responsibilities.....	20
The Field Director/Field Liaison Representative Responsibilities Regarding	20
Mid-term and Final Evaluations	21

Field Students' Responsibilities	22
Denial from Field Program	22
Removal of a Student from Field.....	23
Grievance Procedure	24
Confidentiality	24
The Code of Ethics.....	26
Supervision of Student Activities	26
Safety and Infection Control.....	26
Liability Insurance	27
Transportation	27
Field Learning Experiences	27
Field Instructor and Student Relationships	27
Internship Activities and Assignments	28
APPENDICES	32
APPENDIX A	33
SOCIAL WORK FIELD PROGRAM APPLICATION.....	33
APPENDIX B	35
SOCIAL WORK FIELD AGENCY CONFIRMATION FORM	35
APPENDIX C	37
MEMORANDUM OF AGREEMENT.....	37
APPENDIX D.....	43
SOCIAL WORK FIELD AGENCY DATA FORM.....	43
APPENDIX E	47
FIELD INSTRUCTOR INFORMATION FORM.....	47
APPENDIX F.....	51
CONFIDENTIALITY STATEMENT	51
APPENDIX G.....	56
ORIENTATION CHECKLIST	56
APPENDIX H.....	59
STUDENT AGENCY LEARNING CONTRACT GUIDE	59
APPENDIX I	63
STUDENT AGENCY LEARNING CONTRACT	63
APPENDIX J	81
CASE HISTORY OUTLINE MACRO PROGRAM/AGENCY ANALYSIS	81
APPENDIX K.....	85

STUDENT AGENDA	85
APPENDIX L	88
FIELD PROGRAM LOG	88
APPENDIX M TIME SHEETS	90
(Record of Student Hours)	90
APPENDIX N	92
MIDTERM & FINAL EVALUATIONS.....	92
APPENDIX O	114
STUDENT’S EVALUATION OF FIELD PLACEMENT.....	114
APPENDIX P.....	118
FIELD INSTRUCTOR’S EVALUATION OF FIELD DIRECTOR/FIELD LIAISON	118
APPENDIX Q.....	121
CONTRACT FOR EMPLOYED SOCIAL WORK/ FIELD PROGRAM OPTIONS	121
APPENDIX R	124
METHODIST UNIVERSITY STATEMENT ON AFFIRMATIVE ACTION	124
AND SEXUAL HARASSMENT	124
APPENDIX S.....	130
NASW CODE OF ETHICS.....	130
APPENDIX T	137
CURRICULUM REQUIREMENTS FOR BSW DEGREE	137
APPENDIX U	145
EDUCATIONAL POLICY AND ACCREDITATION STANDARD	145

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 profession 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 practicum 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.

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., served as Department Chair from 2012-2025. Dr. Jeffrey Thigpen currently serves as the Department Chair. By Spring 2010, 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 of 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 School of Social Work 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 Methodist University Bachelor of Social Work Program is to pursue human well-being and the alleviation of oppression, racism, and poverty through the education of competent, entry level professional generalist Social Workers for service locally, statewide, nationally, and globally, to individuals, families, groups, organizations, and communities, that recognizes the dignity and worth of all human beings. Our mission is to prepare graduates who are committed to social, racial, economic, and environmental justice for all people, particularly those who are oppressed, through an educational process grounded in the liberal arts, that demonstrates respect for diversity, equity, and inclusion, that is guided by scientific inquiry, and a person-in-environment framework.

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 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 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:

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.

1. To prepare graduates for competent entry-level generalist practice grounded in the liberal arts, guided by scientific inquiry, and person-in-environment framework.
2. To prepare graduates for the mastery of measurable practice behaviors that are based upon the knowledge, values, and skills of generalist Social Work practice.
3. To prepare graduates for practice with diverse populations with an emphasis on the strengths as well as the complexities of diversity, equity, and inclusion.
4. To prepare graduates for continuing education and further personal and professional development for the betterment of the profession and the community.
5. To prepare graduates who are committed to the ethics and values of the profession, to social, economic, and environmental justice, and service to oppressed and at-risk populations.
6. To prepare graduates who 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 practicum agencies, students discuss how they will gain this exposure in their student/agency contracts. Each core competency and the accompanying practice behaviors are addressed. Students are evaluated on their mastery of the component behaviors associated with the nine competencies.

A focus on micro systems involves examining an individual's psychosocial functioning and conflicts and utilizing efficient skills and intervention to enhance that person's life. A mezzo system focus involves examining and utilizing appropriate interventions with small groups and families. Such interventions involve facilitating communication, providing education, mediation, etc. A focus on macro systems 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.

Introduction to the Field Program

The Field practicum is one of the identified sequences in the Program's curriculum. The Field practicum 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's

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 nine core competencies and appropriate component behaviors to be accomplished while in the practicum. Students often carry a caseload within the agency under direct supervision of the Field Instructor.

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 practicum 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.

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, and classroom discussion.
3. To demonstrate an understanding of the network of social welfare agencies, programs, and organizations. **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: Evaluative research project, 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.

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.

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

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

12. 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, in turn, use 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 was the first private university admitted as a participating partner of the North Carolina Child Welfare Education Collaborative (NC-CWEC) program. NC-CWEC 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 NC-CWEC 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 employment after completion of coursework and a Field practicum in a child welfare unit in a North Carolina County Department of Social Services.

BSW students planning to do their Field practicum hours in a public child welfare agency in a North Carolina County Department of Social Services must complete the course and receive a minimum grade of "B". Additionally, Field practicum 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 ensure 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.** Acceptance to Field practicum is not automatic.

Criteria for students to be approved for field practicum are as follows:

1. Formal admission to the Social Work Program.
2. Submission of completed written Field Application Form, Resume, and transcript.
3. Completion of all other graduation requirements or approval by the Director of Field Education.
4. 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.
5. 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.

6. 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.
7. Approval of the Director of Field Education 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.

Student's Employing Agency Field Practicum

The Social Work Program does not encourage placements in the student's place of employment. Students may be approved to complete their field practicum at the agency that employs them provided 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. The Director of Field Education must ensure 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 educational experience, it is recommended that the student completed their probationary period prior to the practicum with the agency. The Director of Field Education will also ensure that the expectations established in the **Student-Agency Learning Agreement/Contract** are followed and that the work performed during the internship is fully consistent with the expectations of the Social Work 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. Student's 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.
5. The identified Field Instructor will hold an MSW or BSW degree with at least two years of post-graduate Social Work experience.

6. The proposed Field assignments and activities must provide new and different experiences for the student that will contribute to new learning. **Failure to comply with the agreement may result in the termination of the Field Placement.**

Continuation of Field After Termination of Employment

The Agency Director and the Director of Field Education will assess the continuation of the Field Placement and make the decision to continue or terminate the Field Placement if the student becomes unemployed by the agency during the Field Placement. The assessment will address the reasons the student is no longer employed with the agency. The Director of Field Education will provide continued support to the student. Continued support will include the following:

1. Notify the student of the decision to continue or terminate the Field placement with the agency and the basis for the decision.
2. Support the student's completion of a successful Field placement.
3. If continuation of the placement is the decision of the Agency Director and Director of Field Education, support the student's completion of the Field placement in the agency.
4. Secure a new Field placement for the student if termination of placement in the agency is the decision of the Agency Director and Director of Field Education.

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/ children, other relatives, or family friends.

Field Practicum Policies and Procedures

Field Agency Selection Process

Students indicate areas of preference for their Field practicum 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 to those agencies. If students or field instructors do not agree to the placements, the Director of Field Education will seek another placement for the student.

Please note: Some agencies such as the 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.

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. Students are required to be in the Field agency a minimum of 3 days for 24 hours each week. Students are required to work in their Field practicum 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 last 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 capstone 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 the Field Instructor and the Director of Field Education. Overtime should be the exception rather than the rule in the field agency. Excessive overtime requests should be discussed with the Director of Field Education.

