



Social Work Department
Bachelor of Social Work Program
Student Handbook

St. David's, Pennsylvania

August 2021

Social Work Department
Eastern University
1300 Eagle Road
St. Davids, PA 19087

Web: www.eastern.edu/socialwork/

E-mail: @eastern.edu

Voice: 610- 341-5879

Fax: 610-341-1460

CONTENTS

Social Work Education at Eastern University

Introduction	3
History and Location	7
Philosophy of Social Work Practice and Education	8
Social Work Faculty and Staff	8
Mission and Goals of the BSW Program	11
Core Competencies of the BSW Program	12

Students Rights and Responsibilities

Students Rights	17
Students Responsibilities	17
Student Participation in Program Governance	19

The Social Work Curriculum

Course Requirements	23
Courses and Descriptions	25
Academic Planning Guide	29

Admission to the Social Work Major

Criteria	33
Process	33
Denial of Admission	35
Termination of Enrollment	35
Grievances and Appeals	36

The Field Education Program

Field Agency Selection Criteria	41
Field Agency Personnel	43
Field Agency Placement Process	44
Learning Contract	47
Student Process Recording	48
Field Practicum Evaluation	52
Technology Guidelines	54

Absences and Inclement Weather Policy	55
Employment at Placement	55

Other Academic Policies and Procedures

Academic and Professional Advising	57
Evaluation of Previous Learning	59
Attendance	59
Grading	60
Communication Procedures	60
Records and Confidentiality	61

Resources for Professional Development

Student Social Work Association	61
Professional Organizations	61
Graduate Education for Social Work	63

Appendices

A CSWE Educational Policy and Accreditation Standards (2015)	65
B NASW Code of Ethics	79
C NACSW Statement of Faith and Practice	101
D Student Social Work Association Constitution	105
E Social Work Admission Application Materials	111
F Field Education Application	127
G Field Visit Evaluation	135
H Field Practicum Evaluations	141
I Evaluation of Field Agency by Student	169

INTRODUCTION

INTRODUCTION

Welcome to the BSW Program of Eastern University! We look forward to working with you to discover the ways in which your gifts and talents can be used in becoming a professional social worker. The program is accredited by the Council on Social Work Education (CSWE) which is designed to prepare you for generalist practice in a wide range of social work settings. Graduates of the program are employed in social service agencies throughout the region and in other parts of the country. Graduates have also been very successful in completing graduate school with advanced standing and completing an MSW in one year.

The *Student Handbook* is intended to assist you in becoming a part of the Social Work Department. It contains information about the social work profession, social work education, and the policies and procedures governing social work education here at Eastern. Even the most complete handbook cannot tell the whole story. After reviewing this handbook, please feel free to ask questions. Social work faculty are available to discuss your educational and vocational direction and needs, and to assist you in making the most of the educational opportunities available to you at Eastern University.

Leslie Gregory, MSW, LSW
Department Chair

**SOCIAL WORK EDUCATION DEPARTMENT
AT EASTERN UNIVERSITY**

SOCIAL WORK EDUCATION DEPARTMENT AT EASTERN UNIVERSITY

History

The Bachelor of Social Work (BSW) Program (Social Work Major) was established at (then) Eastern College in 1969 as a Bachelor of Arts (B.A.) program in the Department of Anthropology Sociology and under the title “Social Welfare Major.” It was begun because a substantial number of students who were selecting the Sociology Major were interested in preparing for a career in social work. In 1971, the Social Work Major was “approved” and, in 1974, “accredited” by the Council on Social Work Education (CSWE: the national organization that accredits baccalaureate and master's degree programs in social work). It is one of about 135 programs nationwide and one of two founding members of the (now) 100-plus member Council for Christian Colleges and Universities to have to have been continuously accredited by CSWE since 1974, the earliest year that accreditation was available at the baccalaureate level. As a result of growth in the number of students and faculty, the Social Work Department was established separately in 1977. In the same year, Eastern was authorized by the Commonwealth of Pennsylvania to award the Bachelor of Social Work degree (BSW) to students completing the Social Work Major.

In 2001 in response to growth in the number of graduate degrees being offered and expansion of international programs, Eastern was granted university status. At this time a partnership was established between the Hispanic Clergy Association and the president of Eastern University in order to develop educational opportunities for Latino residents in north Philadelphia. By 2005 City Ave. College was accredited as a branch campus of Eastern University, received Title V funding, and was designated a Hispanic Serving Institution (HSI), the only one in Pennsylvania.

In spring 2009, the Eastern University Social Work Department began offering two introductory social work courses as a part of an AA program in Community and Human Services at City Ave. College with the hopes of providing a pathway to the BSW for interested students. In addition to the Eastern University mission statement of integrating faith, reason, and justice, City Ave. college adds the importance of “...appreciating the values of Latino cultures that lead to the enhancement of the spiritual, social, , and economic well-being of the individual, the family and the community.” (http://City Ave..eastern.edu/about/our_mission.html).

For the first couple of years several City Ave. students enrolled in the BSW program at main campus. It became clear that most of the students were working adults who preferred to be closer to work and their community and students advocated for a BSW program at City Ave. College. In July 2013 the BSW program was expanded to City Ave. College as an evening program and is limited to a cohort of 15 students entering every July. This is in keeping with the established BSW program that limits social work practice classes to 15 students to provide close mentoring and socialization into the social work profession. Since the expansion, the Eastern University Social Work Program graduates approximately 30 BSW students every year.

Location

Eastern's social work program is strengthened by the university's strategic location in the Delaware Valley near Philadelphia, a city of more than 1.4 million people in the center of a metropolitan area of about 6 million. The university's main campus is located in St. Davids, Pennsylvania, on Philadelphia's Main Line. SEPTA trains (the Bryn Mawr Paoli Local) run regularly the St. Davids Station to Center City Philadelphia. The traveling time is about thirty minutes. The BSW program at City Ave. College is located in north Philadelphia with access to transportation and a variety of field agencies.

Philadelphia, long known as a city of ethnic neighborhoods, has become in recent decades a settling place for newly arrived refugees and immigrants. Thus, Philadelphia experiences traditional urban social problems as well as those associated with displaced people of a wide variety of nationalities. It is against this backdrop of size and diversity that students are provided a rich and varied environment for learning to practice social work.

Students have virtually limitless educational opportunities in all fields of social welfare, in agencies under public and private, secular and Christian, auspices. Ample opportunities are available in the fields of aging, child welfare and family service, intimate partner violence, crisis pregnancy, physical and behavioral health and rehabilitation, developmental disability, justice, alternative schools, and substance abuse, as well as many other fields.

Philosophy of Social Work Practice and Education

Eastern's social work faculty believe that social workers empower and facilitate the helping process by establishing mutual helping relationships. For over forty years, the social work faculty has designed and refined an educational process comprised of advising-admission and curricular components that provides a developmental process for students to learn to become a social worker. Valuing the dignity and worth of each individual, identifying strengths, and approaching students with cultural humility are some of the ways in which faculty model the characteristics of the helping process. As teacher-scholars social work faculty are constantly exploring and integrating new material on trauma and resilience, neurobiology, sustainability, etc. This philosophy shapes the way social work education takes place at Eastern University,

Social Work Faculty and Staff

The Social Work Department is a part of the College of Health and Social Sciences and is located at the university's main campus in St. David's, Pennsylvania, and at the branch campus of City Ave. College in Philadelphia. The social work faculty is currently comprised of six full-time members, augmented by adjunct instructors. The social work faculty is supported by an administrative assistant and student assistants. Since 2013, the faculty has increased from four to six full-time faculty members with the expansion to City Ave. College. There are six departmental offices that occupy a short hallway on the second floor of McInnis Learning Center on the main campus. All full-time faculty have offices on the main campus while two full-time faculty also have offices at City Ave. College where they have primary teaching responsibility.

The department offers two academic programs, a Social Welfare Minor and a Social Work Major, which leads to the Bachelor of Social Work (BSW) degree.

Basic information concerning current social work faculty and staff is displayed in the following table.

Name	Position	Office	Phone & Email
Faculty			
Caroline Campbell	Senior Lecturer in Social Work	McI 232	267-275-8376 caroline.campbell@eastern.edu
Paul Felker	Associate Professor in Social Work	McI 231	610-225-5737 pfelker@eastern.edu
Leslie S. Gregory	Senior Lecturer in Social Work Department Chair Field Education Director	McI 233	610.341.5814 lgregory@eastern.edu
Shelita Jackson	Lecturer in Social Work	McI 230	484-654-2375 Sjackso3@eastern.edu
Dianna Montgomery	Lecturer in Social Work	223	610-304-5993 dianna.montgomery@eastern.edu
Administrative Staff			
Colleen Ellis	Administrative Operations Coordinator	McI 234	610.341.5879 socialwk@eastern.edu

The education, credentials, and experience of the core faculty are summarized below.

Caroline Campbell, BA (Millersville University), MSW (Temple University), LSW (PA), PhD anticipated 2022 (Widener University)

Practice: Social work practice in domestic violence, abuse, trauma, pregnant and parenting teens, and community based organizations.

Eastern: Since 2014 (full-time faculty)

Currently: Senior Lecturer in Social Work.

Paul Felker, BSW (Eastern College), MSW (Widener University), LSW (PA)

Practice: Social work practice in child protective services, outpatient mental health, medical social work and grief and trauma clinical work.

Eastern: Adjunct faculty from 2004-2010, full-time faculty from 2010-2015, and full-time again starting in 2020.

Currently: Associate Professor of Social Work.

Leslie S. Gregory, BSW (Eastern College), MSW (Clinical Social Work, Widener University), LSW (PA).

Practice: Social work practice including child welfare case work and supervision, and individual and family case management and clinical services.

Eastern: Since 1995 (full-time faculty since 2008).

Currently: Senior Lecturer in Social Work and Field Education Director (full-time) and Clinical Social Worker (part-time) Private Practice.

Dianna Montgomery, BS (Towson State University), BA (U.M.B.C), MSW (Widener University), PA-LSW

Practice: Social work practice in community crisis intervention, disaster response, and school mental health programming, clinically serving young adults and women navigating a

Range of mental health and psychosocial struggles.

Eastern: Adjunct faculty 2020-2021, Full time beginning August 2021

Currently: Lecturer, Department of Social Work

Shelita Jackson, BSW (Eastern University), MSW (University of Pennsylvania), DSW

Practice: Social work practice in child welfare, and working with elder care.

Eastern: Since 2015 (full-time faculty since 2016)

Currently: Lecturer in Social Work

Mission and Goals of the BSW Program

The mission and goals of the Eastern University's BSW Program are informed by the *Educational Policy and Accreditation Standards* (2015) of the Council on Social Work Education (appendix A).

Mission

The mission of the undergraduate social work program is to educate students to be general social work practitioners who are knowledgeable, skilled and compassionate agents of God's mercy and justice in meeting common human needs, with particular attention to vulnerable and oppressed populations and communities.

The following are the four goals of the BSW Program with an explanation of how the mission and goals are consistent with generalist practice as defined by the Educational Policy of CSWE:

1. To prepare students for beginning professional social work practice with diverse individuals, families, groups, organizations, and communities.

Grounded by content in cultural anthropology, introduction to sociology, and a social work human diversity course along with diversity content woven into every social work course, students

develop practice knowledge of intersectionality across all levels of systems. Students often come with a focus on the individual, yet are challenged to consider the layers of social interaction within a person-in-environment framework as a basis for practice.

2. To educate students about the values and ethics of the profession and to ethically integrate a Christian perspective embodying empathy, justice, and the dignity and worth of each person.

The social work faculty values the development of professional integrity integrated with social justice in empowering client those who may be marginalized by society. This perspective rests on Micah 6:8 (NIV) which reads in part, “And what does the Lord require of you? To act justly and to love mercy and to walk humbly with your God.” Central to this is being able to establish an empathetic helping relationship. Valuing that each person is created in the image of God and has dignity and worth leads to affirming the strengths and resiliency of all.

3. To educate students to use critical analysis and scientific inquiry to develop a social work knowledge base and skills.

The use of critical analysis is emphasized in developing knowledge for practice by using a scientific approach in evaluating research, theories, and best practices for effective prevention and intervention skills. The ability to conceptualize and apply knowledge in a variety of contexts is consistent with the definition of generalist practice EP 2.0.

4. To prepare students to pursue lifelong learning, graduate education, and a life of service.

Students are encouraged to develop intellectual curiosity as new information emerges and a passion for continuing to develop skills to help people in need. For some this may lead to MSW programs, yet for all it means to use one’s whole self to ameliorate suffering over the course of their career.

Core Competencies of the BSW Program

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. 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.

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.

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.

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.

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 and they actively engage in policy practice to effect change. 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.

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 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.

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.

Competency 8 - Intervene with Individuals, Families, Groups, Organizations, and

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

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.

STUDENT RIGHTS AND RESPONSIBILITIES I

STUDENT RIGHTS AND RESPONSIBILITIES

Student Rights

In keeping with the mission of Eastern University, the Social Work Department believes that students have a right to a quality education that involves mutual respect between faculty and students. Social work students have a right to:

1. Instruction by qualified social work professionals.
2. Academic resources and supports.
3. Course syllabi, schedules, assignments, and other course requirements at the beginning of each semester.
4. Academic and professional advising by a member of the core social work faculty.
5. One's academic records (except recommendations to which this right has been waived).
6. Field agency assignment with social work supervision.
7. Field assignments that do not violate the ethics and values of the profession.
8. Due process with access to a grievance procedure if a problem arises in the student's performance or behavior in the field or class.
9. Participate in and review their field evaluation and if differences exist between the student and field instructor, the student may submit a written statement of explanation and request that it be attached to the evaluation in their file.
10. Organize on behalf of their own interests.

Student Responsibilities

Student responsibilities are set in a context of mutuality with Field Instructors and faculty. Students are expected to take responsibility for their own learning, setting educational and career goals, and speaking on their own behalf regarding issues that affect their education with the active guidance of their academic advisors and Field Instructors. The following is a list of specific student responsibilities:

1. Agency Assignments:

- a. Students should be aware of their responsibilities in serving agency clientele in accordance with agency guidelines, goals, objectives, and so forth.
- b. Students have the responsibility of expressing their learning needs to their Field Instructor to meet the obligations of both school and agency.
- c. Agenda items for supervisory meetings should be determined by both Field Instructors and students (students utilize the agenda form to facilitate this process).
- d. Students are to take the initiative to interact with co-workers and draw from their experiences.

2. Transportation:

- a. Students should consider transportation problems when selecting an agency.
- b. All students must provide their own transportation to and from the agency.

- c. It must be understood that some agencies furnish transportation on the job while others require students to have their own car and may or may not pay mileage.
 - d. The student should consult with the Field Education Director if the placement requires use of a personal vehicle to transport clients. It is preferable for the student to transport clients in an agency vehicle. When this is not possible the student will provide proof of a driver's license and automobile insurance for the vehicle being used.
3. **Calendar:** The Field Placement Calendar is given to students at the beginning of the placements so they are cognizant of the schedule and responsible for scheduled days and events.
 4. **Field Placement Hours:** Students will work out a suitable working schedule with the agency that meets the requirements of the agency and the university.
 5. **Dress:** Students are expected to dress according to the agency's dress code policy. If the student feels unable to comply with that code, the issue should be discussed with the field instructor until resolved.
 6. **Confidentiality:** The concept of confidentiality is an integral part of social work practice and students are expected never to discuss their clients and their circumstances outside the agency. When the students use client-related material in class, they must carefully disguise it so no one can identify the client or others whose privacy might be violated.
 7. **Self-awareness:** Students are expected to continue to seek awareness of their own value systems so that they can ascertain what effect their values have on relationships with other people and to explore their emotional and intellectual readiness for a career in the field of social work. This can be accomplished both in the classroom and in the agency, but deliberate attempts will be made in classroom exercises to facilitate this process.
 8. **Ethical Conduct:** Students are expected to know and comply with the National Association of Social Work (NASW) Code of Ethics and the North American Association of Social Workers (NACSW) Statement of Faith and Practice.
 9. **Problems:** If students perceive problems in their placement, it is their responsibility to discuss the matter with the field instructor. If, after discussing the problem with the field instructor and agency, the conflict cannot be resolved, the student and/or supervisor should contact the Field Liaison (practice class instructor) at the university, who may also consult with the Field Education Director. The ultimate resolution should be mutually agreed upon by the student, the agency, and the school through the use of a three-way conference when necessary.
 10. **Termination:** The student, agency, or department may initiate severance of the contact with the agency. Termination must be planned as part of the educational and professional process by asking the student to terminate contacts with clients, complete reports, as the agency specifies.

Student rights and responsibilities along with those of Eastern University and the specific field agency are further described in the affiliation agreement that is signed in the placement process.

Student Participation in Program Governance

The social work department actively encourages students to participate in student and faculty activities and seeks the input of students in developing the policies and curriculum of the Social Work Major. The following are ways in which students can participate.

- 1. Student Social Work Association (SSWA):** One of the constitutionally-specified purposes of SSWA is that of "...providing an opportunity for participation in the development of the Social Work Program." SSWA officers and members are encouraged to make recommendations to the social work faculty and will be called on to address specific issues by the faculty. At the beginning of every semester the President of SSWA and the faculty advisor will meet to share proposed agenda items for upcoming student meetings and faculty meetings. The President will be asked to attend a minimum of one social work faculty meeting per semester. The President and other officers and members may also request to attend a social work faculty meeting. The faculty advisor to SSWA is a member of the Social Work Department.
- 2. Student/Faculty Meetings:** Several meetings are held each academic year. This is planned by the faculty with input from SSWA, to make announcements, discuss questions and concerns, and facilitate student networking. Topics such as curriculum, electives, faculty, field practicum, the admission process, employment, graduate school, activities of SSWA, and accreditation are discussed.
- 3. Student Representatives at Advisory Council Meetings:** The Social Work Advisory Council meets once each semester to discuss current issues in the field and policy and curriculum changes in the program. Junior and senior social work students representing both campuses are invited to be members of the Council.
- 4. Student Members of Faculty Search Committees:** A minimum of one student is included in every search committee for new full-time faculty appointments, and faculty candidates are required to serve as a guest lecturer. In addition a meeting time with students without the current faculty is also scheduled. Students provide evaluative feedback to the search committee which is considered in the process of making the final decision.
- 5. Evaluation of Courses and Instructors:** Students have the opportunity to evaluate courses and instructors on a regular basis. The findings are reported to the department chair and used as a part of the promotion and tenure process.
- 6. CSWE Site Visit:** Students who have been selected by their fellow students are available to meet with the site visitors to share their perceptions of the BSW program.
- 7. Informal Procedures:** The social work faculty have an open-door policy in which students can stop in to discuss current concerns, offer feedback, share ideas, etc. In addition, the faculty seek student feedback on departmental issues in classes.

THE SOCIALWORK CURRICULUM

THE SOCIAL WORK CURRICULUM

The social work curriculum is comprised of required professional and professionally-related courses and a changing array of professional electives. It is designed to achieve the unique mission, goals, and objectives of Eastern's Social Work Major and is guided by the Curriculum Policy Statement of the Council on Social Work Education (see appendix A).

The course requirements of the BSW Program (Social Work Major) are as follows:

Professional Courses		Credits
SOWK 105	Introduction to Social Work	3
SOWK 110	Human Diversity and Social Interaction	3
SOWK 205W	Social Welfare Policy	3
SOWK 340	The Social Work Agency	3
SOWK 360	Social Work Practice I	3
SOWK 370	Social Work Field Practicum I	4
SOWK 420	Human Behavior in Social Environment (HBSE)	3
SOWK 440	Social Welfare Policy Issues	3
SOWK 461-462	Social Work Practice II	3-3
SOWK 471-472	Social Work Field Practicum II	4-4
SOWK 481	Social Work Research	3
Subtotal		42
Professionally-related Courses		
ANTH 101	Introduction to Cultural Anthropology	3
BIOL 104	General Biology: An Appreciation of Life	4
COMM 120	Public Speaking	3
POSI 204	State and Local Government	3
PSYC 100	General Psychology	3
SOCI 100	Introduction to Sociology	3
Subtotal		19
Total credit		61

The courses required for completion of the BSW Program are displayed on the next page, organized by the semester or year in which they are normally taken. In addition to the 61 semester-hours of required courses, students majoring in social work are encouraged to include social work electives among their course selections.

Courses Required for the B.S.W. Program (Social Work Major) at Eastern University

(3 semester-hours per course, except where "(4)" is indicated)

Human Behavior in Social Environment			Social Welfare Policy and Services		Social Work Practice and Field Practicum		Social Work Research	Years/Semesters		
			SOWK 440: Social Welfare Policy I Pre-req: SOWK 205 & 340 and POLI 104 Co-req: SOWK 462, 472 (taken in the spring of senior year)		SOWK 462: Social Work Practice II Pre-req: SOWK 360 Co-req: SOWK 440, 472		SOWK 472: Social Work Field Practicum II (4 credits) Pre-req: SOWK 370 Co-req: SOWK 440, 462		Spring	Senior Year
SOWK 320: Human Behavior in the Social Environment Pre-req: SOWK 110, PSYC 100, SOCI 100 Pre-req or Co-req: ANTH 101 and BIOL 104 (taken in fall of junior or senior year)					SOWK 461: Social Work Practice II Pre-req or Co-req: SOWK 320 Co-req: SOWK 471, 481		SOWK 471: Social Work Field Practicum II (4 credits) Pre-req or Co-req: SOWK 320 Co-req: SOWK 461, 481		Fall	Fall
			SOWK 340: The Social in Organizations Pre-req: SOWK 205 Co-req: SOWK 360, 370 (taken in spring of junior year)		SOWK 360: Social Work Practice I Pre-req SOWK 105, 110, & 205 PSY 100, SOC 100 Co-req SOWK 370		SOWK 370: Social Work Field Practicum I (4 credits) Co-req: SOWK 340, 360		Spring	Junior Year
SOWK 110: Human and Diversity & Social Interaction	SOC 110: Introduction to Sociology	PSYC 100: General Psychology	ANTH 101: Introduction to Cultural Anthropology		BIOL 104: Human Biology		Quantitative Course in Reasoning	Fall	Spring	
			SOWK 205: Social Welfare Policy I		POLI 104: State and Local Government			Fall Spring Fall		First Year/ Sophomore Year
					SOWK 105: Introduction to Social Work					

Courses and Descriptions

Social Welfare Policy and Services Courses

SOWK 205W: Social Welfare Policy I(3 semester-hours): A survey of individual, family, and community needs, and the way American society organizes itself to meet them systematically through the social welfare institution, historically and in contemporary society. Students will be assisted in understanding the social welfare institution as a manifestation of the interplay of values in a political context. Attention will be given to the contributions of the Christian church and other faith-based organizations, and the roles of social workers, in the social welfare institution. Material for thought and discussion will be provided by reading assignments, videos, students' life experiences, field interviews, and classroom lectures. This is a writing-intensive course. No prerequisites.

SOWK 340: The Social Work Agency (3 semester-hours): An exploration of the social work agency from the perspective of a direct service social work practitioner. Students will use materials contributed from their field practicum experiences as the basis for exploring the impact of the social work agency on its clients, the larger society, and the social worker. Prerequisite: minimum grade of C in SOWK 105. Co-requisite: SOWK 370.

SOWK 440: Social Welfare Policy II (3 semester-hours): An exploration of the character and process of human growth and activity as a basis for understanding one's clients and one's self and the interaction between the two. The focus will be on the individuality and sociality of human beings and the tensions between these qualities. Attention will be given to the concepts of freedom, will, choice and responsibility as they mediate between theoretical frameworks which emphasize internal and external causal factors. Prerequisite: minimum grades of C in SOWK 340, ECON 205 or ECON 220, POS 104. Co-requisite: SOWK 472.

Professionally-related course requirements:

COMM 120: Public Speaking

POSI 104: State and Local Government.

Human Behavior and Social Environment Courses

SOWK 110: Human Diversity and Social Interaction (3 semester-hours): A survey of the similarities and differences of human individuals and groups, and the effects of human diversity on social interaction, within the context of the social welfare institution and the social work profession. Particular attention will be given to differences based on age, class, color, ethnicity, family structure, gender, marital status, national origin, physical and mental ability, race, religion, sex, and sexual orientation. Students will be assisted in using knowledge to inform practice by developing skills and strategies based on client strength and empowerment. Particular attention will be given to values inherent within a Christian worldview. Material for thought and discussion will be provided by reading assignments, videos, students' life experiences, field observation, and classroom lectures. Offered in the fall and spring semesters. Fulfills justice requirement of the Core Curriculum. No prerequisites.

SOWK 320 Human Behavior in Social Environment (3 semester-hours): Provides an understanding of biological, psychological, sociological, spiritual, and cultural factors in human development and social interaction as part of the knowledge base for social work practice with individuals, families, groups, organizations, and communities. These factors will be used to examine the development of the individual

over the life span and the individual's membership in a range of social systems. The knowledge gained from the integration of biological, psychological, sociological, spiritual, and cultural factors will be used to focus on intervention within the social environment. Attention will be given to Christian faith development as an integral component of the course. Open to senior social work majors only. Prerequisites: minimum grades of C in SOWK 110, ANTH 101, BIO 104, PSY 100, and SOC 100. Co-requisite: SOWK 471.

Professionally-related course requirements:

ANTH 101: Introduction to Cultural Anthropology.

BIO 104: General Biology

PSY 100: General Psychology.

SOC 100: Introduction to Sociology.

Social Work Research Course

SOWK 481: Social Work Research (3 semester-hours): An introduction to scientific methods of inquiry concerning the phenomena encountered by direct service social work practitioners. Particular attention is given to evaluation and interpretation of research findings, research design and implementation, basic statistical measures, evaluation of service delivery, evaluation of students' own practice, the implications of human diversity for research design and interpretation, and the ethical context of the research process. Co-requisite: SOWK 471.

Social Work Practice Courses

SOWK 105: Introduction to Social Work (3 semester-hours): An introduction to the knowledge, skills, and values of social work practice. Students will be assisted in understanding how social workers identify strengths and utilize a problem-solving process to address the needs of people in the context of their social environments. Particular attention will be given to students' self-awareness and faith as they prepare to establish professional helping relationships within the context of a social agency. Basic practice principles will be explored through the use of reading assignments, case studies, role plays, volunteer experiences in social agencies, and classroom lectures.

SOWK 360: Social Work Practice I (3 semester-hours): An introduction to social work practice with individuals, families, groups, organizations and communities. Assigned readings and social work process records provided by the instructor or contributed from the students' own field practicum experiences will be used to begin to acquire knowledge and skills required by social work practitioners. Open to junior social work majors only. Prerequisites: minimum grades of C in SOWK 105, SOWK 110, SOWK 205W, PSY 100, and SOC 100. Co-requisite: SOWK 370.

SOWK 461-462: Social Work Practice II (33 semester-hours): Emphasis is placed on deepening understanding of social work practice and beginning integration of knowledge and skill. Open to senior social work majors only. Must be taken during one academic year. Prerequisite: minimum grade of C in SKW 360. Co-requisites with SOWK 461: SOWK 420, 471, 481. Co-requisites with SOWK 462: SOWK 440, 472.

Field Practicum

SOWK 370: Social Work Field Practicum I (4 semester-hours): Supervised social work practice and observation in a social work agency or host setting two days per week (normally Tuesday and Thursday). Students carry beginning, direct-service responsibilities. Agency placement is made the previous fall semester. Graded on P/F basis. Open to junior social work majors only. Prerequisite: admission to the Social Work Major. Co-requisites: SOWK 340, 360.

SOWK 471-472: Social Work Field Practicum II (44 semester-hours): Supervised social work practice in a social work agency or host setting two days per week. Students carry direct service responsibilities throughout the two semesters. Open to senior social work majors only. Agency placement is made during the spring semester of the previous academic year. Graded on a P/F basis. Must be taken during one academic year. Prerequisite: SOWK 370. Co-requisites with SOWK 471: SOWK 420, 461, 481. Co-requisite with SOWK 472: SOWK 440.

Electives

The Social Work Department offers an array of elective courses that are focused on specialized fields of social welfare as defined by vulnerable populations, social welfare problems, or social institutions. Normally, the department offers two elective courses per semester, and each course is offered on an *approximately* two or three year cycle. Students should check with the Social Work Department for updated plans.

SOWK 251: Child Welfare (3 semester-hours): A study of problems experienced by families and children and the services designed to meet them. Attention will be given to traditional services dealing with problems such as child abuse, marital conflict, as well as less traditional services dealing with problems such as adolescent flight, domestic violence, and addictions. No prerequisites.

SOWK 253: Social Work with Families (3 semester-hours). A family systems approach will be used to explore the beliefs, rituals, roles, and structures that are a part of family life, and to understand the dynamics and developmental processes of families, their social context, and policy implications. Home-based and community based social services that help families deal with a wide range of issues will be identified.

SOWK 254: Services to the Aging (3 semester-hours): The aging—the fastest growing segment of the U.S. population. This course explores the physical, social, psychological, and spiritual needs of the aging, and the social services available to meet these needs. Attention is given to the role of the church in meeting the needs of the elderly. No prerequisites.

SOWK 258: Women's Issues and Services (3 semester-hours): An exploration of current issues facing women and the social services that have been developed in areas such as child welfare, mental health, and domestic violence. Consideration is given to social, political, and economic factors that influence the way in which issues emerge and services are developed. Contemporary and historical responses of the secular and Christian communities to women's issues will be examined. Particular attention will be given to ways in which social workers listen and respond to women's needs. No prerequisites.

SOWK 261 International Social Work (3 semester-hours): This course is designed to provide an international cross cultural perspective and cultural immersion for students interested in learning about social welfare, social services and social work opportunities outside of the United States,

particularly in underdeveloped and developing countries. Through international travel, activities and engagement with individuals and communities in developing nations students will gain a global view of social welfare and the social work profession. Particular attention will be given to values inherent in a Christian worldview. International travel is required. Prerequisite: Permission from instructor.

SOWK 262 Addictions and Social Welfare (3 semester-hours): The purpose of this course is to provide students with an introductory knowledge of the biological, sociological, psychological, and spiritual complexities of addiction. Students enrolled in the class will gain knowledge and basic skills relevant to prevention, assessment, intervention, and treatment of addictions. The course will assist students in developing a multi-dimensional understanding of treatment needs of diverse populations and will explore the relationship between addiction, socioeconomic status, gender, age, ethnicity, sexual orientation, and culture. Although the primary focus of this course will be drug and alcohol addictions, the course will also examine other disorders including eating disorders and process addictions.

SOWK 263 Mental Health and Social Welfare (3semester-hours): This course will provide students with information regarding mental health issues in American society. It will create a foundation for thinking about mental health issues. It will address various mental health services and programs for adults and the roles social workers perform in the promotion, prevention, treatment and habilitation to various populations in need of mental health services. Historical perspectives, contemporary policies, social trends and ethical issues as well as the impact of race, ethnicity, gender, sexual orientation and social class on mental health policies and services will be examined. The course will address issues related to the classification of mental health disorders and examine four primary diagnosis from a strengths perspective.