Absence from Field Placement

Students **must** contact the Methodist University Director of Field Education if there is a need to miss any days of Field that are not associated with sickness or an emergency. Students must give notice of these

nonemergency absences to the Field Instructor and the Director of Field Education verbally and in writing via Email. Students should follow the Field agency's policies and procedures for absences for sickness or other emergencies. All absences must be documented on students' time sheets. Excessive absence will be discussed with the Field Instructor and the Director of Field Education.

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 and activities in their assigned agencies. Students are encouraged to process accomplishments, 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."

Safety in Field and Internship

The Social Work Department is dedicated to ensuring students with have access to education, internships, and campus life, especially during a pandemic. We ask that each student during internship, follow the guidelines below when there is a health emergency.

1. Always communicate with your health professional first.
2. Communicate with your Director of Field Education and Field Instructor immediately. This can be done in a group email/ call or text.
3. Follow the instructions given by your Director of Field Education.

In cases of health pandemic or any local or national emergency.

Students will always put their personal safety above all things first.

1. The Director of Field Education will follow instructions from the University and CSWE.
2. The student will follow guidance from the Director of Field Education.
3. The student will communicate needs via email to internship agency and the Director of Field Education.
4. The safety of the student is the first priority; therefore, the Director of Field Education will make any reasonable attempts to support the student's completion of their internship hours with various learning platforms and opportunities.
5. In rare medical emergencies where students can not complete work remotely, students can request an incomplete for the course.

Field Practicum Agencies

Selection and Approval of Field Practicum 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 a Memorandum of Agreement indicating they will provide Field instruction to Methodist University Social Work students and complete Appendix D: Field Agency Data Form. The Field Agency Data Form and the Memorandum of Agreement document the agency's ability to expose interns to opportunities for learning that will facilitate learning in the nine competencies. The Field practicum agency is an environment where students can learn and apply knowledge, values, and skills to client populations experiencing various problems and concerns.

The Field agency is approved after a review by the Director of Field Education and confirmation that the agency will address the following requirements.

1. Demonstrate commitment to the goals of social work education.
2. Demonstrate the ability to provide an environment to meet students' educational needs.
3. Expose interns to opportunities for learning that will facilitate learning in the nine CSWE competencies.
4. 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).
5. Allow Field Instructors sufficient time to provide student supervision and participate in field

practicum training sessions.

6. Demonstrate support of social work values and ethics in policies and services affecting clients and employees.
7. 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 Director of Field Education. It is strongly preferred that Field Instructors have a Master's Degree in Social Work (MSW), from a Council on Social Work Education Accredited School of Social Work and a minimum of two-years postgraduate work experience. Individuals with a Baccalaureate degree (BSW) from a Council on Social Work Education Accredited School of Social Work with a minimum of two-years 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 Methodist 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 Instructor 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 Director of Field Education.
7. To evaluate students' progress in the Field practicum on an ongoing basis and complete a mid-term and final evaluation form.
8. To inform and assist the Director of Field Education about concerns and problems students may experience during field placement.
9. To participate in Field instruction training.
10. To ensure 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 nine core competencies and the corresponding component behaviors and their relationship to the Field Practicum.
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 the Director of Field Education 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 relevant information (see Field Manual, Appendix T).

Director of Field Education Placing and Monitoring Responsibilities

The Social Work Director of Field Education serves as a link between the University and the agency in all matters related to the Field practicum. The Field Director supports the roles of agencies, Field Instructors, and students in the Field practicum. It is the Field Director's responsibility to implement the Field practicum curriculum and meet the educational needs of the students.

The Field Director'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 practicum 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 Chair 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 Director/Field Liaison Representative Responsibilities Regarding Contacts with Field Agencies

At Methodist University, the Director of Field Education fulfills the role of the Field Liaison

Representative. 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 the Field Liaison. Students may have access to the Field Liaison in the Field practicum seminar, during field visits, and/or by scheduling office appointments.

Field Liaison representative's responsibilities are as follows:

1. Visits the agency at designated times during the semester to confer with the Field Instructor and the student about the student's professional development in relation to the educational objectives.
2. Is available to the Field Instructor for immediate consultation when requested.
3. Participates with the Field Instructor and student in the assessment of the student's learning needs and helps identify goals and service giving assignments.
4. Helps the Field Instructor deal with problems that are related to educational progress of students.
5. 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.
6. Aids in the growth of Field Instructors in their education as Field Faculty.
7. Assigns the grade for students.

Mid-term and Final Evaluations

Students are evaluated by the Field Instructors and the Field Director on a continuous basis and over the entire semester using the nine 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 Director 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 Learning Contract and the Mid-term Evaluation form are discussed. Competencies and component 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 Final Evaluation form is completed and discussed during this conference.

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

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 nine competencies and appropriate component 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 Director. 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 practicum agency.
7. Participate in the required Field instruction seminars.
8. Complete all classroom and Field practicum 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:

1. Request of the student.
2. Decision of the Field Director, including the recommendation of the Field Instructor and consultation with the Methodist University's Social Work Program Chair.
3. Failure to maintain confidentiality.
4. Failure to abide by the NASW Code of Ethics
5. An attempt to harm oneself.
6. An attempt to harm someone else.
7. Repeated tardiness at the agency and/or absence without notification.
8. Repeated absences from the agency and/or absence without notification.
9. Repeated change in scheduled Field hours without prior approval from Field Instructor.
10. Inappropriate behavior in connection with the Field practicum.
11. Active substance abuse.
12. Emotional disorder severe enough to pose a risk to self or others.
13. Violation of the Methodist University Honor Code.
14. Excessive absences.

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 Director must be contacted, and the nature of the grievance discussed.
2. Field Director will contact the Field agency or student to discuss the grievance. If the grievance cannot be resolved, the process will proceed.
3. Written notification of the problem or concern must be prepared, and copies sent to the Field Director, Social Work Department Head, Field Instructor, and student. If termination is requested, notification should clearly state reason for termination.
4. The Field Director will schedule separate conferences with the student and appropriate agency personnel to ascertain the validity of the request.
5. The Field Director 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 Director 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 involved.

Discussions with the Field Director 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 Capstone 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 Capstone Seminar include:

1. 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.
2. Information which is highly personal and detailed should be reviewed to see if it needs to be used at all.
3. Process recordings should not become part of the client's file.
4. 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.
5. 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.
6. Supervision regarding confidentiality should be scheduled early during the orientation period.
7. 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 internalization 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 practicums as safe as possible.

In an effort to ensure 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 Director immediately in the event that a student contracts a communicable disease.
5. Notify the Field Director in the event that a student is involved in an incident of physical violence and/or aggression perpetrated by a client.
6. Assure School Social Work interns have required health forms signed by their physicians.
7. Assure that students make home visits in family/child welfare situations with another professional.

Liability Insurance

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

Transportation

Students must provide their own transportation to Field. Social Work intern students must have a valid drivers' license, access to an automobile, and they must have motor vehicle insurance on the automobile. 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 automobile) while in the Field practicum.

Field Learning Experiences

1. Students will approach the 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 practicum 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 Student/Agency Learning Contract by the third week. The contract identifies how the student will develop specific practice skills such as interviewing, data collection, and assessment. The student should be provided with sufficient tasks so that placement is a beneficial learning experience.