SOWK 264 Grief, Loss and Social Welfare (3 semester-hours): This course will cover loss throughout the life span and will include the impact of trauma, spirituality, human services and development on the grieving process. Age appropriate interventions will be discussed. The course will include use of film clips, discussion, presentations and activities.

SOWK 265 Social Work with Groups (3 semester-hours): The purpose of this course is to introduce students to social group work theory and methods relevant for social work practice with groups (including families, communities and organizations). The historical roots of social group work are examined along with Christianity and diversity issues within group work. Students will become familiar with tasks related to group development, leadership, goals and norms, communication, roles and outcome assessment. Particular attention will be given to task, treatment, educational, and self-help groups. The development of knowledge, skills and values regarding social group work skills and values regarding social group work is taught, in part, through the use of experiential group activities and exercises.



Freshman Year

Fall Semester		Spring Semester	
Course	Credits	Course	Credits
GEN ED: BIBL 100 or BIBL 200	3	GEN ED: THEO 210	3
GEN ED: INST 150	3	GEN ED:ENGL 103 (if you took 091 in fall)	(3)
GEN ED: ENGL 091 or ENGL 102	3	GEN ED: Western Tradition Course	3
SOWK 105: Introduction to Social Work (<i>Human Behavior Core Requirement</i>)	3	GEN ED: Mathematics	3
COMM 120: Public Speaking	3	SOCI 100	3
Total Credits	15	Total Credits	12-15

Sophomore Year

Fall Semester		Spring Semester	
Course	Credits	Course	Credits
<i>One of the following GEN ED requirements:</i>	3-4	<i>One of the following GEN ED requirements:</i>	3-4
<ul style="list-style-type: none"> • Spirituality • BIOL 104 * (<i>Natural Sciences Core Requirement</i>) 		<ul style="list-style-type: none"> • Spirituality • BIOL 104 (<i>Natural Sciences Core Requirement</i>) 	
PSYC 100	3	ANTH 101	3
SOWK 110: <i>Human Diversity (Social Justice Core Requirement)</i>	3	SOWK 205W: <i>Social Welfare Policy I (English Writing Intensive Course)</i>	3
General electives	6	POSI 104	3
		General electives	3
Total Credits	15-16	Total Credits	15-16

Junior Year

Fall Semester		Spring Semester	
Course	Credits	Course	Credits
<i>The following GEN ED requirements:</i>	6	SOWK 340: <i>Social Work in Organiz.</i>	3
<ul style="list-style-type: none"> • Arts and Literature • Cultural Perspectives 		SOWK 360: <i>Social Work Practice I</i>	3
SOWK 320: <i>Human Behavior in Soc. Env.</i>	3	SOWK 370: <i>Social Work Field Practicum I</i>	4
General electives	6	General electives	6
Total Credits	15	Total Credits	16

Senior Year

Fall Semester		Spring Semester	
Course	Credits	Course	Credits
SOWK 461: <i>Social Work Practice II</i>	3	SOWK 440: <i>Social Welfare Policy II</i>	3
SOWK 471: <i>Social Work Field Practicum II</i>	4	SOWK 462: <i>Social Work Practice II</i>	3
SOWK 481: <i>Social Work Research</i>	3	SOWK 472: <i>Social Work Field Practicum II</i>	4
General electives	6	General electives	6
Total Credits	16	Total Credits	16

Total Credits – 121

* Foreign language is recommended in the first year for students who are continuing a language they studied in high school (at the 102 level or higher). For students studying a new language at the 101 level, this requirement can be moved to the second year. The language requirement can also be met during selected study abroad programs.

Note: SOWK majors who study abroad must do so no later than fall of their junior year.

ADMISSION TO THE BSW PROGRAM

ADMISSION TO THE BSW PROGRAM

Becoming a social worker requires mastery of a body of knowledge, acquisition of beginning competence in the skills of helping, and commitment to the values and ethics of the profession. Therefore, the personal characteristics required for admission to the Social Work Major extend beyond those normally required to earn a bachelor's degree in many other disciplines. In addition to intellectual and academic abilities, students must possess qualities suggesting that they are capable of completing the requirements of the Social Work Major (including acceptable performance in field practicum) and, upon graduation, of contributing to the social work profession and, ultimately, to the consumers and beneficiaries of its services. Because the Social Work Major at Eastern University is accredited by the Council on Social Work Education, graduates are qualified for beginning professional social work practice. Therefore, the university is responsible to assure that graduates are prepared for professional status and responsibility. Whereas many social work courses are open to any student who wishes to enroll, students wishing to enroll in the Social Work Major must apply for admission. Admission to Eastern University does not guarantee admission to the Social work Major. The admission criteria and process are outlined below.

Admission Criteria

The following criteria serve as guidelines for students to assess their capacity and readiness for baccalaureate social work education, as well as for others who participate in the assessment process.

Admission Criteria

1. **Physical health:** A student should be capable of the activity frequently required of social workers. In addition to a rigorous academic schedule, students are expected to balance field and class for three semesters.
2. **Emotional health:** A student should have the capacity to deal effectively with emotional stress both in themselves and in others and have resolved past conflicts to the degree that they do not interfere with helping others.
3. **Capacity for development of relationships:** A student should be able and willing to develop meaningful, ongoing relationships with people, and have the capacity for applying this to the development of professional relationships.
4. **Capacity for communication:** A student should be able to analyze and share their ideas and feelings orally and in writing.
5. **Capacity to identify and deal with conflicting value assumptions:** A student should be able to identify their own personal values, within a Christian context, and be open to struggling with issues as they arise. In addition, a student should possess the ability to work with people in settings where beliefs and practices may conflict with the student's personal value system.
6. **Academic ability and achievement:** A student should possess good intellectual ability, including the capacity to think conceptually. The student should be in good academic standing with a minimum of a "C" or higher in all required social work and professionally related courses.

7. **Maturity of vocational choice:** A student should have a growing understanding of what social work is and of what is expected of a social worker. They should also demonstrate a maturing interest in and commitment to the social work profession.
8. **Capacity for professional education:** A student should be demonstrating increasing capacity for self-directed initiative and ownership of their educational experiences.

Admission Process

Assessing a student's capacity and readiness for social work education and field is an ongoing process. During each phase of the process, emphasis is placed on mutuality of decision-making and the need for both the student and other significant persons to agree as to the appropriateness of the professional choice. The critical phases of the admission process are as follows:

1. **Formal and Informal Contacts with Faculty:** This begins when students first visit either campus. Students and faculty interact both in and outside of class and this facilitates a relationship.
2. **Introductory courses:** Students and faculty use the three introductory social work courses to continue exploring the appropriateness of the selection of the Social Work Major.
3. **Advising conferences:** A student who has declared the Social Work Major or is considering this possibility, is invited to arrange an interview with a member of the social work faculty (the student's advisor, if the Social Work Major has been declared) to discuss their educational and vocational interests.
4. **Admission Orientation Meeting:** In the sophomore year, students who have declared or indicated interest in the Social Work Major are invited to attend a meeting at which the admission process is explained and questions and other concerns are discussed. Application materials are distributed at this meeting (See Appendix for copies of application .
5. **Assembly of application file:** The application, resume, essays, and recommendations should be submitted to the Social Work Department office by February 1. The deadline may be extended for transfer students and other circumstances. The deadline is sometimes extended for transition/transfer students (See Appendix E for Admission materials)
6. **Social work faculty interview:** When the applicant's file is complete, the student is asked to schedule an interview with a member of the social work faculty. The focus of this interview is on the applicant's growing interest in the social work profession and their capacity and readiness for education for beginning social work practice. The interview is based, in part, on the materials submitted by the applicant.
7. **Decision and notification:** Following the interview, the applicant's file is reviewed by the social work faculty which makes an admission decision. (See Appendix p. for faculty review form). The Department Chairperson notifies the applicant of the decision in writing and, if accepted, refers him/her to the Field Education Director to begin the placement process. Although it is anticipated that, in most instances, a decision will represent mutual agreement of faculty and student, the final decision concerning admission rests with the social work faculty. A student who is not accepted for admission will be notified of their right to appeal the decision and offered help in exploring alternative educational and vocational directions.

Denial of Admission

Occasionally, it becomes necessary for the social work faculty to deny admission to, or to terminate the enrollment of a student in the Social Work Major, against their wishes. This can be the result of inadequate performance in courses and/or field practicum. Although it occurs infrequently and can be upsetting to the student, faculty, and agency personnel, such experiences have great potential for development and learning and are facilitated with this in mind.

When a student does not agree with a decision to deny their admission to the BSW Program, the student's rights are protected by the following processes.

1. **Policy:** A student may be denied admission to the BSW Program (Social Work Major) if s/he fails to fulfill one or more of the eight admission criteria above
2. **Procedures**
 - a. The Social Work Department Chair notifies the student in writing of denial of admission. A student who is refused admission to the program at the time of the formal admission process is invited to make an appointment with their academic advisor (or a member of the social work faculty in the case of a student who has not officially declared their intention to major in social work) to discuss educational/vocational alternatives. These may include changing to another major, transferring to another college or university, withdrawing from the university either temporarily or permanently, and so forth. The student is helped to declare another major and/or to seek educational testing, guidance, and/or personal counseling services from the Center for Counseling and Academic Support and/or other professional services available within or outside of the university. This may include a phone call or letter of referral, if the student believes this would be helpful.
 - b. When the social work faculty have exhausted their efforts to help a student to accept denial of admission to the BSW Program and to make appropriate plans concerning an alternative educational/vocational direction or to seek more intensive help, the Social Work Department Chairperson notifies the Registrar's Office in writing (with a copy to the student) that the student's name should be deleted from the program and assigned elsewhere. The Registrar notifies the student of this action in writing (with a copy to the Social Work Department).

Termination of Enrollment

When a student does not agree with a decision to terminate their enrollment, the student's rights are protected by the following processes.

1. **Policy**
 - a. A student's enrollment in the BSW Program (Social Work Major) may be terminated after being admitted if, in the professional judgment of the social work faculty, any of the following have occurred:

Academic Standards

- (1) Failure to achieve a grade of "C" in each course required for the Social Work Major.
- (2) Required withdrawal from the university as mandated by the Undergraduate Admissions and Scholastic Standing Committee of the faculty.
- (3) Academic dishonesty in the form of (for example) cheating or plagiarism, as determined by the Eastern University Judiciary Board.

Professional Development and Ethics

- (4) Unresolved personal issues that impair a student's ability to offer effective services to clients.
 - (5) Inability to develop appropriate interpersonal skills necessary for effective social work practice.
 - (6) Inappropriate behavior towards clients, staff, or other agency personnel, as documented by the Field Instructor, faculty liaison, and/or the Field Placement Director.
 - (7) Behavior judged to be in violation of the NASW Code of Ethics.
- b. The Social Work Department Chair may require outside evaluations and/or opinions of other professionals as is deemed necessary.

2. Procedures

- a. Before a student is terminated from enrollment in the Social Work Major, the Social Work Department Chairperson gives written notification of this intention. The student is asked to schedule a personal interview with the Department Chairperson to discuss events that have led to the potential dismissal of the student. If possible, a probationary period will be established and a learning contract negotiated between the Chairperson and the student that specifies the steps to be taken toward resolution, with a specific time limit within which this is to be accomplished. A final interview with the Department Chairperson will be scheduled to determine if the contract has been successfully completed.
- b. If and when it is decided that termination of enrollment is necessary, the Department Chairperson notifies the student in writing that their enrollment in the BSW Program is terminated, with a copy to the Registrar's Office (so that the student's name will be deleted from the social work faculty advising list and assigned elsewhere. The Registrar notifies the student of this action in writing (with a copy to the Social Work Department). Members of the social work faculty are available to discuss with the student their options and to assist in making plans for the future.

Grievances and Appeals

Academic decisions made by social work faculty and affecting a student's standing or learning process in the Social Work Major (e.g., denial of admission to the Social Work Major, assignment to a field practicum agency, termination of enrollment in the Social Work Major, and so forth) may be appealed in the following manner:

1. It is assumed that to appeal academic decisions not unique to the Social Work Major (e.g., assignment of a grade in a course), a student will utilize the university-wide appeal process

that is described in the *Eastern University Catalog*. It also is assumed that if the academic decision in question was made by an individual social work faculty member, a student shall have unsuccessfully requested redress by the faculty member prior to proceeding with the following steps.

2. A written statement of appeal may be submitted to the Chairperson of the Social Work Department within 10 business days of notification of the academic decision. The student may present any information regarding areas that s/he believes should be re-evaluated.
3. Within 30 days of receipt of the written appeal, a hearing will be scheduled with the student. The hearing panel shall be chaired by the Chairperson of the Social Work Department, and shall also include another member of the social work faculty designated by the chairperson, and a faculty representative of the College of Health and Social Sciences also designated by the chairperson, the President of the Student Social Work Association, and a social work student nominated by the student making the appeal.
4. Within 10 days of the conclusion of the hearing, the Chairperson of the Social Work Department shall notify (in writing) the student making the appeal, of the decision of the panel.
5. If the results of the departmental hearing are unsatisfactory to the student making the appeal, a grievance may be submitted in writing to the Dean of Undergraduate Arts and Sciences within 10 business days of notification of the appeal decision.

THE FIELD EDUCATION PROGRAM

THE FIELD EDUCATION PROGRAM

Eastern's BSW Program, at both the St. Davids and City Ave. campuses, is centered on a concurrent model of field.

- For junior field placements St Davids students are in field for two agency-days per week (14-16 clock hours) throughout the spring semester of the junior year (14 weeks), for a total of 196-224 clock-hours. City Ave. students complete 10 clock hours of field education for 20 weeks throughout the spring semester of the junior year for a total of 200 hours.
- For senior field placements St. Davids students are in field education for two agency-days per week (14-16 hours) throughout both semesters of the senior year (28 weeks), for a total of 392-448 clock-hours. City Ave. students complete 10 clock hours of field education for 40 weeks throughout both semesters of the senior year for a total of 400 hours.

This totals 588-672 clock-hours of field education.

Students, in field placement, are concurrently in junior and senior practice courses (SOWK 360 and 461-462) and are placed in a diverse range of agency settings with diverse client populations. This promotes student learning regarding generalist practice across the life span and with a range of social problems and different-sized entities (individuals, families, groups, organizations, and communities). This concurrent model provides continuous interaction and integration between field and classroom learning.

Field Agency Selection Criteria

In order to achieve the objectives listed above, students are placed in agencies that are able to meet the following requirements:

1. **Social Work Services:** The agency must deliver social work services, some of which are appropriate to be offered directly by an undergraduate student, with a focus on generalist social work practice with individuals, families, groups, organizations, and communities.
2. **Supervisory Qualifications:** A qualified Field Instructor, who is identified with the social work profession, must be available and assigned to instruct the student. The appropriate level of competence and identification with the profession is indicated by:
 - a) the possession of a master's degree from a graduate school that is accredited by the Council on Social Work Education (CSWE); or
 - b) the possession of a baccalaureate degree in social work from a CSWE-accredited program—plus two years of professional experience (post-social work degree).

It is expected that the time necessary for effective instruction, including not only supervision but also planning assignments, providing orientation to field, process record analysis, university meetings, etc., will be built into the instructor's workload. The Field Instructor is expected to be available for the entire academic year (For St. Davids students: late-August through April for senior placements and January through April for junior placements; For City Ave. students: mid-July through May for senior placements and January through May for junior placements).

3. **Supervision:** Supervision of approximately an hour is to be held with the student, and focused, at least in part, on process records of the student's own practice (see #4, below). “Regular” is defined here to mean weekly, while taking into consideration the fact that flexibility in scheduling will at times be necessary. Students benefit from uninterrupted face-to-face supervision in order to create an environment where they can fully process their learning and explore questions.
4. **Process Recording:** The student is expected to have opportunities for client interaction to assist in preparing written records of practice per semester as a part of the agency experience, to be used in supervision, the classroom, and in papers (with identifying data appropriately disguised). The frequency of these are outlined in course materials. Process records are reviewed by Field Instructors and Field Liaisons/Practice Class Instructors to monitor student progress and enhance growth and learning as well as acquisition of the nine competencies. One of these records is submitted for class discussion each semester. This process enhances the quality of student learning a generalist practitioner.
5. **Facilities and Resources:** The agency is responsible to provide a setting that supports the safety of the student and their personal belongings and provides the tools to carry out assignments, such as an office (not necessarily private), desk space, telephone/cell phone, computer, etc. (as relevant to the services being provided). The agency is expected to provide a safe work environment that meets all federal and state safety guidelines and, to the extent possible, first aid for any illnesses or injuries that occur while the student is at the agency.
6. **Student Evaluations:** While evaluation is believed to be an on-going formative process, at the end of each semester, the Field Instructor is expected to engage the student in a summative process of evaluation of the student's development and learning focused on acquisition of the nine competencies. The Field Instructor, with input from the Task Supervisor, if applicable, prepares an evaluation report, which is reviewed with and signed by the student and field personnel. The student may add a response at their discretion. The evaluations are also reviewed by the FED (Appendix I)
7. **Meetings and Communication:** The Field Instructor must be available for three to five meetings during the student's internship with the university and must carry their appropriate part in maintaining communication with the instructor of the student's social work practice class (Field Liaison) concerning the student's progress. The Affiliation Agreement, signed prior to the start of the placement, outlines this and other aspects of field and will be provided at the time of placement.

Field Agency Personnel

Eastern's Social Work Department utilizes the following nomenclature to designate key agency personnel who collaborate with the Field Education Director and the Practice Instructor/Field Liaison in planning and implementing the field practicum.

Field Personnel

Field Personnel is a term to denote any agency personnel involved in the field placement process. For example, some agencies appoint a professional staff member to coordinate all field placements within the agency. They review information concerning prospective interns received from the Field Education Director, and contact agency staff who meet the criteria to serve as Field Instructors in order to discuss their availability. This term is also used as a collective for Field Instructors and Task Supervisors as well as professional staff that a student shadows.

Field Instructor

A field instructor must identify with the social work profession by meeting the educational criteria as specified above (under, "Supervisory Qualifications"). A field instructor is responsible for supervising the student's educational experience in the agency and collaborates, if applicable, with other Field Personnel to orient the student to the agency; provides regular supervision (approximately one hour weekly); teaches social work values, knowledge, and skills; models professional roles and ethics; and evaluates the student's competency.

Task Supervisor

A "Task Supervisor" may be assigned to supplement a student's learning in the agency. A Task Supervisor is not required to have a social work degree but must at least have education (bachelor's degree or higher) and expertise (related discipline or experience) to enhance the learning for a student. The Task Supervisor is generally responsible for a specific assignment or day-to-day guidance at an agency site and collaborates with the Field Instructor in providing assignments and constructive feedback to the student. Yet, they do not serve as a replacement for the Field Instructor. As indicated above, the Field Instructor is responsible for regular supervisory conferences and semester evaluation reports.

Off-Site Field Instructor and On-Site Task Supervisor

When an agency is identified that can provide a valuable learning experience and there is an appropriate on-site Task Supervisor, but no on-site Field Instructor is available, a student may still be placed in this agency. An on-site Task Supervisor must be available to meet weekly with the student, ensure the student receives an orientation, and guide the student's learning activities (as described above). The off-Site Field Instructor is available to provide regular social work supervision (as described, above). Student progress toward the social work competencies is evaluated with the input of the on-site Task Supervisor, particularly when the Learning Contract is created, the Field Liaison visits the agency, and the semester evaluation is completed by the Field Instructor. The off-site Field Instructor is an adjunct or full-time member of the Eastern University Social Work Faculty and

thereby is qualified to provide field instruction.

Mid-Placement Changes in Field Personnel

When a placement is in progress and there is a change in agency personnel or programs the Field Education Director must be contacted to ensure the student is receiving the appropriate level of supervision. If the agency no longer employs a person who qualifies as a Field Instructor, an on-site Task Supervisor is utilized with an off-site Field Instructor (as described above). The Field Education Director will:

1. Contact the new field personnel to orient them to the field program including the core competencies.
2. Instruct the Field Liaison/Practice Class Instructor to contact the new field personnel to review the student's learning goals as outlined in the learning contract; conduct an additional site visit if needed; and initiate contact later in the semester to discuss the evaluation process.

Field Agency Placement Process

Students majoring in social work are placed in social agencies for field practicum in both their junior (one semester) and senior (two semesters) years. The student, field agency personnel, and the social work faculty participate in deciding on a particular field placement. The placement process is coordinated by the Field Education Director. The following are significant points in the placement process:

1. **Orientation with Field Education Director:** At the start of the fall semester of the junior year, students are invited to a mandatory meeting with the Field Education Director to provide an orientation to the field placement process.
2. **Interview with Field Education Director:** Following the orientation, students who have been admitted to the Social Work Major, complete a Field Placement Application, Criminal History clearance, and update their resume and submit these to the Field Education Director. Then the student arranges an interview with the Field Education Director. The focus of this interview is on the needs and interests of the student in relation to field practice (based in part on the material submitted as part of the application for admission) and the availability of appropriate placements. Particular attention is given to unique student needs including possible transportation problems, etc. This interview usually ends with the mutual identification of several possible placements in accordance with the student's understanding of their needs and interests and deemed appropriate by the Field Education Director.
3. **Interview with agency Field Personnel:** After considering student interests, and exploring placements that are available, which can provide optimum learning in the practice classes, etc., the student will be asked to arrange an interview with Field Personnel at a particular agency. The focus of the interview is on the specifics concerning that particular field placement, including the nature of the agency, possible assignments, timing, etc., in relation to the particular capacities and interests of the student. A tour of the agency setting is encouraged. Basic information about the student is made available to the agency in advance for introductory purposes. The student's resume is available upon request. This interview usually ends with a mutual understanding by the

student and agency Field Personnel) as to the appropriateness of the placement. In some instances the agency seeks references or has other processes in place that delay the process of reaching a mutual understanding of the appropriateness of the internship opportunity.

4. **Notification of Field Education Director:** Both the student and the agency Field Personnel inform the Field Education Director of the results of this interview. If the tentative placement is not viable, the student confers again with the Field Education Director concerning an appropriate placement, and they proceed again, with the process, above.
5. **Notification of Placement:** When a final placement decision has been made, the Field Education Director confirms the placement (in writing) with both the student and the agency Field Personnel. This process includes signing of the Affiliation Agreement including by the student, agency, and university.

Employment at Placement

Eastern's B.S.W. Program occasionally encounters situations in which it is necessary to ensure the role of student as learner. These tend to take one of two forms, for both St. Davids and City Ave. students:

- a) an employee returning to school to earn a B.S.W. degree; or
- b) a student who is offered employment by the field agency, usually toward the end of the senior year, but sometimes during a summer after the junior practicum or before the senior practicum.

The policy concerning assigning a student to a field practicum in an agency in which they are employed is outlined, below. This policy is often most relevant to City Ave. students who can be non-traditional students who work simultaneous to attending class.

Summer employment: Summer employment preceding or following the field practicum is at the discretion of the student and the agency. However, there must be a specific ending with clients prior to or following the end of the practicum, when appropriate roles and assignments may change upon employment. If a student is offered employment between semesters of the senior year, the Field Liaison/Practice Class Instructor must be consulted.

Employment prior to graduation: The same policy applies when a senior is offered a position and asked to begin employment prior to graduation. In some situations, there can be a transition time in the last two weeks of field practicum in which the student fulfills at least eight hours per week in practicum. This and any other work arrangement at a field agency must be made in consultation with the Field Liaison/Practice Class Instructor and the FED.

Employment-based field placement: Careful consideration is taken for a student to be placed in an agency in which they are employed, because it may compromise the educational focus of the field practicum. Such a placement is acceptable if it is a different department or program, serving different clients, and under a different supervisor, and if the tasks and hours are not compromised. The policy is as follows:

1. Placement in an employing agency is an opportunity for one of the two field placements and

it should be carefully considered which one would be most valuable. It will be evaluated and approved by the Field Education Director (FED) in consultation with the Department Chair. The Field Instructor needs to be different than the day-to-day supervisor and the placement in an entirely different unit than the normal day to day employment.

2. The designated field instructor needs to be approved by the FED and have an MSW or BSW with at least two (2) years post-graduation experience. The field instructor cannot be the direct paid work supervisor. The FED reserves the right to additionally request the student meets with an off-site Field Instructor, even if the supervisor meets these requirements.

3. The request to complete a field placement in an employing agency is to be submitted in writing (within the body of an e-mail or as an e-mail attachment) to the FED at the outset of the placement process (in the semester prior to the placement). The Field Director will consult with the Department Chair regarding the request, and if applicable the Field Liaison/Practice Class Instructor.

4. The request should include, in detail, the proposed learning opportunity (program/unit, placement responsibilities, supervision-potential field instructor name and contact information, and placement days/hours) and how this differentiates from the current employment position (name and contact information of current supervisor). Field Placement learning experiences need to be in an entirely different program or unit/division, meet the requirements of EU's field education program, and differ substantially from the employment so the student can take on the role of a learner.

5. To be approved, the field placement needs to achieve all of the placement objectives for a BSW student as outlined in the Field Handbook and Affiliation Agreement.

6. The employment agency needs to support the placement as an educational experience and commit to providing the time and supervision to be involved in learning activities and placement objectives. The employing agency is expected to help the student and the university to create and maintain an environment for learning to take place.

7. Employment-Based Field Placements are not considered approved until reviewed by the FED in consultation with the Department Chair and a letter is sent (as an e-mail) confirming approval.

8. Any change to the approved Employment-Based Field Placement needs to be submitted to the FED and be approved in advance of the change being implemented.

9. The Affiliation Agreement will be reviewed and signed by the student, the prospective Field Instructor, employing supervisor, FED, Department Chair, and Faculty Liaison/Practice Class Instructor during the process of confirmation the placement.

In some cases, an agency or organization may provide a stipend to cover some of the costs associated with the placement. The Field Education Director ensures that a student is not treated as an employee and remains a learner.

Learning Contract

An important part of developing an effective and beneficial relationship between the student and the Field Instructor is clarifying mutual expectations. One way to facilitate this process is for the student and Field Instructor to collaborate in developing a learning contract during the first several weeks of field placement. Contracting skills that are learned in doing this can also be applied in practice. The contract should be printed on agency letterhead, dated, and signed by the student and the Field Instructor, and submitted by the student to the instructor of the social work practice course early in the first semester of the field practicum. For seniors, the contract should be reviewed in conjunction with the evaluation conference at the end of the fall semester and can be updated and resubmitted, if needed, at the start of the spring semester.

As you develop the contract, please keep in mind the nine core competencies of Eastern's B.S.W. Program, which are adapted from the *Educational Policy and Accreditation Standards* (2015) of the Council on Social Work Education (CSWE) and listed below. For further explanation of the competencies and their operationalization in the form of practice behaviors, you may consult the Junior or Senior Field Practicum Evaluation (Appendix H).

Social workers . . .

1. *demonstrate ethical and professional behavior;*
2. *engage diversity and difference in practice;*
3. *advance human rights and social, economic, and environmental justice;*
4. *engage in practice-informed research and research-informed practice;*
5. *engage in policy practice;*
6. *engage with individuals, families, groups, organizations, and communities;*
7. *assess individuals, families, groups, organizations, and communities;*
8. *intervene with individuals, families, groups, organizations, and communities;*
9. *evaluate practice with individuals, families, groups, organizations, and communities.*

1. Assignments: This section specifies your planned assignments in the agency that also meet the competencies above. For *example*:

- Your *direct service load*, including the number and type of individuals, families, groups, organizations, and/or communities you will serve, as well as the frequency and type of contact; e.g., complete two intake assessments per week (C-7); develop a professional helping relationship with a client from a diverse population (C-3, 6, 8).
- Your *indirect service load*, including activities that you will carry out on behalf of the clients/systems you serve; e.g., develop a resource guide for housing services. (C-1, 4); e.g., advocate for low income housing (C-3, 8).
- *Process record* (see "Student Process Recording," *Field Education Handbook*) at least one client contact per week, during your agency hours (C-1, 9)
- *Other agency activities* that are not directly related to your service load but are nevertheless an important part of your development as a professional social worker; e.g., attend weekly staff meetings (C-1, 4, 5, 9).

2. Resources: This section specifies the resources to be provided to you by the agency. For *example*:

- Office space and furniture.
- Telephone and other equipment.
- Materials and supplies.
- Transportation to service contacts (including financial reimbursements, as appropriate).
- Access to agency files.
- Access to other agency professionals.
- Clerical support and/or computer access.

3. Methods of communication and accountability: This section specifies the student's and the Field Instructor's modes of communication with, and accountability to each other. For *example*:

- The specific days and hours you will be expected to be at the agency.
- Field Instructor (and if applicable, Task Supervisor) supervision meetings including frequency, length, and time (approximately 1 hour, one time per week).
- Field agenda.
- Service log, case notes, case reports, etc.
- Review of student's process recording (at least 10 per semester) and written assignments, (as appropriate).
- Field Practicum Evaluation at the end of each semester.

Student Process Recording

Social workers utilize a variety of methods to record their practice, for the purposes of recall, study, supervision, and accountability. In addition to any methods that may be required by the field agency, the student is expected to use the method of process recording.

Process Records: A process record is a written, narrative account of a contact (individual interview, family conference, group session, organization or community meeting, etc.) in which the services of a social agency are offered by a social worker. It includes the significant facts and feelings of the contact, and describes the bio-psycho-social-spiritual dynamics of the service as it is offered and either used or not used by the client or social system. Although most social agencies find that writing process records for all service contacts is too time-consuming. Nevertheless, process recording is a valuable tool for enabling students to improve the quality and effectiveness of their practice by means of review of their own practice, field instruction, and class discussion. Students are expected

to process record *one* service contact each week, beginning with the first client. These weekly process records are to be completed using the following template:

Agency description (agency name, location, auspices, mission, function, programs, services, etc., as well as the particular program, if applicable, which you have been assigned and in which this service contact took place)

Client/system description (demographic and socioeconomic information concerning the client(s) and their significant systems, including diversity issues pertaining to age, class, color, ethnicity, family structure, gender, marital status, national origin, physical and mental ability, race, religion, sex, and sexual orientation; How is the client similar to/different from mainstream culture and from you as a helper?)

Client/system situation (how the client/system came to the attention of the agency and the circumstances leading to the client being served by the agency; How long has the client been receiving services? What is the purpose of the particular service contact described in the process record? What strengths does the client/system possess and bring to the helping relationship?)