2. **Contracting.** Upon beginning Field practicum, the student and Field Instructor will plan the Field experience. The Student-Agency Learning Contract develops from this planning. The student bears primary responsibility for generating this agreement. The Student-Agency Learning Contract includes the nine core competencies and corresponding component behaviors.
3. **Individual Conferences.** Supervision is an important part of the Field practicum. 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 individuals, 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. Go to court and observe proceedings.
11. Take a walk through a specific kind of neighborhood.
12. Visit other agencies. It is particularly important to visit those who refer to your service and those to which your service refers.
13. Have the student go through the service delivery system as if he were a client.
14. Attend professional workshops, seminars, and lectures in the community using field placement times.
15. Attend a board meeting.
16. Attend a session of the legislature, City Council, or County Commissioners.
17. Team up with another student to serve the same client, jointly.
18. Co-lead a group.
19. Conduct interviews with clients and provide direct counseling services.
20. Make home visits.
21. Carry a beeper (or be on call via home telephone).
22. Write a diagnostic summary on a specific case.
23. Do role-playing.
24. Carry a full-sized caseload or its equivalent, for a limited time.
25. Participate in group or peer supervision.
26. Require the student to explain his professional role to other professionals as part of his contacts with other professionals.
27. Participate with the field instructor in writing up an educational contract.
28. Participate in orienting new students or staff to the agency.
29. Keep a daily log of experiences in field and reactions to them.
30. Keep statistical reports as required of regular agency staff.
31. Answer the phone and act as receptionist for several days.
32. Interview upper-level administrators and supervisors to acquire specific information about the program and their roles.
33. Interview individuals who have received services from the program to assess their response to the experience.
34. Serve as a member or observer of the system's peer review, quality control, or audit process.
35. Make a presentation at a staff development session.
36. Assist in writing or rewriting the program's policy and procedure manual.
37. Write a report for the administrator of the program.
38. Work with the program administrator to gather information for and prepare an annual budget.
39. Join and participate in a local or national professional organization.
40. Help set up a computerized data bank system or learn to use the one in place.
41. Develop a bill for presentation to a local, state, or national lawmaking body.
42. Plan, lead and conduct a fund raising activity.
43. Prepare a grant proposal.
44. Set up and lead a group.
45. Be a supervisor for a period of time.
46. Act as a consultant to an individual, a group, or a program.
47. Process/record an interview.
48. Video or audio tape an interview.
49. Participate in a one-way-mirror observation either as an observer or subject.
50. Be observed by another student during a conference with the field instructor.

51. Write one's own performance evaluation.
52. Prepare an evaluation of the field placement experience and the supervision received.
53. Design and/or implement a mechanism for evaluation of the effectiveness of something the student does.
54. Conduct a research project of interest to the agency.

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

APPENDICIES

APPENDIX A

SOCIAL WORK FIELD PROGRAM APPLICATION

Students access the Field Application via myMU Portal – Admissions. The Field Application is completed and submitted electronically. **The application deadline for students entering Field Fall semester is the First Friday in February. The application deadline for students entering Field the Spring Semester is the First Friday of September. The application deadline for students entering Field in Summer semester is the First Friday in June.** Acceptance into Field is not automatic. Criteria for students to be approved for Field Placement is as follows:

1. Formal Admission to the Social Work Program.
2. Submission of completed Field Application Form, Resume, Transcript, NASW Membership, and Liability Insurance
3. Completion of all other graduation requirements or approval by the Director of Field Education.
4. 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.
5. Students entering Methodist University after Fall 2013 must have a GPA of 2.25 or better in all work completed and a GPA of 2.75 in the major.
6. Child Welfare placement in a County Department of Social Services/Child Welfare unit requires a grade of “B” in SWK 3750; GPA of 2.5 overall; and a 3.0 in the major.
7. Approval of the Director of Field Education and acceptance by the assigned agency.

Note: Field Applications are submitted to the Director of Field Education. Applications may be obtained from the myMU Portal-Admissions. If you have questions, Please see the Director of Field Education – WandaReives - email: wreives@methodist.edu

Revised 01-2022

APPENDIX B
SOCIAL WORK FIELD AGENCY CONFIRMATION
FORM

METHODIST UNIVERSITY
SOCIAL WORK FIELD AGENCY CONFIRMATION FORM

Agency's Name: _____

Agency's Director: _____

Address: _____

Telephone Number: _____

Fax Number: _____

E-mail: _____

Yes, _____ will be able to provide Social Work
(Agency's Name)

Field internships to Methodist University Social Work intern students,

_____ for the _____ semester.
(Students' Names) (Note Semester/Year)

Adequately trained staff will be made available to supervise the student. 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 Director of Field Education.

Signature _____

Title _____

Date _____

APPENDIX C

MEMORANDUM OF AGREEMENT

Memorandum of Agreement
Between
Methodist University
and

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 Director of Field Education 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. Ensure 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 Director will be contacted, and the nature of the grievance discussed.
 - b. Field Director 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 Director, Social Work Department Chair, and the Field Instructor. If termination is requested, notification should clearly state reason for termination.

- d. The Field Director will schedule separate conferences with the student and appropriate agency personnel to ascertain the validity of the request.
- e. The Field Director 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 Director 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.
- g. Assist students with meeting Council on Social Work Education Competencies:
 - Competency 1: Demonstrate Ethical and Professional Behavior
 - Competency 2: Advance Human Rights and Social, Economic, and Environmental Justice
 - Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
 - Competency 4: Engage In Practice-informed Research and Research-informed Practice
 - Competency 5: Engage in Policy Practice
 - Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
 - Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
 - Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
 - Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

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)

(Chair, Department of Social Work)

(Date)

(Dean, College of Health Sciences and Human Services)

(Date)

(Social Work Director of Field Education)

(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: _____

Yes, _____ will be able to provide Social Work field placements
(Agency's Name)

to Methodist University 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 student, it will notify the Methodist University Director of Field Education.

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 _____

Are you able to expose interns to opportunities for learning that will facilitate learning in the nine competencies listed below?

Yes _____ No _____

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Advance Human Rights and Social, Economic, and Environmental Justice

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

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

Competency 5: Engage in Policy Practice

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

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

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

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

APPENDIX E
FIELD INSTRUCTOR INFORMATION FORM

METHODIST UNIVERSITY

SOCIAL WORK FIELD INSTRUCTOR INFORMATION FORM

Date: _____

General Information

Name: _____

Agency Name: _____

Agency Address: _____

Agency Telephone: _____

E-mail: _____

Job Title: _____

Circle One: Full-time Part-time

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

Job Description:

Education: _____

Undergraduate Experience

Name of University: _____

Location: _____
(City) (State)

Major: _____ Minor: _____

Year of Graduation:

Degree: _____

Graduate Experience

Name of University: _____

Location: _____

(City) (State)

Major: _____ Minor: _____

Year of Graduation: _____

Degree: _____

Professional Work Experience

(List all relevant professional work experience starting with current position.)

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.

I understand that violation of this agreement may be grounds for charges according to NASW Code of Ethics as I am an active member.

NASW Code of Ethics Ethical Responsibilities

1.07 Privacy and Confidentiality

(a) Social workers should respect clients' right to privacy. Social workers should not solicit private information from or about clients except for compelling professional reasons. 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 others. 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. This agreement should include consideration of whether confidential information may be exchanged in person or electronically, among clients or with others outside of formal counseling sessions. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.
- (g) Social workers should inform clients involved in family, couples, marital, or group counseling of the social worker's, employer's, and agency's policy concerning the social worker's disclosure of confidential information among the parties involved in the counseling.
- (h) Social workers should not disclose confidential information to third-party payers unless clients have authorized such disclosure.
- (i) Social workers should not discuss confidential information, electronically or in person, in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or semi-public areas such as hallways, waiting rooms, elevators, and restaurants.
- (j) Social workers should protect the confidentiality of clients during legal proceedings to the extent permitted by law. When a court of law or other legally authorized body orders social workers to disclose confidential or privileged information without a client's consent and such disclosure could cause harm to the client, social workers should request that the court withdraw the order or limit the order as narrowly as possible or maintain the records under seal, unavailable for public inspection.
- (k) Social workers should protect the confidentiality of clients when responding to requests from members of the media.
- (l) Social workers should protect the confidentiality of clients' written and electronic records and other sensitive information. Social workers should take reasonable steps to ensure that clients' records are stored in a secure location and that clients' records are not available to others who are not authorized to have access.
- (m) Social workers should take reasonable steps to protect the confidentiality of electronic communications, including information provided to clients or third parties. Social workers should use applicable safeguards (such as encryption, firewalls, and passwords) when using electronic communications such as e-mail, online posts, online chat sessions, mobile communication, and text messages.
- (n) Social workers should develop and disclose policies and procedures for notifying clients of any breach of confidential information in a timely manner.

- (o) In the event of unauthorized access to client records or information, including any unauthorized access to the social worker's electronic communication or storage systems, social workers should inform clients of such disclosures, consistent with applicable laws and professional standards.
- (p) Social workers should develop and inform clients about their policies, consistent with prevailing social work ethical standards, on the use of electronic technology, including Internet-based search engines, to gather information about clients.
- (q) Social workers should avoid searching or gathering client information electronically unless there are compelling professional reasons, and when appropriate, with the client's informed consent.
- (r) Social workers should avoid posting any identifying or confidential information about clients on professional websites or other forms of social media.
- (s) Social workers should transfer or dispose of clients' records in a manner that protects clients' confidentiality and is consistent with applicable laws governing records and social work licensure.
- (t) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.
- (u) 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.
- (v) Social workers should not disclose identifying information when discussing clients with consultants unless the client has consented to disclosure of confidential information or there is a compelling need for such disclosure.
- (w) Social workers should protect the confidentiality of deceased clients consistent with the preceding standards.

Student: _____

Date: _____

Field Instructor: _____

Date: _____

Field Director: _____

Date: _____

ANY CONCERNS FOR STUDENTS? ANY CONCERNS FOR AGENCY?

Signature Student and Field Director and Field Instructor
Copies: Field Agency/ Field Director/ Student

APPENDIX G

ORIENTATION CHECKLIST

ORIENTATION CHECKLIST FOR AGENCY FIELD INSTRUCTORS & STUDENTS

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

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 nine competency areas and thirty-one component 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 a 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 times 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 students' 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

Student _____ Field Instructor _____

Agency _____ Date _____

Target Competency 1: Demonstrate Ethical and Professional Behavior		
Behaviors	Activities (Choose at least 1 for each behavior)	Date of Completion
1. Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context.	○ Read and review agency policy/procedures and compare them with the NASW Code of Ethics. ○ Discuss professional boundaries, self-disclosure and development of skills needed for implementation with co-workers and clients. ○ Review NASW Code of Ethics and identify issues that may pose ethical dilemmas during the internship. ○ Self-reflect after meeting with clients by keeping a log of identified strengths and areas that need improvement. ○ Identify why self-care is needed in the social work profession and methods students currently apply for self-care. ○ Evaluate the ethical and appropriate use of technology to facilitate practice outcomes with individuals, families, and small groups. ○ Use self-reflection and seek feedback from Field Instructor about personal strengths, limitations, and challenges.	
2. Demonstrate professional behavior; appearance; and oral, written, and electronic communication.	○ Read and review agency policy/procedures and compare them with the NASW Code of Ethics. ○ Discuss professional boundaries, self-disclosure and development of skills needed for implementation with co-workers and clients.	

	○ Review NASW Code of Ethics and identify issues that may pose ethical dilemmas during the internship. ○ Self-reflect after meeting with clients by keeping a log of identified strengths and areas that need improvement. ○ Identify why self-care is needed in the social work profession and methods students currently apply for self-care. ○ Evaluate the ethical and appropriate use of technology to facilitate practice outcomes with individuals, families, and small groups. ○ Use self-reflection and seek feedback from Field Instructor about personal strengths, limitations, and challenges.	
3. Use technology ethically and appropriately to facilitate practice outcomes.	○ Read and review agency policy/procedures and compare them with the NASW Code of Ethics. ○ Discuss professional boundaries, self-disclosure and development of skills needed for implementation with co-workers and clients. ○ Review NASW Code of Ethics and identify issues that may pose ethical dilemmas during the internship. ○ Self-reflect after meeting with clients by keeping a log of identified strengths and areas that need improvement. ○ Identify why self-care is needed in the social work profession and methods students currently apply for self-care. ○ Evaluate the ethical and appropriate use of technology to facilitate practice outcomes with individuals, families, and small groups.	

	○ Use self-reflection and seek feedback from Field Instructor about personal strengths, limitations, and challenges.	
4. Use supervision and consultation to guide professional judgment and behavior	○ Read and review agency policy/procedures and compare them with the NASW Code of Ethics. ○ Discuss professional boundaries, self-disclosure and development of skills needed for implementation with co-workers and clients. ○ Review NASW Code of Ethics and identify issues that may pose ethical dilemmas during the internship. ○ Self-reflect after meeting with clients by keeping a log of identified strengths and areas that need improvement. ○ Identify why self-care is needed in the social work profession and methods students currently apply for self-care. ○ Evaluate the ethical and appropriate use of technology to facilitate practice outcomes with individuals, families, and small groups. ○ Use self-reflection and seek feedback from Field Instructor about personal strengths, limitations, and challenges.	

Target Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice		
Behaviors	Activities (Choose at least 1 for each behavior)	Date of Completion
1. Advocate for human rights at the individual, family, group, organizational, and community system levels.	○ Review agency policies and procedures about discrimination. ○ Research how agencies respond to the needs of diverse populations. Demonstrate knowledge of when and how to address issues of diversity in practice. ○ Identify methods of advocating for social justice for the populations served by the agency. ○ Identify the need for learning about cultures different from my own and pursue continuing education opportunities to enhance knowledge about diverse cultures.	
2. Engage in practices that advance human rights to promote social, racial, economic, and environmental justice	○ Review agency policies and procedures about discrimination. ○ Research how agencies respond to the needs of diverse populations. Demonstrate knowledge of when and how to address issues of diversity in practice. ○ Identify methods of advocating for social justice for the populations served by the agency. ○ Identify the need for learning about cultures different from my own and pursue continuing	

	education opportunities to enhance knowledge about diverse cultures.	
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Target Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice		
Behaviors	Activities (Choose at least 1 for each behavior)	Date of Completion
1. Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels.	○ Assess and discuss personal biases that surface throughout the internship and seek guidance to ensure that biases do not impact practice. ○ Identify continuing educational opportunities that will help in understanding the background of clients served by the agency and apply learning when interacting with clients during the internship. ○ Demonstrate knowledge of when and how to address issues of diversity in practice.	
2. Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias	○ Assess and discuss personal biases that surface throughout the internship and seek guidance to ensure that biases do not impact practice. ○ Identify continuing educational opportunities that will help in understanding the background of clients served by the agency and apply learning when interacting with clients during the internship. ○ Demonstrate knowledge of when and how to address issues of diversity in practice.	

Target Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Behaviors	Activities (Choose at least 1 for each behavior)	Date of Completion
1. Apply research findings to inform and improve practice, policy, and programs;	○ Shadow coworkers and/or Field Instructor to identify evidence-based interventions utilized with clients. ○ Review the interventions utilized at the agency and compare them with best practices and/or evidenced-based literature on similar interventions. ○ Complete research to identify evidence-based practices appropriate for client population served by the agency.	
2. Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work	○ Shadow coworkers and/or Field Instructor to identify evidence-based interventions utilized with clients. ○ Review the interventions utilized at the agency and compare with best practices and/or evidenced-based literature on similar interventions. ○ Complete research to identify evidence-based practices appropriate for client population served by the agency.	