Tuning-In (For Seniors Only: emotional insights gleaned during the preliminary phase of the helping process, in which you “tuned in” to the client/system as well as to *yourself*, the authority theme, and the particular phase of the helping process)

Abstract Line: (pseudonym of client, number of times you have met with this client including this meeting, and date, length of time, and location of meeting)

For example:

Abstract Line: Name, #, X/X/2017, 50 min., agency

Narrative

What I Did and Said [For Seniors Only: Skill(s) used]	What the Client Did, Said, and Seemed to Feel	What I Thought and Felt
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		Expand/delete rows as needed.

Analysis of practice

What was *most effective* about this interaction?

What was *most challenging*? Mark all that apply.

- Diversity/Cultural Competency
- Ethics
- Justice
- Policy
- Use of Skills
- Engagement/ Beginning/Clarification of Role and Purpose
- Assessment
- Intervention/Work
- Transition/Termination
- Inadequate Preparation/Research

Inadequate Knowledge of Presenting Problem Other
Briefly describe.

What would you *change* in this interaction and why?

What client *strengths* were exhibited in the interaction?

What are the *environmental systems* problems that impact the client and the necessary resources the client needs?

Economic/Basic Needs Education/Training Judicial/Legal
 Health/Safety Social Services Familial/Relational Support

Resources needed: _____

What next step(s) will you take in relation to working with this client or how does this inform your thinking about work with future clients?

Practice questions (identify and elaborate 3-4 questions you encountered in the process of the contact that you are still pondering. These are intended to focus on *your* concerns regarding significant aspects of the interaction that highlight your need for further development. At least one of the questions should relate to *knowledge, skills, and values* being explored in readings and discussed in class)

1. The narrative portion of the process record should include the following, *integrated in chronological order* (adapted from Margaret Dwyer and Martha Urbanowsky, "Student Process Recording: A Plea for Structure," *Social Casework*, vol. 46, no. 5 [May 1965], pp. 283-286):

- General impressions of the physical/emotional climate at the outset, and its impact on the client.
- How the service contact began.
- Factual and emotional content and responses to it by both the client and the student.
- How the contact ended, including how the student helped the client prepare for the next contact.

For Example:

What I Did and Said [and Skill(s) used]	What the Client Did, Said, and Seemed to Feel	What I Thought and Felt
1.		Because this was my first home visit with the Jones Family, I had difficulty finding their home. By the time I rang the bell, I was about ten minutes late for our appointment, and was feeling nervous.
2. I rang the bell several times.	Mrs. Jones opened the door, and it appeared that she may just have gotten out of bed. Mrs. Jones smiled, greeted me by name, invited me in, and directed me to a couch in the front room. A television was on, with her two young children watching it.	I was concerned about how we were going to be able to talk with the television on.
3. <i>“Can we talk in the kitchen where we would have more privacy.”</i> [authority theme]	Mrs. Jones agreed and led the way to the kitchen.	
I began by contracting, but before I could reach for feedback, Mrs. Jones talked about a problem involving her neighbor...		
4. Ellipsis (in this example) that would contain the factual and emotional exchange between the student social worker and the client, including skills used [in brackets].		After about 45 minutes, we had covered everything on my agenda.
5. <i>“We covered each of the points on my agenda, and made a plan for addressing the bullying with Joey. Do you have anything else you want to discuss?”</i> [summarizing]	She thought a moment, and said, <i>“No, we talked about everything that was on my mind, especially about Joey being bullied at school.”</i>	
6. I told Mrs. Jones that I would be back next week, and asked whether this was still a good time for her to meet.	Again, she thought for a moment, commented that usually her kids take a nap at this time, and that it was good.	(and continue on through how the interaction concluded.

Utilization of Process Records: In addition to the learning that students will experience as they process record their practice, process records will be utilized in the following ways:

1. **Reflection and self-evaluation:** Students review process records regularly to gain a sense of learning and to evaluate ongoing learning needs. This can assist students in evaluating knowledge, skills, and values where they are strong and where they need to grow.
2. **Preparation and planning:** Periodic review of process records also serves to help students plan their part in the helping process and interventions with clients.
3. **Field instruction conferences:** On a weekly basis, prior to supervision, the student should submit a record for review to their field instructor. Review and discussion of process records should comprise a central part of the interaction between the student and field instructor during supervisory conferences.
4. **Class discussion:** One time per semester, students will submit to the classroom instructor a carefully selected full process record prepared for class discussion.
5. **Feedback from classroom instructor:** Each semester, the student will submit records (as specified in course syllabi) to the class instructor for review.
6. **Analysis in written assignments:** Description and critical analysis of work with clients will be integrated into many classroom writing assignments.

Process records (as well as all other records) are the property of the social agency to which they pertain and must be treated with the highest degree of confidentiality to preserve the rights of the agency and its clients to privacy. You should consult your supervisor or field instructor concerning agency policy and procedures in this regard. It is understood by agencies, that students are required to occasionally submit records for class discussion and for review by the field liaison. In preparing records for submission, care must be taken to disguise all data that might identify a client (e.g., name, social security number, address, telephone number, etc.). Pseudonyms and other disguised information should be realistic so as to treat the client with dignity and not detract from the integrity of the record. In addition, care should be taken to assure that the agency (its programs, mission, services, policies, procedures, etc.) is represented accurately.

Field Practicum Evaluation

Substance and Timing

The process of evaluating a student's development and learning in the field practicum begins with the development of the Learning Contract, based on the student's educational needs in relation to the BSW Program's nine core competencies. The process continues during weekly supervision and continues throughout the placement. It culminates toward the end of each semester when Field Instructors complete the Field Practicum Evaluation instrument (Appendix H). Approximately two-three weeks before the end of the semester, Field Instructors receive (electronically) the Field Practicum Evaluation to complete. One of the regularly scheduled supervisory sessions is designated the Field Evaluation session.

Student Review of the Field Practicum Evaluation

Whereas the student is an active participant in the evaluation, the Field Instructor is ultimately responsible for the content of the evaluation report. The final evaluation is to be printed and signed by both Field Instructor and student and sent to Eastern University by the due-date. A student has the right to submit a written addendum to the Field Practicum Evaluation if they believe the report does not accurately reflect their professional development and/or performance during the semester or year. The addendum must refer to specific competencies cited in the evaluation. It must be submitted to the Field Education Director within two weeks of the date the Field Practicum Evaluation, with a copy to the Social Work Department Chair.

Student Responsibilities

Student responsibilities are set in a context of mutuality with Field Instructors and faculty. Students are expected to take responsibility for their own learning, setting educational and career goals, and speaking on their own behalf regarding issues that affect their education with the active guidance of their academic advisors and Field Instructors. The following is a list of specific student responsibilities:

11. Agency Assignments:

- a. Students should be aware of their responsibilities in serving agency clientele in accordance with agency guidelines, goals, objectives, and so forth.
- b. Students have the responsibility of expressing their learning needs to their Field Instructor to meet the obligations of both school and agency.
- c. Agenda items for supervisory meetings should be determined by both Field Instructors and students (students utilize the agenda form to facilitate this process).
- d. Students are to take the initiative to interact with co-workers and draw from their experiences.

12. Transportation:

- a. Students should consider transportation problems when selecting an agency.
- b. All students must provide their own transportation to and from the agency.
- c. It must be understood that some agencies furnish transportation on the job while others require students to have their own car and may or may not pay mileage.
- d. The student should consult with the Field Education Director if the placement requires use of a personal vehicle to transport clients. It is preferable for the student to transport clients in an agency vehicle. When this is not possible the student will provide proof of a driver's license and automobile insurance for the vehicle being used.

13. Calendar: The Field Placement Calendar is given to students at the beginning of the placements so they are cognizant of the schedule and responsible for scheduled days and events.

14. Field Placement Hours: Students will work out a suitable working schedule with the agency that meets the requirements of the agency and the university.

15. **Dress:** Students are expected to dress according to the agency's dress code policy. If the student feels unable to comply with that code, the issue should be discussed with the field instructor until resolved.
16. **Confidentiality:** The concept of confidentiality is an integral part of social work practice and students are expected never to discuss their clients and their circumstances outside the agency. When the students use client-related material in class, they must carefully disguise it so no one can identify the client or others whose privacy might be violated.
17. **Self-awareness:** Students are expected to continue to seek awareness of their own value systems so that they can ascertain what effect their values have on relationships with other people and to explore their emotional and intellectual readiness for a career in the field of social work. This can be accomplished both in the classroom and in the agency, but deliberate attempts will be made in classroom exercises to facilitate this process.
18. **Ethical Conduct:** Students are expected to know and comply with the National Association of Social Work (NASW) Code of Ethics and the North American Association of Social Workers (NACSW) Statement of Faith and Practice.
19. **Problems:** If students perceive problems in their placement, it is their responsibility to discuss the matter with the field instructor. If, after discussing the problem with the field instructor and agency, the conflict cannot be resolved, the student and/or supervisor should contact the Field Liaison (practice class instructor) at the university, who may also consult with the Field Education Director. The ultimate resolution should be mutually agreed upon by the student, the agency, and the school through the use of a three-way conference when necessary.
20. **Termination:** The student, agency, or department may initiate severance of the contact with the agency. Termination must be planned as part of the educational and professional process by asking the student to terminate contacts with clients, complete reports, and so forth, as the agency specifies.

Technology Guidelines

We are living in a time of tremendous growth in the areas of technology and social media. The use of technology is changing so rapidly that the creation of policies to provide guidelines for ethical use of technology in the social work field are lagging behind. While the use of technology assists social workers in networking and maintaining communication there are boundary issues to be attuned to, to ensure ethical practice particularly around confidentiality, privacy, and dual-relationships.

If the field agency/host setting has a policy on the use of technology and social media the student is responsible to follow that policy as long as doing so would not conflict with the NASW Code of Ethics. In the absence of an agency policy, the following guidelines should be followed:

1. A student should be given a phone number and e-mail address through the agency if these modes of communication must be used. It should be noted that if the student uses their

personal cell phone to make calls, the number should be blocked (enter *67 then the number dialed) or preferably, the student should attain a number through Google Voice.

2. While we have all become used to routinely texting and checking e-mail on our devices, it is unprofessional to text, make/answer a phone call, or check e-mail while with a client, during supervision, or in a professional meeting or setting, unless for tasks related to placement.
3. To ensure developing professionalism, particularly in regard to confidentiality, the student should not refer to a client or name/discuss their agency site or field experience on any social media site.
4. When posting on social media, the student should be mindful of what is being posted to ensure their privacy, safety, and professionalism as well as striving to represent themselves, Eastern University, the placement site/personnel, and the social work profession with integrity.

Absences and Inclement Weather Policy

When beginning a field placement, students should determine what the closing policy is of the agency in which they are placed. On field placement days, students should call their Field Instructors or other designated personnel to determine whether the agency is open or closed. A student's main responsibility is to the people served. Regardless of whether Eastern University is closed, students should make an effort to go to their agency if it is open. This also depends on how hazardous the roads are for driving and if public transportation is still operating. Students are expected to make up the agency day/hours if they do not attend and the agency is open. This policy is true of any days missed for reason other than the weather (student sickness, family emergencies, etc.). Students should communicate any lateness or absence with their Field Liaison and their Field Instructor//Task Supervisor. Days missed should be made up in ways that are meaningful to the clients being served and maximize the student's learning.

Employment at Placement

Eastern's BSW Program occasionally encounters situations in which it is necessary to ensure the role of student as learner. These tend to take one of two forms, for both St. Davids and City Ave. students:

- a) an employee returning to school to earn a B.S.W. degree; or
- b) a student who is offered employment by the field agency, usually toward the end of the senior year, but sometimes during a summer after the junior practicum or before the senior practicum.

The policy concerning assigning a student to a field practicum in an agency in which they are employed is outlined, below. This policy is often most relevant to City Ave. students who can be non-traditional students who work simultaneous to attending class.

Summer employment: Summer employment preceding or following the field practicum is at the discretion of the student and the agency. However, there must be a specific ending with clients

prior to or following the end of the practicum, when appropriate roles and assignments may change upon employment. If a student is offered employment between semesters of the senior year, the Field Liaison/Practice Class Instructor must be consulted.

Employment prior to graduation: The same policy applies when a senior is offered a position and asked to begin employment prior to graduation. In some situations, there can be a transition time in the last two weeks of field practicum in which the student fulfills at least eight hours per week in practicum. This and any other work arrangement at a field agency must be made in consultation with the Field Liaison/Practice Class Instructor and the FED.

Employment-based field placement: Careful consideration is taken for a student to be placed in an agency in which they are employed, because it may compromise the educational focus of the field practicum. Such a placement is acceptable if it is a different department or program, serving different clients, and under a different supervisor, and if the tasks and hours are not compromised. The policy is as follows:

1. Placement in an employing agency is an opportunity for one of the two field placements and it should be carefully considered which one would be most valuable. It will be evaluated and approved by the Field Education Director (FED) in consultation with the Department Chair. The Field Instructor needs to be different than the day-to-day supervisor and the placement in an entirely different unit than the normal day to day employment.
2. The designated field instructor needs to be approved by the FED and have an MSW or BSW with at least two (2) years post-graduation experience. The field instructor cannot be the direct paid work supervisor. The FED reserves the right to additionally request the student meets with an off-site Field Instructor, even if the supervisor meets these requirements.
3. The request to complete a field placement in an employing agency is to be submitted in writing (within the body of an e-mail or as an e-mail attachment) to the FED at the outset of the placement process (in the semester prior to the placement). The Field Director will consult with the Department Chair regarding the request, and if applicable the Field Liaison/Practice Class Instructor.
4. The request should include, in detail, the proposed learning opportunity (program/unit, placement responsibilities, supervision-potential field instructor name and contact information, and placement days/hours) and how this differentiates from the current employment position (name and contact information of current supervisor). Field Placement learning experiences need to be in an entirely different program or unit/division, meet the requirements of EU's field education program, and differ substantially from the employment so the student can take on the role of a learner.
5. To be approved, the field placement needs to achieve all of the placement objectives for a BSW student as outlined in the Field Handbook and Affiliation Agreement.
6. The employment agency needs to support the placement as an educational experience and commit to providing the time and supervision to be involved in learning activities and placement objectives. The employing agency is expected to help the student and the university

to create and maintain an environment for learning to take place.

7. Employment-Based Field Placements are not considered approved until reviewed by the FED in consultation with the Department Chair and a letter is sent (as an e-mail) confirming approval.

8. Any change to the approved Employment-Based Field Placement needs to be submitted to the FED and be approved in advance of the change being implemented.

9. The Affiliation Agreement will be reviewed and signed by the student, the prospective Field Instructor, employing supervisor, FED, Department Chair, and Faculty Liaison/Practice Class Instructor during the process of confirmation the placement.

In some cases an agency or organization may provide a stipend to cover some of the costs associated with the placement. The Field Education Director ensures that a student is not treated as an employee and remains a learner.

OTHER ACADEMIC POLICIES AND PROCEDURES

Academic and Professional Advising

Student advising is a planned and purposeful process of providing students with the guidance and counsel they need to succeed in their academic pursuits at Eastern University. In the Social Work Department, advising has two foci. The academic focus of advising is intended to guide students through the BSW Program. The professional focus of advising is intended to assist students in their socialization to the social work profession.

The *purposes* of the Social Work Major advising program are as follows:

1. To assist students in their ongoing consideration of social work as a profession.
2. To interpret the policies and procedures of the Social Work Major to students.
3. To assist students in identifying and evaluating their needs and interests in order to select appropriate courses to fulfill the core curriculum requirements and in support of the Social Work Major.
4. To assist students in their ongoing professional educational process.
5. To assist students in making the transition from their professional educational experience to professional employment and/or graduate school.