Target Competency 5: Engage in Policy Practice		
Behaviors	Activities (Choose at least 1 for each behavior)	Date of Completion
1. Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services.;	○ Research current agency policies and procedures. ○ Assess how current policies and procedures support positive client outcomes. ○ Identify federal, state, and local policies that impact funding. ○ Identify formal, (laws, policies, etc.) and informal structures (discrimination based on race, sexual orientation, socioeconomic status) that impact members of target population served by the agency.	
2. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.	○ Research current agency policies and procedures. ○ Assess how current policies and procedures support positive client outcomes. ○ Identify federal, state, and local policies that impact funding. ○ Identify formal, (laws, policies, etc.) and informal structures (discrimination based on race, sexual orientation, socioeconomic status) that impact members of target population served by the agency.	

Target Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities		
Behaviors	Activities (Choose at least 1 for each behavior)	Date of Completion
1. Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituency	○ Research best practices for engaging with a specific client group ○ Shadow clinicians at the agency to understand different client engagement styles. ○ Self-reflect on my engagement skills and identify strengths and areas of improvement. ○ Utilize engagement skills and empathy during contacts with clients. ○ Identify and demonstrate appropriate skills of non-verbal communication (facial expressions, body posture, etc.). ○ Demonstrate skills of engagement, de-escalation, feedback, and confrontation with clients.	
2. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	○ Research best practices for engaging with a specific client group ○ Shadow clinicians at the agency to understand different client engagement styles. ○ Self-reflect on my engagement skills and identify strengths and areas of improvement. ○ Utilize engagement skills and empathy during contacts with clients.	

	○ Identify and demonstrate appropriate skills of non-verbal communication (facial expressions, body posture, etc.). ○ Demonstrate skills of engagement, de-escalation, feedback, and confrontation with clients.	
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Target Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Behaviors	Activities (Choose at least 1 for each behavior)	Date of Completion
1. Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies	○ Identify formalized assessment tools utilized by the agency. ○ Complete intake assessments. ○ Observe a client assessment and identify gaps in information and conflicting or incongruent information. ○ Utilize and ecomap and/or genogram when completing a client assessment. ○ Apply strength-based approach when conducting client assessments. ○ Complete client assessment and generate a hypothesis for a treatment plan.	
2. Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.	○ Identify formalized assessment tools utilized by the agency. ○ Complete intake assessments. ○ Observe a client assessment and identify gaps in information and conflicting or incongruent information. ○ Utilize and ecomap and/or genogram when completing a client assessment. ○ Apply a strength-based approach when conducting client assessments.	

	○ Complete client assessment and generate a hypothesis for a treatment plan.	
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Target Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities		
Behaviors	Activities (Choose at least 1 for each behavior)	Date of Completion
1. Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals	○ Identify and articulate social work values, skills, ethical standards, and principles to be applied in the intervention stage with clients. ○ Research intervention strategies to be applied to the client population served by the agency. ○ Observe sessions with clients. Identify the intervention techniques utilized. ○ Identify access barriers to treatment for clients served by the agency and explore methods of reducing barriers. ○ Co-facilitate sessions with clients while integrating a strengths-based approach. ○ Identify the process used for selecting an intervention for clients. ○ Research and implement evidence-based interventions with clients. ○ Demonstrate proficiency with interventions offered by the agency.	
2. Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.	○ Identify and articulate social work values, skills, ethical standards, and principles to be applied in the intervention stage with clients. ○ Research intervention strategies to be applied to the client population served by the agency.	

	○ Observe sessions with clients. Identify the intervention techniques utilized. ○ Identify access barriers to treatment for clients served by the agency and explore methods of reducing barriers. ○ Co-facilitate sessions with clients while integrating a strengths-based approach. ○ Identify the process used for selecting an intervention for clients. ○ Research and implement evidence-based interventions with clients. ○ Demonstrate proficiency with interventions offered by the agency.	
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Target Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities		
Behaviors	Activities (Choose at least 1 for each behavior)	Date of Completion
1. Select and use culturally responsive methods for evaluation of outcomes	○ Review current agency evaluation methods for services with clients. ○ Shadow colleagues completing evaluations and identifying skills needed for effective evaluation based on observation. ○ Use meetings with Field Instructor, weekly logs, and agendas to analyze, monitor and evaluate clinical skills. ○ Review research to identify appropriate methods for evaluating client outcomes. ○ Apply skills for evaluating progress with clients to determine if clients are ready to transition out of treatment.	
2. Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.	○ Review current agency evaluation methods for services with clients. ○ Shadow colleagues completing evaluations and identifying skills needed for effective evaluation based on observation. ○ Use meetings with Field Instructor, weekly logs, and agendas to analyze, monitor and evaluate clinical skills. ○ Review research to identify appropriate methods for evaluating client outcomes. ○ Apply skills for evaluating progress with clients to determine	

	if clients are ready to transition out of treatment.	
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Field Coordinator _____ Date _____

APPENDIX J
CASE HISTORY OUTLINE MACRO
PROGRAM/AGENCY ANALYSIS

CASE HISTORY OUTLINE (EXAMPLE)

SEE ALSO COMPREHENSIVE ASSESMENT HANDOUT

- 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?
What policy is primary guiding how you work with the client?
- 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?
Genogram/Ecomap
- 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

MACRO AGENCY/PROGRAM ANALYSIS

- I. Identifying information:
Agency/program name, history, population serve
- II. What is the reason for this analysis:
What are you hoping to gain from this analysis?
- III. What is the problem:
What are the facts behind the problem? Look at policies and justify with numbers.
- IV. History of the presenting problem and program:
What is the reason for the program development?
- V. Present the program/agency:
Describe the program in detail. How are the goals met?
- VI. Problems Amendable to Intervention:
Problems program or agency can work on. Goal to bring about change.
- VII. Plan of Action:
How would you change the program? What would it look like? Justify your stated changes.
- VIII. Progress Report:
How does the program carry out their goals?
- IX. Assessment:
Program/agency and goals
- X. Outcome of Assessment/goals

APPENDIX K

STUDENT AGENDA

AGENDA FOR STUDENT CONFERENCE

Due weekly

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. _____

Issues Left Unresolved:

1. _____
2. _____
3. _____
4. _____

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Engage Diversity and Difference in Practice

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

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

Competency 5: Engage in Policy Practice

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

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

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

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

APPENDIX L

FIELD PROGRAM LOG

FIELD PROGRAM LOG

Date: _____

Name of Intern: _____

Name of Agency: _____

Name of Field Instructor: _____

Which competencies will/was discussed:

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Engage Diversity and Difference in Practice

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

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

Competency 5: Engage in Policy Practice

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

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

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

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

[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 this time sheet: _____ Cumulative Hours: _____

Student Signature	Date	Supervisor	Signature	Date
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APPENDIX N

MIDTERM & FINAL EVALUATIONS

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

☐

Midterm

☐

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:

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 Director 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 Director of Field Education's evaluation, assignments completed in the field seminar and seminar participation.

Competency # 1: Demonstrate Ethical and Professional Behavior					
1	Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context.	4	3	2	1
2	Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.	4	3	2	1
3	Use technology ethically and appropriately to facilitate practice outcomes.	4	3	2	1
4	Use supervision and consultation to guide professional judgment and behavior	4	3	2	1

Overall Competency Rating:

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:

Competency# 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

2.1	Advocate for human rights at the individual, family, group, organizational, and community levels.	4	3	2	1
2.2	Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.	4	3	2	1

Overall Competency Rating:

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:

Competency# 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

3.1	Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels.	4	3	2	1
3..2	Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias.	4	3	2	1

Overall Competency Rating:

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:

Competency# 4: Engage in Practice-informed Research and Research-informed Practice

4.1	Apply research findings to inform and improve practice, policy, and programs.	4	3	2	1
4..2	Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.	4	3	2	1

Overall Competency Rating:

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:

Competency# 5: Engage in policy practice					
5.1	Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services.	4	3	2	1
5..2	Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.	4	3	2	1

Overall Competency Rating:

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:

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

6.1	Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies	4	3	2	1
6..2	Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies	4	3	2	1

Overall Competency Rating:

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:

Competency # 7: Assess Individuals, Families, Groups, Organizations, and Communities					
7.1	Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies	4	3	2	1
7.2	Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.	4	3	2	1

Overall Competency Rating:

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:

Competency # 8: Intervene with individuals, families, groups, organizations, and communities					
8.1	Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals.	4	3	2	1
8.2	Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.	4	3	2	1

Overall Competency Rating:

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:

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

9.1	Select and use culturally responsive methods for evaluation of outcomes.	4	3	2	1
9.2	Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities	4	3	2	1

Overall Competency Rating:

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:

Overall Evaluation at Midterm/Final
--

Rating Criteria:

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/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

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 practicum contributed to my learning experience.	1	2	3	4	5

9	My assignments in the Field practicum 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 practicum 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
21	Overall, my placement helped me to address the nine competencies and 31 component behaviors.	1	2	3	4	5

Explain:

Competency 1: Demonstrate Ethical and Professional Behavior
Competency 2: Engage Diversity and Difference in Practice
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice
Competency 4: Engage In Practice-informed Research and Research-informed Practice
Competency 5: Engage in Policy Practice
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
Competency 9: Evaluate Practice with Individuals, Families, Groups Organizations, and Communities
Comments:

APPENDIX P
FIELD INSTRUCTOR'S EVALUATION OF FIELD
DIRECTOR/FIELD LIAISON

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

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 () | Fair () | No Opinion () |
| Good () | Poor () | |

9. Please rate the Social Work Field Practicum Manual

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

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.

APPENDIX Q
**CONTRACT FOR EMPLOYED SOCIAL WORK/
FIELD PROGRAM OPTIONS**

CONTRACT PLAN FOR EMPLOYED SOCIAL WORK/ FIELD PROGRAM OPTIONS

(To be completed by Students & Returned to Director of Field)

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 students 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 nine core competencies and practice behaviors specified in the (Student Agency Learning Agreement/Contract) outlined in the Field Education Program Manual. 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 weekly and in Field Placement on agreed days.

Signature of Agency Director

Date

Signature of Student

Date

Signature of Director of Field Education

Date

APPENDIX R

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.

STEP 3

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 right to include a statement in the written record. 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 S

NASW CODE OF ETHICS

NASW Code of Ethics

Approved by the 1996 NASW Delegate Assembly and revised by the 2008 NASW Delegate Assembly and revised by the 2017 NASW Delegate Assembly.

Preamble

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

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

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

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

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

Purpose of the NASW Code of Ethics:

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

The NASW Code of Ethics serves six purposes:

The Code identifies core values on which social work's mission is based.

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.

The Code is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.

The Code provides ethical standards to which the general public can hold the social work profession accountable. The Code socializes practitioners new to the field to social work's mission, values, ethical principles, and ethical standards.

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

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

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

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

Ethical decision making is a process. In situations when conflicting obligations arise, social workers may be faced with complex ethical dilemmas that have no simple answers. Social workers should take into consideration all the values, principles, and standards in this Code that are relevant to any situation in which ethical judgment is warranted. Social workers' decisions and actions should be consistent with the spirit as well as the letter of this Code.

In addition to this Code, there are many other sources of information about ethical thinking that may be useful. Social workers should consider ethical theory and principles generally, social work theory and research, laws, regulations, agency policies, and other relevant codes of ethics, recognizing that among codes of ethics social workers should consider the NASW Code of Ethics as their primary source. Social workers also should be aware of the impact on ethical decision making of their clients' and their own personal values and cultural and religious beliefs and practices. They should be aware of any conflicts

between personal and professional values and deal with them responsibly. For additional guidance social workers should consult the relevant literature on professional ethics and ethical decision making and seek appropriate consultation when faced with ethical dilemmas. This may involve consultation with an agency-based or social work organization's ethics committee, a regulatory body, knowledgeable colleagues, supervisors, or legal counsel.

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

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

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

With growth in the use of communication technology in various aspects of social work practice, social workers need to be aware of the unique challenges that may arise in relation to the maintenance of confidentiality, informed consent, professional boundaries, professional competence, record keeping, and other ethical considerations. In general, all ethical standards in this Code of Ethics are applicable to interactions, relationships, or communications, whether they occur in person or with the use of technology. For the purposes of this Code, "technology-assisted social work services" include any social work services that involve the use of computers, mobile or landline telephones, tablets, video technology, or other electronic or digital technologies; this includes the use of various electronic or digital platforms, such as the Internet, online social media, chat rooms, text messaging, e-mail, and emerging digital applications.

Technology-assisted social work services encompass all aspects of social work practice, including psychotherapy; individual, family, or group counseling; community organization; administration; advocacy; mediation; education; supervision; research; evaluation; and other social work services. Social workers should keep apprised of emerging technological developments that may be used in social work practice and how various ethical standards apply to them.

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

Value: Service

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

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

Value: Social Justice

Ethical Principle: Social workers challenge social injustice.

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

Value: Dignity and Worth of the Person

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

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

Value: Importance of Human Relationships

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

Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen

relationships among people in a purposeful effort to promote, restore, maintain, and enhance the well-being of individuals, families, social groups, organizations, and communities.

Value: Integrity

Ethical Principle: Social workers behave in a trustworthy manner.

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

Value: Competence

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

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

APPENDIX T

CURRICULUM REQUIREMENTS FOR BSW DEGREE

DEPARTMENT OF SOCIAL WORK

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 those who are oppressed, through an educational process grounded in the liberal arts, that demonstrates respect for diversity, equity, and inclusion, that is guided by scientific inquiry, and a person-in-environment framework.

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 through enrollment in the classes on campus and MU Online. 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. 2. 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 - Acceptance to Field Internship is not automatic. Requirements for admission to Field are as follows:

7. Formal admission to the Social Work Program.
8. Submission of completed written Field Application Form and Resume.
9. Completion of all other graduation requirements or approval by the Field Coordinator.
10. 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.
11. 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.
12. 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.
13. Approval of a qualified Field Instructor 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 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 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 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 & 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 3100 Substance Abuse and Chemical Dependency 3 s.h. This
course will allow students to fully understand the dynamics associated with the provision of services to those who are abusing or are addicted to alcohol or other drugs. This course I designed to introduce students to methods of intervention for treating those who are abusing or are addicted to alcohol or other drugs. This course will provide students the knowledge to work effectively with those who abuse substances and with the issues that are associated with addiction. The course will also examine other addictions such as gambling and eating disorders. Prerequisite: none. 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 Methodist of Social Research 3 s. h.

This course covers the scientific method, research design, including an introduction to quantitative and qualitative data-gathering techniques, and data analysis. The student will develop and conduct an original research project. Prerequisites: Statistics or permission from the department chair. 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 as needed.

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 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 Semina

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 U
EDUCATIONAL POLICY AND ACCREDITATION
STANDARD

2015 Educational Policy and Accreditation Standards

CSWE's Commission on Accreditation (COA) and Commission on Educational Policy (COEP) are responsible for developing the 2015 Educational Policy and Accreditation Standards. The educational policy was developed by COEP and approved by the CSWE Board of Directors on March 20, 2015. The accreditation standards were developed and approved by the COA on June 11, 2015.

All programs submitting new self-studies or candidacy documents should use the 2015 EPAS. Programs remain on the same set of standards under which they submitted their Candidacy Eligibility Application or Reaffirmation Eligibility Application for the duration of the accreditation cycle.

Introduction

Accreditation is a system for recognizing educational institutions and professional programs affiliated with those institutions as having a level of performance, integrity, and quality that entitles them to the confidence of the educational community and the public they serve.