Students who have indicated interest in the BSW Program and/or declared the Social Work Major are offered a number of advising opportunities. Although each of the following individual or group meetings has a particular focus, each also provides an opportunity for students to accomplish one or more of the above purposes. The following process applies to both the St. Davids main campus BSW Program and the BSW Program at the City Ave. College site. Any differences are noted.

1. **Prospective students:** The university admissions staff sends the Social Work Department computer-generated lists of inquirers, applicants, accepted students, and depositors who have expressed interest in social work, for the purpose of departmental correspondence and phone

contact. Although the intention is primarily recruitment, the department utilizes letters, enclosures, emails and phone calls to help students gain a better understanding of the social work profession and Eastern's BSW Program. At the BSW City Ave. site, students from the City Ave. College AA program often indicate interest or a faculty coordinator identifies interested students to the social work advisor.

2. **Informational interview:** The university admissions staff arranges (whenever possible) for students considering Eastern and expressing interest in social work, to have an interview with the chair of the Social Work Department or the social work advisor at the BSW City Ave. College site prior to making a final decision to attend. This interview is particularly important for a student who is considering transferring to Eastern from another institution.
3. **Registration conferences:** First-year and transfer students meet with their social work academic advisor individually and/or as a group during spring or summer prior to matriculation to plan their course schedule and discuss the academic requirements. Individual conferences are used for students entering in the spring semester.
4. **Majors meetings:** During the early weeks of the academic year, students majoring, or interested in social work meet with the social work faculty to discuss curricular and extracurricular educational and professional opportunities.
5. **Semester advising conferences:** Twice during each academic year, normally in October and March, students meet with their social work faculty advisor to plan their course schedule for the following semester.
6. **Drop in conferences:** Students are welcome, and frequently take advantage of the standing offer of conferences with faculty concerning their ongoing professional direction and needs.
7. **Admission orientation meeting:** At the end of the fall semester of the sophomore year, students meet with the chair and other faculty of the Social Work Department to discuss the admission requirements and process and to receive admission packets.
8. **Admission interview:** During the Spring semester of the sophomore year, the Fall Semester of the junior year, or the intervening summer, students applying for admission to the major meet with a member of the social work faculty to discuss their ongoing interest in, and capacity for social work.
9. **Field agency placement conferences:** During the Fall semester of the junior year, students who have been admitted to Social Work Major meet with the Field Education Director to discuss field practicum needs and opportunities.
10. **Process record conferences:** Several times during the spring semester of the junior year and throughout the senior year, students enrolled in upper division social work practice and field practicum courses meet individually with their class instructor/advisor following class discussion of their process records.
11. **Transition-to-senior-year conference:** During the Spring semester of the junior year, students meet with the instructor of their social work practice course to discuss their transition from the junior to the senior year.

Based on their academic interests, students who matriculate at Eastern University are assigned a faculty advisor by the university Registrar's Office. A few faculty members (normally including one from the Social Work Department) are selected and trained to serve as advisors to first-year students. Students ordinarily keep their assigned advisor until they declare a major, as early as the spring semester of the first year and normally no later than the spring semester of the sophomore year. At this time, students indicating interest in the BSW Program or officially declaring the Social Work Major are assigned to a member of the social work faculty for academic advising.

Transfer students indicating interest in social work upon matriculation are assigned a social work faculty member for academic advising. Students indicating interest in the Social Work Major subsequent to enrollment in the university may request a particular social work faculty member as their advisor. Upon entering the first field practicum in the spring semester of the junior year, students are reassigned for advising (as needed) to the instructor of the concurrent social work practice course, and reassigned thereafter to the instructor of their senior level social work practice course. At the BSW City Ave. campus transfer students or students transitioning from the City Ave. AA program are assigned to the social work advisor for juniors and continue through the junior year.

Whereas social work faculty often meet with students on an informal, drop-in basis, students are also expected to utilize advising in a professionally responsible manner. Therefore, students are expected to initiate preplanned appointments, which will assure an ample amount of time and preparation by both faculty and student. Appointments for advising are normally made directly with the faculty advisor.

Evaluation of Previous Learning

The university's Registrar's Office evaluates previous educational achievement of students in consultation with the Social Work Department Chairperson. Academic credit in fulfillment of requirements of the Social Work Major is granted for "social work" courses judged by the chairperson to have "equivalent" content (regardless of course title), and for which a grade of "C" or higher has been earned. Social work elective credit (not applicable to Social Work Major course requirements) is granted for courses whose content may be "equivalent" to part of one or more social work courses but is not "equivalent" to that of any complete course. "Equivalency" is judged on the basis of course level, catalog and syllabus description, and in some instances, required textbooks and credentials of the instructor. Academic credit for social work practice and field practicum courses is accepted for fulfillment of Eastern's Social Work Major requirements only when they have been earned at an institution accredited by the Council on Social Work Education at the time of completion. In keeping with the university's graduation requirement that the last 32 hours of credit be completed at Eastern, credit is not granted for the senior-level social work practice and field practicum courses (SOWK 461-462 and 471-472). Credit toward fulfillment of Social Work Major course requirements is not granted for life experience or previous work experience.

Attendance

The university catalog indicates that all students are expected to attend their scheduled classes and laboratory periods. In addition to this stated policy, it is the position of the Social Work Department that class attendance is a professional responsibility. Also, the nature of most social work classes encourages students to participate verbally as a key part of the learning process. Therefore, it is

each student's responsibility to be present whenever classes are held. Absences are expected only in emergency situations. If absence is unavoidable, the student is responsible to contact the professor in advance of the missed class session. If the nature of the emergency prevents an advance call, the student is expected to contact the professor shortly after the class session has ended.

Absences on field placement days are to be handled in the same manner as class absences except that the field instructor should be notified of an absence in advance of the time to be in placement. It is expected that all absences from placement will be made up.

Grading

Consistent with university policy, social work faculty assign letter-grades as the final evaluation for course work in the department. Each instructor indicates in course syllabi how grades are determined. It will be helpful to review this section of each course syllabus. The general university guideline for the letter-grade system is as follows:

- A = Excellent
- B = Above average
- C = Average
- D = Low passing
- F = Failing

Field practicum courses are graded on a Pass/Fail basis. Students should keep in mind that the majority of students are average, so are normally graded in the C-range. Grades above "C" means that unusual achievement has been demonstrated which has been rated particularly good or exceptional.

Communication Procedures

Accountability, use of self, and professional responsibility are three concepts which social work students are expected to demonstrate as they participate in the Social Work Major. There will be times when a student may wish to raise concerns regarding some aspect of the program or his/her relationship with social work faculty. Accountability means the right to raise questions. Use of self indicates that students are encouraged and expected to initiate and address issues of concern to them. Professionally responsible behavior assumes that the student will address issues of concern to those faculty persons involved. After personal contact with the designated faculty person, if questions still persist, the student will be encouraged to address concerns to the Social Work Department Chairperson who may direct him/her to the Dean of the College of Health and Social Sciences, if appropriate. Students who fail to conduct themselves in the professionally responsible manners described above, raise questions regarding their appropriateness for the social work profession.

Academic settings are information intensive environments. This means there will be a great deal of communication between the student and the Social Work Department. To assure that communication is efficient and accurate, please follow these guidelines:

- Departmental faculty and staff can be reached in their offices or by phone and e-mail (see information above). The department administrative assistant can take messages for all faculty.

After hours and occasionally during the school day when no one is available to answer the phones, messages may be left on the voice-mail system.

- Students should check their campus mailbox (if residing on campus), e-mail.
- Students should report all address, phone, and e-mail changes to the Social Work Office immediately. Students in field practicum should also keep the office apprised of any changes in location and/or phone numbers in their agencies.
- Respond promptly to all communications from the Social Work Department.

Records and Confidentiality

All student records are confidential but are routinely available to social work faculty and the Social Work Department's secretary. According to the Family Privacy Act of 1974, students and graduates are entitled to access the records that pertain to them alone. If a student desires to see his/her student record, a request must be made in writing to the chairperson of the department. The specific record to be reviewed should be requested five days in advance.

RESOURCES FOR PROFESSIONAL DEVELOPMENT

Education at Eastern University for the social work profession is supported by many extracurricular opportunities and resources. Some of these are outlined below. For further information, please speak with a member of the social work faculty.

Student Social Work Association (SSWA)

The formal structure through which Eastern University social work students are helped to develop the habit of professional participation and activism is SSWA. SSWA is totally student administered. A member of the social work faculty serves as advisor to SSWA. Through SSWA, students are able to hold the Social Work Department accountable to meet their educational and professional needs, participate in projects of interest to the membership, offer support to each other, and provide links to other professional organizations such as those described below. SSWA's "Constitution" is displayed in Appendix D.

Professional Organizations

Participation in professional associations is an important means for facilitating professional growth and development, and students are encouraged to be active in them. Professional associations provide a means for members of a discipline to mutually share concerns related to various areas of their professional work and interests. However, professional associations do much more. They establish standards for good professional practice, identify trends and patterns of concern to its discipline, address social policy issues that impact on their members and clients, provide the means to achieving "state of the art" professional practice, and establish networks which enable members to maintain contact with each other. The means whereby professional associations achieve the activities outlined above are by requiring formal membership, producing conferences and seminars, establishing licensure and accreditation standards, involvement in lobbying efforts, and providing training programs which give certificates and/or continuing education credits.

Students should be familiar with the professional organizations described below. In addition to the ones listed, there are many other special interest social work associations. Student members are welcomed in most of these associations, usually at a significantly reduced dues rate.

National Association of Social Workers (NASW)

NASW is the largest organization of professional social workers in the world, with approximately 150,000 members. NASW works to enhance the professional growth and development of its members, to create and maintain professional standards, and to advance sound social policies. It is the primary professional membership organization for social workers in the United States. It sponsors state and local conferences; publishes a monthly newsletter (*NASW News*) and a quarterly journal (*Social Work*) as well as other books and reference materials (including *Encyclopedia of Social Work*, *Social Work Almanac*, and *Social Work Dictionary*). In addition, NASW sponsors diverse special interest groups. You can learn more and communicate with NASW as follows: *National Office*: www.socialworkers.org, and *Pennsylvania Chapter*: www.nasw-pa.org. Packets of information concerning NASW applications for student membership are available in the Social Work Department Office (McInnis 234). The NASW “Code of Ethics” is displayed in appendix B.

Council on Social Work Education (CSWE)

CSWE is a nonprofit national association representing over 3,000 individual members as well as approximately 200 graduate and 500 undergraduate programs of professional social work education. Founded in 1952, this partnership of educational and professional institutions, social welfare agencies, and private citizens is recognized by the Council for Higher Education Accreditation as the sole accrediting agency for social work education in the United States. CSWE works to ensure the preparation of competent social work professionals by providing national leadership and a forum for collective action. The main responsibility of CSWE is to promote and maintain the high quality of social work education. In addition, CSWE strives to stimulate knowledge and curriculum development, to advance social justice, and to strengthen community and individual well-being. Eastern's undergraduate Social Work Major has been accredited by CSWE since 1974, the earliest year in which accreditation was available at the undergraduate level. You can learn more about, and communicate with, CSWE as follows: www.cswe.org. CSWE's *Educational Policy and Accreditation Standards* (2008) is displayed in appendix A.

National Association of Puerto Rican Hispanic Social Workers (NAPRHSW)

Our mission is to organize social workers and other human service professionals to strengthen, develop and improve the resources and services that meet the needs of Puerto Rican/Hispanic families. Our objectives are to advocate in the interest of Latinos at the local, state and nationwide levels in the private and public sectors, to establish connections with other community resources that further and solidify the position of the Latino population in addressing policy issues that impact the community, to disseminate knowledge for professional growth to its membership and increase the academic foundation for providing assistance towards that end, to be a resource to the Latino Community for information and advocacy, and to continue efforts to recruit and encourage Social Workers and Human Service students in their professional aspirations.

National Association of Black Social Workers (NABSW)

NABSW is designed to promote the welfare, survival, and liberation of communities of African ancestry. Members recognize the necessity of Black community control and accountability of self to the Black community. The association offers links through its members who are those of African ancestry. Through the development of national and international education conferences, the organization provides professional leadership to local, national and global communities. You can learn more about, and communicate with, NABSW as follows: www.nabsw.org.

North American Association of Christians in Social Work (NACSW)

NACSW supports the integration of Christian faith and professional social work practice in the lives of its members, the profession and the church, promoting love and justice in social service and social reform. Its goals include: Supporting and encouraging members in the integration of Christian faith and professional practice through fellowship, education, and service opportunities; articulating an informed Christian voice on social welfare practice and policies to the social work profession; providing professional understanding and help for the social ministry of the church; and promoting social welfare services and policies in society which bring about greater justice and meet basic human needs. NACSW sponsors an annual convention and training conference; publishes a bimonthly newsletter (*The Catalyst*) and a semiannual journal (*Social Work and Christianity*) as well as other books and monographs. You can learn more about, and communicate with, NACSW as follows: www.nacsw.org. Packets of information concerning NACSW and applications for student membership are available in the Social Work Department Office (McInnis 234). The NACSW “Statement of Faith and Practice” is displayed in appendix C.

Graduate Education for Social Work

Graduates of CSWE-accredited BSW programs are prepared for employment in beginning professional social work practice and are eligible to apply for advanced standing of up to one year in a normally two-year program. CSWE maintains links to accredited MSW programs on its website (www.cswe.org).

APPENDIX A

Council on Social Work Education Educational Policy and Accreditation Standards (2015)

COUNCIL ON SOCIAL WORK EDUCATION

EDUCATIONAL POLICY AND ACCREDITATION STANDARDS (2015)

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

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

Social work educators serve the profession through their teaching, scholarship, and service. Social work education at the baccalaureate, master's, and doctoral levels shapes the profession's future through the education of competent professionals, the generation of knowledge, the promotion of evidence-informed practice through the 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 Accreditation Standards are conceptually linked to each other. Educational Policy describes each curriculum feature. Accreditation Standards (*in italics*) are derived from the Educational Policy and specify the requirements used to develop and maintain an accredited social work program at the baccalaureate (B) or master's (M) level.

1. Program Mission and Goals

Educational Policy 1.0—Program Mission and Goals

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

Educational Policy 1.1—Values

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

Educational Policy 1.2—Program Context

Context encompasses the mission of the institution in which the program is located and the needs and opportunities associated with the setting and program options. Programs are further influenced by their practice communities, which are informed by their historical, political, economic, environment, 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—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.

Explicit 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 designed for generalist practice demonstrating how it is used to develop a coherent and integrated curriculum for both classrooms 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

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

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 connects the theoretical and conceptual contributions of the classroom and field settings.*

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

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

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

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

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

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

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

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

B2.2.9 *The program describes how its field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for*

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

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

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

2.2.11 *The program describes how its field education program develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student's employment.*

3. Implicit Curriculum

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

Admissions

B3.2.1 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 programs. . The criteria for admission to the master's program must include an earned bachelor's degree from a college or university accredited by a recognized regional accrediting association. Baccalaureate social work graduates entering masters social work programs are not to repeat what has been achieved in their baccalaureate social work programs.

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

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

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

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

Advisement, retention, and termination

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

3.1.7 The program submits its policies and procedures for evaluating student's academic and professional performance, including grievance policies and procedures. The program describes

how it informs students of its criteria for evaluating their academic and professional performance and its policies and procedures for grievance.

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

Student participation

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

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

Educational Policy 3.2—Faculty

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

Accreditation Standard 3.3—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.