The Commission on Accreditation (COA) of the Council on Social Work Education (CSWE) is recognized by the Council for Higher Education Authority to accredit baccalaureate and master's degree programs in social work education in the United States and its territories. The COA is responsible for formulating, promulgating, and implementing the accreditation standards for baccalaureate and master's degree programs in social work, for ensuring the standards define competent preparation, and for confirming that accredited social work programs meet the standards. To this end, CSWE's COA administers a multistep accreditation process that involves program self-studies and benchmarks, site visits, and COA reviews.

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

EPAS Revision Process

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

The most recent standards review process took more than 5 years and resulted in three drafts issued for public review and comment. The intent of the COA and the COEP was to solicit feedback from as many constituents as possible in as many ways as possible. The COEP and the COA would like to thank the

programs, individuals, organizations, and communities of interest that provided feedback on all of the drafts.

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

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

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

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

Social work education is advanced by the scholarship of teaching and learning, and scientific inquiry into its multifaceted dimensions, processes, and outcomes.

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

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

Accreditation standards are derived from the Educational policy and specify the requirements used to develop and maintain an accredited social work program at the baccalaureate (B) or master's (M) level.



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

Competency-Based Education

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

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

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

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

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

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



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

Social Work Competencies

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

SOCIAL WORK COMPETENCIES

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Engage Diversity and Difference in Practice

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

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

Competency 5: Engage in Policy Practice

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

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

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

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

Competency 1: Demonstrate Ethical and Professional Behavior

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

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

Competency 2: Engage Diversity and Difference in Practice

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

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

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

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

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

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

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

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

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

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

Competency 5: Engage in Policy Practice

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

social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

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

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

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

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

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

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

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

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;

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

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

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

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

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

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

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

Program Mission and Goals

Educational Policy 1.0—Program Mission and Goals

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

Values

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

Program Context

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

Accreditation Standard 1.0—Program Mission and Goals

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

1.0.2 The program explains how its mission is consistent with the institutional mission and the program's context across all program options.

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



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

Explicit Curriculum

The explicit curriculum constitutes the program's formal educational structure and includes the courses and field education used for each of its program options. Social work education is grounded in the liberal arts, which provide the intellectual basis for the professional curriculum and inform its design. Using a competency-based education framework, the explicit curriculum prepares students for professional practice at the baccalaureate and master's levels.

Baccalaureate programs prepare students for generalist practice. Master's programs prepare students for generalist practice and specialized practice. The explicit curriculum, including field education, may include forms of technology as a component of the curriculum.

Educational Policy 2.0—Generalist Practice

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

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

Accreditation Standard B2.0—Generalist Practice

B2.0.1 The program explains how its mission and goals are consistent with generalist practice as defined in EP 2.0.

B2.0.2 The program provides a rationale for its formal curriculum design demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field.

B2.0.3 The program provides a matrix that illustrates how its curriculum content implements the nine required social work competencies and any additional competencies added by the program.

Accreditation Standard M2.0—Generalist Practice

M2.0.1 The program explains how its mission and goals are consistent with generalist practice as defined in EP 2.0.

M2.0.2 The program provides a rationale for its formal curriculum design for generalist practice

demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field.

M2.0.3 The program provides a matrix that illustrates how its generalist practice content implements the nine required social work competencies and any additional competencies added by the program.

Educational Policy M2.1—Specialized Practice

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

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

Accreditation Standard M2.1—Specialized Practice

M2.1.1 The program identifies its area(s) of specialized practice (EP M2.1) and demonstrates how it builds on generalist practice.

M2.1.2 The program provides a rationale for its formal curriculum design for specialized practice demonstrating how the design is used to develop a coherent and integrated curriculum for both classroom and field.

M2.1.3 The program describes how its area(s) of specialized practice extend and enhance the nine Social Work Competencies (and any additional competencies developed by the program) to prepare students for practice in the area(s) of specialization.

M2.1.4 For each area of specialized practice, the program provides a matrix that illustrates how its curriculum content implements the nine required social work competencies and any additional competencies added by the program.

Educational Policy 2.2—Signature Pedagogy: Field Education

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

Accreditation Standard 2.2—Field Education

2.2.1 The program explains how its field education program connects the theoretical and conceptual contributions of the classroom and field settings.

B2.2.2 The program explains how its field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities and illustrates how this is accomplished in field settings.

M2.2.2 The program explains how its field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities and illustrates how this is accomplished in field settings.

M2.2.3 The program explains how its field education program provides specialized practice opportunities for students to demonstrate social work competencies within an area of specialized practice and illustrates how this is accomplished in field settings.

2.2.4 The program explains how students across all program options in its field education program demonstrate social work competencies through in-person contact with clients and constituencies.

2.2.5 The program describes how its field education program provides a minimum of 400 hours of field education for baccalaureate programs and a minimum of 900 hours for master's programs.

2.2.6 The program provides its criteria for admission into field education and explains how its field education program admits only those students who have met the program's specified criteria.

2.2.7 The program describes how its field education program specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; supporting student safety; and evaluating student learning and field setting effectiveness congruent with the social work competencies.

2.2.8 The program describes how its field education program maintains contact with field settings across all program options. The program explains how on-site contact or other methods are used to monitor student learning and field setting effectiveness.

B2.2.9 The program describes how its field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program social work competencies. Field instructors for baccalaureate students hold a baccalaureate or master's degree in social work from a CSWE-accredited program and have 2 years post-social work degree practice experience in social work. For cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.

M2.2.9 The program describes how its field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program social work competencies. Field instructors for master's students hold a master's degree in social work from a CSWE-accredited program and have 2 years post-master's social work practice experience. For cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.

2.2.10 The program describes how its field education program provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.

2.2.11 The program describes how its field education program develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are as those of the student's employment.

Implicit Curriculum

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

Educational Policy 3.0—Diversity

The program's expectation for diversity is reflected in its learning environment, which provides the context through which students learn about differences, to value and respect diversity, and develop a commitment to cultural humility. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. The learning environment consists of the program's institutional setting; selection of field education settings and their clientele; composition of program advisory or field committees; educational and social resources; resource allocation; program leadership; speaker series, seminars, and special programs; support groups; research and other initiatives; and the demographic make-up of its faculty, staff, and student body.

Accreditation Standard 3.0—Diversity

3.0.1 The program describes the specific and continuous efforts it makes to provide a learning environment that models affirmation and respect for diversity and difference.

3.0.2 The program explains how these efforts provide a supportive and inclusive learning environment.

3.0.3 The program describes specific plans to continually improve the learning environment to affirm and support persons with diverse identities.

Educational Policy 3.1—Student Development

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

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

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

B3.1.1 The program identifies the criteria it uses for admission to the social work program.

M3.1.1 The program identifies the criteria it uses for admission to the social work program. The criteria for admission to the master's program must include an earned baccalaureate degree from a college or university accredited by a recognized regional accrediting association. Baccalaureate social work graduates entering master's social work programs are not to repeat what has been achieved in their baccalaureate social work programs.

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

M3.1.3 The program describes the policies and procedures used for awarding advanced standing. The program indicates that advanced standing is awarded only to graduates holding degrees from baccalaureate social work programs accredited by CSWE, recognized through its International Social Work Degree Recognition and Evaluation Services,* or covered under a memorandum of understanding with international social work accreditors.

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

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

Advisement, retention, and termination

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

3.1.7 The program submits its policies and procedures for evaluating student's academic and professional performance, including grievance policies and procedures. The program describes how it informs students of its criteria for evaluating their academic and professional performance and its policies and procedures for grievance.

3.1.8 The program submits its policies and procedures for terminating a student's enrollment in the social work program for reasons of academic and professional performance. The program describes how it informs students of these policies and procedures.