B3.34(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(b) *The program provides documentation that the director has a full-time appointment to the social work 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 programs. 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 demonstrates 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 MSW program director have a doctoral degree, preferably in social work.*

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 to explain 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 its educational activities, missions 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

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 updates (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.

APPENDIX B

National Association of Social Workers Code of Ethics

NATIONAL ASSOCIATION OF SOCIAL WORKERS CODE OF ETHICS

Preamble

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

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

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

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

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

Purpose of the NASW Code of Ethics

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

The *NASW Code of Ethics* serves six purposes:

1. The Code identifies core values on which social work's mission is based.
2. The *Code* summarizes broad ethical principles that reflect the profession's core

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

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

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

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

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

or legal counsel.

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

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

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

Ethical Principles

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

Value: *Service*

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

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

Value: *Social Justice*

Ethical Principle: *Social workers challenge social injustice.*

Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social workers' social change efforts are focused primarily on issues of poverty, unemployment, discrimination, and other forms of social injustice. These

activities seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity. Social workers strive to ensure access to needed information, services, and resources; equality of opportunity; and meaningful participation in decision making for all people.

Value: *Dignity and Worth of the Person*

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

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

Value: *Importance of Human Relationships*

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

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

Value: *Integrity*

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

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

Value: *Competence*

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

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

Ethical Standards

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

Some of the standards that follow are enforceable guidelines for professional conduct, and some are aspirational. The extent to which each standard is enforceable is a matter of professional

judgment to be exercised by those responsible for reviewing alleged violations of ethical standards.

1. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO CLIENTS

1.01 Commitment to Clients

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

1.02 Self-Determination

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

1.03 Informed Consent

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

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

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

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

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

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

1.04 Competence

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

experience, or other relevant professional experience.

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

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

1.05 Cultural Competence and Social Diversity

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

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

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

1.06 Conflicts of Interest

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

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

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

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

or divorce proceedings involving clients) should clarify their role with the parties involved and take appropriate action to minimize any conflict of interest.

1.07 Privacy and Confidentiality

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

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

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

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

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

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

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

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

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

(j) Social workers should protect the confidentiality of clients during legal proceedings to the extent permitted by law. When a court of law or other legally authorized body orders social

workers to disclose confidential or privileged information without a client's consent and such disclosure could cause harm to the client, social workers should request that the court withdraw the order or limit the order as narrowly as possible or maintain the records under seal, unavailable for public inspection.

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

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

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

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

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

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

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

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

1.08 Access to Records

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

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

1.09 Sexual Relationships

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

(b) Social workers should not engage in sexual activities or sexual contact with clients' relatives

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

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

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

1.10 Physical Contact

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

1.11 Sexual Harassment

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

1.12 Derogatory Language

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

1.13 Payment for Services

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

(b) Social workers should avoid accepting goods or services from clients as payment for professional services. Bartering arrangements, particularly involving services, create the potential for conflicts of interest, exploitation, and inappropriate boundaries in social workers' relationships with clients. Social workers should explore and may participate in bartering only in very limited circumstances when it can be demonstrated that such arrangements are an accepted practice among professionals in the local community, considered to be essential for the provision of services,

negotiated without coercion, and entered into at the client's initiative and with the client's informed consent. Social workers who accept goods or services from clients as payment for professional services assume the full burden of demonstrating that this arrangement will not be detrimental to the client or the professional relationship.

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

1.14 Clients Who Lack Decision-Making Capacity

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

1.15 Interruption of Services

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

1.16 Termination of Services

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

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

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

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

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

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

2. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO COLLEAGUES

2.01 Respect

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

(b) Social workers should avoid unwarranted negative criticism of colleagues in communications with clients or with other professionals. Unwarranted negative criticism may include demeaning

comments that refer to colleagues' level of competence or to individuals' attributes such as race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical disability.

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

2.02 Confidentiality

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

2.03 Interdisciplinary Collaboration

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

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

2.04 Disputes Involving Colleagues

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

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

2.05 Consultation

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

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

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

2.06 Referral for Services

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

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

providers.

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

2.07 Sexual Relationships

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

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

2.08 Sexual Harassment

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

2.09 Impairment of Colleagues

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

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

2.10 Incompetence of Colleagues

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

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

2.11 Unethical Conduct of Colleagues

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

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

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

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

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

3. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES IN PRACTICE SETTINGS

3.01 Supervision and Consultation

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

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

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

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

3.02 Education and Training

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

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

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

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

3.03 Performance Evaluation

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

3.04 Client Records

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

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

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

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

3.05 Billing

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

3.06 Client Transfer

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

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

3.07 Administration

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

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

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

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

3.08 Continuing Education and Staff Development

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

3.09 Commitments to Employers

- (a) Social workers generally should adhere to commitments made to employers and employing organizations.
- (b) Social workers should work to improve employing agencies' policies and procedures and the efficiency and effectiveness of their services.
- (c) Social workers should take reasonable steps to ensure that employers are aware of social workers' ethical obligations as set forth in the *NASW Code of Ethics* and of the implications of those obligations for social work practice.
- (d) Social workers should not allow an employing organization's policies, procedures, regulations, or administrative orders to interfere with their ethical practice of social work. Social workers should take reasonable steps to ensure that their employing organizations' practices are consistent with the *NASW Code of Ethics*.
- (e) Social workers should act to prevent and eliminate discrimination in the employing organization's work assignments and in its employment policies and practices.
- (f) Social workers should accept employment or arrange student field placements only in organizations that exercise fair personnel practices.
- (g) Social workers should be diligent stewards of the resources of their employing organizations, wisely conserving funds where appropriate and never misappropriating funds or using them for unintended purposes.

3.10 Labor-Management Disputes

- (a) Social workers may engage in organized action, including the formation of and participation in labor unions, to improve services to clients and working conditions.
- (b) The actions of social workers who are involved in labor-management disputes, job actions, or labor strikes should be guided by the profession's values, ethical principles, and ethical standards. Reasonable differences of opinion exist among social workers concerning their primary obligation as professionals during an actual or threatened labor strike or job action. Social workers should carefully examine relevant issues and their possible impact on clients before deciding on a course of action.

4. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES AS PROFESSIONALS

4.01 Competence

- (a) Social workers should accept responsibility or employment only on the basis of existing competence or the intention to acquire the necessary competence.
- (b) Social workers should strive to become and remain proficient in professional practice and the performance of professional functions. Social workers should critically examine and keep current with emerging knowledge relevant to social work. Social workers should routinely review the professional literature and participate in continuing education relevant to social work practice and social work ethics.
- (c) Social workers should base practice on recognized knowledge, including empirically based knowledge, relevant to social work and social work ethics.

4.02 Discrimination

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

4.03 Private Conduct

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

4.04 Dishonesty, Fraud, and Deception

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

4.05 Impairment

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

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

4.06 Misrepresentation

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

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

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

4.07 Solicitations

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

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

4.08 Acknowledging Credit

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

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

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

5.01 Integrity of the Profession

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

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

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

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

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

5.02 Evaluation and Research

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

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

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

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

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

- (f) When evaluation or research participants are incapable of giving informed consent, social workers should provide an appropriate explanation to the participants, obtain the participants' assent to the extent they are able, and obtain written consent from an appropriate proxy.
- (g) Social workers should never design or conduct evaluation or research that does not use consent procedures, such as certain forms of naturalistic observation and archival research, unless rigorous and responsible review of the research has found it to be justified because of its prospective scientific, educational, or applied value and unless equally effective alternative procedures that do not involve waiver of consent are not feasible.
- (h) Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.
- (i) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.
- (j) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.
- (k) Social workers engaged in the evaluation of services should discuss collected information only for professional purposes and only with people professionally concerned with this information.
- (l) Social workers engaged in evaluation or research should ensure the anonymity or confidentiality of participants and of the data obtained from them. Social workers should inform participants of any limits of confidentiality, the measures that will be taken to ensure confidentiality, and when any records containing research data will be destroyed.
- (m) Social workers who report evaluation and research results should protect participants' confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.
- (n) Social workers should report evaluation and research findings accurately. They should not fabricate or falsify results and should take steps to correct any errors later found in published data using standard publication methods.
- (o) Social workers engaged in evaluation or research should be alert to and avoid conflicts of interest and dual relationships with participants, should inform participants when a real or potential conflict of interest arises, and should take steps to resolve the issue in a manner that makes participants' interests primary.
- (p) Social workers should educate themselves, their students, and their colleagues about responsible research practices.

6. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO THE BROADER SOCIETY

6.01 Social Welfare

Social workers should promote the general welfare of society, from local to global levels, and the development of people, their communities, and their environments. Social workers should advocate for living conditions conducive to the fulfillment of basic human needs and should

promote social, economic, political, and cultural values and institutions that are compatible with the realization of social justice.

6.02 Public Participation

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

6.03 Public Emergencies

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

6.04 Social and Political Action

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

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

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

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

APPENDIX C

NACSW

Statement of Faith and Practice

NORTH AMERICAN ASSOCIATION OF CHRISTIANS IN SOCIAL WORK
STATEMENT OF FAITH AND PRACTICE

1. Tenets emphasizing Christian beliefs

- a. There is one God, who created and sustains everything that exists, and who continues to be active in human history.
- b. Humanity is the highest creation of God, but rebelled against its Creator, and is in need of forgiveness and reconciliation.
- c. God became incarnate in Jesus Christ, who died on the cross, who was raised bodily from the dead to reconcile human beings to their Creator, and who has promised to return personally in judgment to complete the establishment of His kingdom.
- d. God works in and through people in the person of the Holy Spirit.
- e. The character and purposes of God are revealed in the Bible, the Word of God, which is the basis for what Christians are to believe and how they are to live.
- f. Jesus Christ calls all Christians to be a caring community and a corporate witness to faith in Him.

2. Tenets emphasizing human relationships and responsibilities

- a. Every individual is a person of worth, with basic human rights and essential human responsibilities.
- b. The uniqueness of each human being and the distinctiveness of social groups derive from factors, such as age, sexuality, race, ethnicity, national origin, religion, life philosophy, family, culture, and economic and social structures.
- c. Human beings are interdependent with each other and with their social and physical environments.
- d. Jesus Christ is Lord over all areas of life, including social, economic, and political systems.

3. Tenets emphasizing vocation

- a. A dynamic relationship exists between the Christian life and social work practice.
- b. Christians in social work ought not to be motivated by temporal wealth, power, or security.
- c. Christians in social work ought to examine and evaluate all human ideologies and social work theories and methods as to their consistency with the Bible, their consciences, social laws, and professional codes of ethics.
- d. Christians in social work ought to work for the temporal and eternal well-being of all human beings, and for the redemption of human communities and social institutions.
- e. Christians in social work ought to support and submit themselves to the highest standards of professional education, practice, and ethics.
- f. Christians in social work ought to use the insights of their faith in helping people, and to treat everyone as Jesus Christ would have them treated.

APPENDIX D

Student Social Work Association Constitution

Revised 10/18/14

Article I: Name

This organization shall be known as the Student Social Work Association of Eastern University, herein referred to as the SSWA.

Article II: Purpose

The members of the SSWA organize for three primary purposes:

1. Unify Social Work Majors
 - a. We shall provide students the opportunity to build and strengthen relationships with fellow social work students, professors, and other professionals in the community.
2. Educate the Eastern University School Body
 - a. We shall promote a better understanding of the social work profession among all those interested in the field as well as non-social work students and professionals. As a student organization, we shall show students how social work interrelates with other professions and be able to familiarize others about the many facets of social work.
3. Hold the Social Work Department Accountable
 - a. We shall provide an opportunity for participation in evaluation and development of the Social Work program and engaging in organized student action on social and professional issues.

Article III: Membership

To be a member of SSWA a student must meet the following requirements:

1. Be in the process of applying to major. To be in the process means a student must currently be taking the following three courses: (1) SOWK 105 Introduction to Social Work (2) SOWK 110 Human Diversity and Social Interaction, (3) SOWK 205W Social Welfare Policy I.
2. Accepted into the social work program.
3. A social welfare minor.

If a student meets these requirements and would like to be a member they must attend a SSWA meeting where they will express interest in joining.

Article IV: Officers

Section A: Organization

There shall be a Core Group consisting of active members who shall include a President, Vice President, Administrator, Treasurer, Activities Coordinator, Marketing Coordinator, Underclassmen Representative, Broker and Outreach Coordinator. This Core Group shall exist for the purpose of coordinating the affairs of the organization and shall be held accountable to the general membership.

Section B: Eligibility, Qualification, and Job Description

1. President: The President shall be a member of the Junior or Senior class and have attended Eastern University for at least one academic year. The President shall be the presiding officer of the organization for both general and Core Group meetings.

The President has general supervision over all activities of the organization and shall serve as an ex-officio member to all appointed committees. She or he also has the power to appoint the chairpersons of any additional committees as the need arises. The President is to consult with the Faculty Advisor on a regular basis.

2. Vice President: The Vice President shall be a member of the Sophomore, Junior, or Senior class and have attended Eastern University for at least one academic year. The Vice President shall, in the absence or disability of the President, perform duties as prescribed for the President. If the President leaves office, the Vice President shall fulfill the term of Presidency; a new Vice President shall then be elected. The Vice President shall act as a co-worker with the President and shall perform duties as prescribed by the President.
3. Administrator: The administrator shall be an interested member of SSWA. They will be a member of the freshman, sophomore, junior or senior class. The administrator shall keep all records, handle all correspondence, and record, process, and distribute minutes.
4. Treasure: The treasure shall be responsible for keeping a record of all financial transactions and handle funds, receipts, and disbursements of the Association.
5. Activities Coordinator: The Activities Coordinator shall plan, organize, and direct all activities of the group. She or he shall act as chair of the Activities Committee and work with the President and general membership to coordinate educational, , and fundraising activities as well as field trips and outreach programs. The Activities Coordinator shall possess good leadership and organizational skills. The activities coordinator will be a member of the sophomore, junior or senior class.
6. Marketing Coordinator: The marketing coordinator shall be responsible for creatively educating the Eastern University student body about the Social Work department. He or She will also be responsible for promoting all activities of SSWA in a timely manner. He or She will work closely with the activities coordinator. The marketing coordinator will be a member of the sophomore, junior or senior class.
7. Broker: The broker's responsibility is to connect social work students with resources that will help them educational such as tutoring and also help transfer and underclassmen become connected to the Social Work Department. The broker will also serve the entire Eastern University student body by proving resources for them to learn more about the social work department and profession. This position is better served by a sophomore, junior, or senior.
8. Underclassmen Representative- The underclassmen shall be responsible for representing the underclass men (freshmen and sophomore's). In this capacity they will encourage underclassmen involvement in SSWA activities. The Underclassmen Rep. will also express to the SSWA officers any concerns the underclassmen have concerning the Social Work department. This position will be held be either a freshmen or Sophomore.
9. Outreach Coordinator- The outreach coordinator will work to reach out to other organizations at Eastern University for the purpose of partnering to address needs on campus and also to bring awareness to important social needs and problems in the community and world. This position will filled by a sophomore, junior or senior.

Article V: Elections

Section A: Nominations

Nominations for the offices of President, Vice President, Administrator, Treasurer, Activities Coordinator, Marketing Coordinator, Broker, Outreach Coordinator and Underclassmen Representative shall be handed in to the Faculty Advisor during the month of March. The Faculty Advisor shall create a ballot of those nominated, which will be handed out at the April meeting or distributed by campus mail.

Section B: Time of Elections

Elections shall take place at the April meeting. Elections will either be by popular vote or by closed ballot and will be determined at the discretion of the President.