Student participation

3.1.9 The program submits its policies and procedures specifying students' rights and opportunities to participate in formulating and modifying policies affecting academic and student affairs.

3.1.10 The program describes how it provides opportunities and encourages students to organize in their interests.

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

Educational Policy 3.2—Faculty

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

Accreditation Standard 3.2—Faculty

3.2.1 The program identifies each full- and part-time social work faculty member and discusses his or her qualifications, competence, expertise in social work education and practice, and years of service to the program.

3.2.2 The program documents that faculty who teach social work practice courses have a master's degree in social work from a CSWE-accredited program and at least 2 years of post-master's social work degree practice experience.

3.2.3 The program documents a full-time equivalent faculty-to-student ratio not greater than 1:25 for baccalaureate programs and not greater than 1:12 for master's programs and explains how this ratio is calculated. In addition, the program explains how faculty size is commensurate with the number and type of curricular offerings in class and field; number of program options; class size; number of students; advising; and the faculty's teaching, scholarly, and service responsibilities.

B3.2.4 The baccalaureate social work program identifies no fewer than two full-time faculty assigned to the baccalaureate program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. The majority of the total full-time baccalaureate social work program faculty has a master's degree in social work from a CSWE-accredited program, with a doctoral degree preferred.

M3.2.4 The master's social work program identifies no fewer than six full-time faculty with master's degrees in social work from a CSWE-accredited program and whose principal assignment is to the master's program. The majority of the full-time master's social work program faculty has a master's degree in social work and a doctoral degree, preferably in social work.

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

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

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

Educational Policy 3.3—Administrative and Governance Structure

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

Accreditation Standard 3.3—Administrative Structure

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

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

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

3.3.4 The program identifies the social work program director. Institutions with accredited baccalaureate and master's programs appoint a separate director for each.

B3.3.4(a) The program describes the baccalaureate program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master's degree in social work from a CSWE-accredited program with a doctoral degree in social work preferred.

B3.3.4(b) The program provides documentation that the director has a full-time appointment to the social work baccalaureate program.

B3.3.4(c) The program describes the procedures for calculating the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions

specific to responsibilities of the social work program, a minimum of 25% assigned time is required at the baccalaureate level. The program discusses that this time is sufficient.

M3.3.4(a) The program describes the master's program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master's degree in social work from a CSWE-accredited program. In addition, it is preferred that the master's program director have a doctoral degree, preferably in social work.

M3.3.4(b) The program provides documentation that the director has a full-time appointment to the social work master's program.

M3.3.4(c) The program describes the procedures for determining the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions specific to responsibilities of the social work program, a minimum of 50% assigned time is required at the master's level. The program demonstrates this time is sufficient.

3.3.5 The program identifies the field education director.

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

B3.3.5(b) The program documents that the field education director has a master's degree in social work from a CSWE-accredited program and at least 2 years of post-baccalaureate or post-master's social work degree practice experience.

M3.3.5(b) The program documents that the field education director has a master's degree in social work from a CSWE-accredited program and at least 2 years of post-master's social work degree practice experience.

B3.3.5(c) The program describes the procedures for calculating the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field education program, at least 25% assigned time is required for baccalaureate programs. The program demonstrates this time is sufficient.

M3.3.5(c) The program describes the procedures for calculating the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field education program at least 50% assigned time is required for master's programs. The program demonstrates this time is sufficient.

3.3.6 The program describes its administrative structure for field education and explains how its resources (personnel, time and technological support) are sufficient to administer its field education program to meet its mission and goals.

Educational Policy 3.4—Resources

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

Accreditation Standard 3.4—Resources

3.4.1 The program describes the procedures for budget development and administration it uses to achieve its mission and goals. The program submits a completed budget form and explains how its financial resources are sufficient and stable to achieve its mission and goals.

3.4.2 The program describes how it uses resources to address challenges and continuously improve the program.

3.4.3 The program demonstrates that it has sufficient support staff, other personnel, and technological resources to support all of its educational activities, mission and goals.

3.4.4 The program submits a library report that demonstrates access to social work and other informational and educational resources necessary for achieving its mission and goals.

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

3.4.6 The program describes, for each program option, the availability of and access to assistive technology, including materials in alternative formats.

Assessment

Educational Policy 4.0—Assessment of Student Learning Outcomes

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

Competence is perceived as holistic, involving both performance and the knowledge, values, critical thinking, affective reactions, and exercise of judgment that inform performance.

Assessment therefore must be multidimensional and integrated to capture the demonstration of the competencies and the quality of internal processing informing the performance of the competencies. Assessment is best done while students are engaged in practice tasks or activities that approximate social work practice as closely as possible. Practice often requires the performance of multiple competencies simultaneously; therefore, assessment of those competencies may optimally be carried out at the same time.

Programs assess students' demonstration of the Social Work Competencies through the use of multi-dimensional assessment methods. Assessment methods are developed to gather data that serve as evidence of student learning outcomes and the demonstration of competence.

Understanding social work practice is complex and multidimensional, the assessment methods used and the data collected may vary by context.

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

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

Accreditation Standard 4.0—Assessment

4.0.1 The program presents its plan for ongoing assessment of student outcomes for all identified competencies in the generalist level of practice (baccalaureate social work programs) and the generalist and specialized levels of practice (master's social work programs). Assessment of competence is done by program designated faculty or field personnel. The plan includes:

- A description of the assessment procedures that detail when, where, and how each competency is assessed for each program option.
- At least two measures assess each competency. One of the assessment measures is based on demonstration of the competency in real or simulated practice situations.
- An explanation of how the assessment plan measures multiple dimensions of each competency, as described in EP 4.0.
- Benchmarks for each competency, a rationale for each benchmark, and a description of how it is determined that students' performance meets the benchmark.
- An explanation of how the program determines the percentage of students achieving the benchmark.
- Copies of all assessment measures used to assess all identified competencies.

4.0.2 The program provides its most recent year of summary data and outcomes for the assessment of each of the identified competencies, specifying the percentage of students achieving program benchmarks for each program option.

4.0.3 The program uses Form AS 4(B) and/or Form AS 4(M) to report its most recent assessment outcomes for each program option to constituents and the public on its website and routinely up-dates (minimally every 2 years) its findings.

4.0.4 The program describes the process used to evaluate outcomes and their implications for program renewal across program options. It discusses specific changes it has made in the program based on these assessment outcomes with clear links to the data.

4.0.5 For each program option, the program provides its plan and summary data for the assessment of the implicit curriculum as defined in EP 4.0 from program defined stakeholders. The program discusses implications for program renewal and specific changes it has made based on these assessment outcomes.

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

Appendix: 2015 EPAS Glossary

Educational Policy Terms

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

Accreditation

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

Behaviors

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

Classroom

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

Clients and constituencies

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

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

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

Competency-based education framework

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

Curriculum design

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

Environmental justice

Environmental justice occurs when all people equally experience high levels of environmental protection and no group or community is excluded from the environmental policy decision-making process, nor is affected by a disproportionate impact from environmental hazards.

Environmental justice affirms the ecological unity and the interdependence of all species, respect for cultural and biological diversity, and the right to be free from ecological destruction. This includes responsible use of ecological resources, including the land, water, air, and food. (Adapted from CSWE Commission for Diversity and Social and Economic Justice and Commission on Global Social Work Education Committee on Environmental Justice, 2015).

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

Intersectionality

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

Multidimensional assessment methods

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

Program options

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

Signature pedagogy

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

Specialized practice

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

Student learning outcomes

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

Accreditation Standards Terms

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

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

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

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

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

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

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

In-person contact (AS 2.2.4):

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

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

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

Multiple dimensions of each competency (AS 4.0.1)

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

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

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

Simulated practice situations (AS 4.0.1):

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

Transfer of credits (AS 3.1.4)

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