Article VI: Meetings

Section A: General

General meetings, to which the entire membership is invited, are to be held at the discretion of the President, with the advice of the other elected officers. All meetings should be announced in advance.

Section B: Core Group

Core Group meetings shall be held as needed and at the discretion of the President.

Article VII: Attendance

If a member is not able to attend a meeting, she or he may request a copy of the minutes of the meeting. If members want to be involved in the organization, they must attend meetings on a regular basis. Meeting dates and times are planned according to judgment of the President and elected officers.

Article VIII: Amendments

The Constitution may be amended by a two-thirds (2/3) vote of the attendees present. All members shall receive written notice of the proposed amendment at least seven (7) days prior to the meeting where the amendment will be discussed.

Revised 10/18/14

APPENDIX E

Social Work Admission Application Materials

Social Work Program Admission Policy

Introduction

Because the Eastern University Social Work Major is accredited by the Council on Social Work Education, graduates are qualified for beginning professional social work practice. Students wishing to enroll in the Social Work BSW Program must apply for admission before entering the junior year. Admission to Eastern University does not guarantee admission to the Social Work Program.

Becoming a social worker requires mastery of a body of knowledge, acquisition of beginning competence in the skills of helping, and commitment to the values and ethics of the profession. The personal characteristics required for admission to the Social Work Major extend beyond those normally required to earn a bachelor's degree in another discipline. In addition to intellectual and academic abilities, students must possess qualities suggesting that they are capable of completing the requirements of the Social Work Major (including acceptable performance in field practicum) and, upon graduation, contribute to the profession.

Admission Criteria

The following criteria serve as guidelines for students to assess their capacity and readiness for baccalaureate social work education, as well as for others who participate in the assessment process.

Admission Criteria

9. **Physical health:** A student should be capable of the activity frequently required of social workers. In addition to a rigorous academic schedule, students are expected to balance field and class for three semesters.
10. **Emotional health:** A student should have the capacity to deal effectively with emotional stress both in themselves and in others and have resolved past conflicts to the degree that they do not interfere with helping others.
11. **Capacity for development of relationships:** A student should be able and willing to develop meaningful, ongoing relationships with people, and have the capacity for applying this to the development of professional relationships.
12. **Capacity for communication:** A student should be able to analyze and share their ideas and feelings orally and in writing.
13. **Capacity to identify and deal with conflicting value assumptions:** A student should be able to identify their own personal values, within a Christian context, and be open to struggling with issues as they arise. In addition, a student should possess the ability to work with people in settings where beliefs and practices may conflict with the student's personal value system.
14. **Academic ability and achievement:** A student should possess good intellectual ability, including the capacity to think conceptually. The student should be in good academic standing with a minimum of a "C" or higher in all required social work and professionally related courses.
15. **Maturity of vocational choice:** A student should have a growing understanding of what social work is and of what is expected of a social worker. They should also demonstrate a maturing interest in and commitment to the social work profession.
16. **Capacity for professional education:** A student should be demonstrating increasing capacity for self-directed initiative and ownership of their educational experiences.

Admission Process

Assessing a student's capacity and readiness for social work education and field is an ongoing process. During each phase of the process, emphasis is placed on mutuality of decision-making and the need for both the student and other significant persons to agree as to the appropriateness of the professional choice. The critical phases of the admission process are as follows:

8. **Formal and Informal Contacts with Faculty:** This begins when students first visit either campus. Students and faculty interact both in and outside of class and this facilitates a relationship.
9. **Introductory courses:** Students and faculty use the three introductory social work courses to continue exploring the appropriateness of the selection of the Social Work Major.
10. **Advising conferences:** Shortly after matriculation, a student who has declared the Social Work Major or is considering this possibility, is invited to arrange an interview with a member of the social work faculty (the student's advisor, if the Social Work Major has been declared) to discuss their educational and vocational interests.
11. **Admission Orientation Meeting:** In the sophomore year, students who have declared or indicated interest in the Social Work Major are invited to attend a meeting at which the admission process is explained and questions and other concerns are discussed. Application materials are distributed at this meeting.
12. **Assembly of application file:** The application, resume, essays, and recommendations should be submitted to the Social Work Department office by December 1 (City Ave. College site) or February 1 (St. David's site). The deadline is sometimes extended for transition/transfer students.
13. **Social work faculty interview:** When the applicant's file is complete, the student is asked to schedule an interview with a member of the social work faculty. The focus of this interview is on the applicant's growing interest in the social work profession and their capacity and readiness for education for beginning social work practice. The interview is based, in part, on the materials submitted by the applicant.
14. **Decision and notification:** Following the interview, the applicant's file is reviewed by the social work faculty which makes an admission decision. The Department Chairperson notifies the applicant of the decision in writing and, if accepted, refers him/her to the Field Education Director to begin the placement process. Although it is anticipated that, in most instances, a decision will represent mutual agreement of faculty and student, the final decision concerning admission rests with the social work faculty. A student who is not accepted for admission will be notified of their right to appeal the decision and offered help in exploring alternative educational and vocational directions.

Grievances and Appeals Process

Occasionally, it becomes necessary for the social work faculty to deny admission to, or to terminate the enrollment of a student in the Social Work Major, against their wishes. This can be the result of inadequate performance in courses and/or field practicum. When a student does not agree with a decision to deny their admission or terminate enrollment in the BSW Program, the student's rights are protected by a grievance and appeals process that can be found on pages 25-27 of the Student Handbook posted on the Eastern University website,

https://www.eastern.edu/sites/default/files/sites/default/files/depts/social_work/social_work_student_handbook.pdf

**APPLICATION INSTRUCTIONS FOR ADMISSION
TO THE SOCIAL WORK MAJOR****General**

Please complete the application and attach your resume and essays. All materials should be submitted online to the Social Work Department by February 1 prior to when you expect to register for the junior-level field practicum (SOWK 370: Social Work Field Practicum I). The deadline may be extended for transfer students and others depending on circumstances. It is advisable to complete the recommendations form immediately so that those who will complete them can do so by the deadline. Please send all the forms and attachments to the Social Work Administrative Assistant (socialwk@eastern.edu, 610-341-5879). The Administrative Assistant will keep track of your application, let you know when it is complete, and then give you information about scheduling an interview. The Administrative Assistant is happy to let you know what needs to be completed if you have questions. If you have concerns or questions about the application process, you may discuss them with the Social Work Department Chairperson (sbauer@eastern.edu, 610-341-5876, McInnis Learning Center, Room 232) or with your social work faculty advisor.

Application

The information requested on the "Application for Admission to the Bachelor of Social Work Program" will be utilized at varying stages of the admission and field placement processes. In order to evaluate your application for admission to the Social Work Major, it is necessary for the Social Work Department to receive information concerning your intellectual ability and academic achievement (see admission criteria #6 and #7). By submitting the signed application and checking yes, you are authorizing the Social Work Department to secure your relevant records (transcripts, credit evaluation, degree audit, and/or SAT/ACT reports) from Eastern's E-Net, Registrar's Office, and/or Admissions Office. Transfer students must request previous institutions to send official transcripts to the Admissions Office. Students transferring from other Eastern University programs do not need to send transcripts. You are also authorizing the Social Work Department to reveal pertinent information to field agency personnel during the placement process. The Social Work Department Faculty highly value the NASW Code of Ethics and we are asking you to join with us in upholding the tenets of the code as you begin your social work career.

Recommendations

Three recommendations are required. Students currently enrolled in Eastern University should choose two full-time Eastern *faculty* (not social work) and one non-Eastern person (e.g., employer, pastor, former teacher, but exclusive of family). Recent transfer students may request recommendations from two faculty members at their previous school and one non-school-related person. Please ask the faculty members and non-academic reference if they will agree to complete a recommendation and then fill out the attached recommendations form and return it to socialwk@eastern.edu. Emails will be sent to your references once you fill out the form. It is important to return this form as soon as possible because it may take several weeks to get your recommendation forms back.

Résumé

Please list your paid employment, volunteer service experiences, and extra-curricular school activities, each in chronological order. Include beginning and ending dates, organizations, positions, and responsibilities or activities. Attach this to your application form. If you have a recent résumé, you may submit it instead, supplemented by any of the above information not already included. In addition to being used during the admission process, this information will be copied and sent to any prospective field agencies during the placement process.

Essays

The core of the application is comprised of five essays. These are intended to help you explore your interest in, and capacity to complete the Social Work Major. Please answer the following questions in essay form as fully as possible, and attach these pages to the "Application" form following the résumé. In addition to providing a basis for assessing the appropriateness of your application to the major, the essays provide a sample of your ability to communicate in writing (see admission criterion #4).

1. Outside of your personal desire to help, what has led you to choosing social work as a profession (and in particular over another profession/major)? Include your reasons for seeking admission to the EU BSW program and your educational and vocational goals.
2. Why is a commitment to racial, social, and economic justice important to the field of social work? What are your areas for growth in relation to this commitment? Social workers practice with diverse groups. What groups may challenge you either because of your personal values, attitudes, or experiences and how might you handle this?
3. Reflect upon a time when you have had one of your beliefs (personal, familial, spiritual) challenged. How did you respond? How did the challenge impact your belief?

4. Describe and analyze a specific incident in which you gave “talk” help to an individual, family, or group, and another specific incident in which you received “talk” help (with all names disguised, except your own). Based on the descriptions, discuss your understanding of what it means to “help.”

5. What is your plan for school and work/family life balance during your 3 semesters of internship? What aspects of this structure could work well for you? What could be challenging (physically, emotionally, financially, academically, etc.)? What do you do for self-care?

BACHELOR OF SOCIAL WORK PROGRAM

Application for Admission

The following documents are necessary to complete the program application:

- Application 5 Essays
- Resume
- Recommendation forms (requested from two faculty members and one non-academic personal reference)

Program Information

I am applying for:

- The BSW program at St. David's campus
- The BSW program at City Ave.

Personal Information

Name: First [Click here to enter text.](#) Last: [Click here to enter text.](#) Middle: [Click here to enter text.](#)

Eastern University I.D #: [Click here to enter text.](#)

Permanent Address: [Click here to enter text.](#)

Campus Address (if applicable): [Click here to enter text.](#)

Telephone: [Click here to enter text.](#)

Cell: [Click here to enter text.](#)

E.U. Email: [Click here to enter text.](#)

Other Email: [Click here to enter text.](#)

Demographic Information (optional)

Demographic information is optional and is for statistical purposes only. It will in no way affect the consideration of your application.

Date of birth: [Click here to enter text.](#)

Gender: [Click here to enter text.](#)

Race/Ethnicity: (click all that apply)

- American Indian or Alaskan Native
- Asian
- Black or African American
- Hispanic or Latino
- Native Hawaiian or Other Pacific Islander
- White
- Other

Are you fluent in another language? (Please List) [Click here to enter text.](#)

Pre-Program Requirements

Please check that you have met the following requirements for application to the BSW Program.

- Cumulative GPA of 2.0 or higher
- Current GPA: [Click here to enter text.](#)
- Number of credit hours completed: [Click here to enter text.](#)
- Completion of the following courses with a grade of C or better:

		<i>Semester Taken</i>	<i>Grade</i>
SOWK 105	Introduction to Social Work	Click here to enter text.	Click here to enter text.
SOWK 110	Human Diversity and Social Interaction	Click here to enter text.	Click here to enter text.
SOWK 205W	Human Needs and Social Response	Click here to enter text.	Click here to enter text.
PSY100	General Psychology	Click here to enter text.	Click here to enter text.
SOC100	Introduction to Sociology	Click here to enter text.	Click here to enter text.

Completion of (or be in the process of completing) the following professionally related requirements:

ANTH 101 Introduction to Cultural Anthropology	Click here to enter text.	Click here to enter text.
BIO 104 Human Biology	Click here to enter text.	Click here to enter text.
ECON (specify)	Click here to enter text.	Click here to enter text.
POS104 State and Local Government	Click here to enter text.	Click here to enter text.
MATH 103	Click here to enter text.	Click here to enter text.

Background Information

Have you ever been convicted of a felony or misdemeanor as an adult? Yes No

Has any governmental agency ever substantiated allegations made against you for physical, mental or emotional abuse or neglect, sexual abuse, or exploitation of (1) a child, (2) a resident of an adult care home, medical care facility, psychiatric hospital or state institution for the mentally retarded, or (3) an adult? Yes No

If you answered yes to either of the above, please attach an explanation: [Click here to enter text.](#)

Answering "yes" does not automatically disqualify you for admission to the BSW program. However, depending on the circumstances, it may affect your ability to be placed in a field practicum which is necessary to complete the BSW program. Please contact the Chairperson of the Social Work Department if you have any questions.

I understand that prior convictions, diversions or pending charges may affect my ability to be placed in a field practicum which is necessary to complete the BSW program. This means that while you may be admitted to the program, you may not be able to complete the degree if there is something in your background that would prevent you from being placed in a field practicum. Many agencies require background checks. Some criminal charges may affect your ability to be licensed in the state of PA.

Yes No

Transportation Information

Do you have a driver's license Yes No

If yes, for what state/province: [Click here to enter text.](#)

Will you have access to a car for transportation to your agency Yes No

I understand that if I do not have a car I will be required to use public transportation to and from the agency.

I understand that costs associated with transportation to and from the agency are not reimbursed by Eastern University.

NASW Code of Ethics

I have read the NASW Code of Ethics and agree to follow the tenets of the code. Yes No

<http://www.socialworkers.org/pubs/code/code.asp>.

Application Packet

- I give permission for my academic record to be reviewed. Yes No
- I also give permission for pertinent information in this application to be revealed to field agency personnel during the placement process. Yes No
-
-

I certify that the information on this completed application form is accurate and complete.

Type name if submitting electronically: [Click here to enter text.](#)

Signature of Applicant (if submitting manually): _____

**Please return completed application to Social Work Department at socialwk@eastern.edu or
Eastern University
Social Work Department
1300 Eagle Road
St. Davids, PA 19087**

RECOMMENDATIONS FOR ADMISSION TO THE SOCIAL WORK MAJOR

Three recommendations are required to complete your application.

- The first and second recommendations should be academic references from a faculty member who taught one of your classes
- The third recommendation should come from a non-academic source such as an employer or pastor (not a family member).

The recommendation is based on the criteria for admission and your references will be asked to assess your capacity and readiness for baccalaureate social work education. Please ask the faculty member and non-academic person if they will agree to be a reference and then fill out the form and return it. We will send out emails to your references once you have filled out the form. If your non-academic reference does not have an email address, please contact Tricia Grande at socialwk@eastern.edu who will send out a form in the mail. Please fill out the form below indicating the name, email, and type of reference. It is important that you indicate whether you want to retain your rights to review the reference or not, and then fill in your name and date.

Recommendation #1

Name: [Click here to enter text.](#)

Email: [Click here to enter text.](#)

Please check one: Academic Non-academic

Please check one: ***In accordance with the Family Privacy Act of 1974, I hereby***

Give up OR

Retain my legal right to review this recommendation after it is submitted to the

Social Work Department

Applicant's name: [Click here to enter text.](#) Date: [Click here to enter text.](#)

Recommendation #2

Name: [Click here to enter text.](#)

Email: [Click here to enter text.](#)

Please check one: Academic Non-academic

Please check one: ***In accordance with the Family Privacy Act of 1974, I hereby***

Give up OR

Retain my legal right to review this recommendation after it is submitted to the Social

Work Department

Applicant's name: [Click here to enter text.](#) Date: [Click here to enter text.](#)

Recommendation #3

Name: [Click here to enter text.](#)

Email: [Click here to enter text.](#)

Please check one: Academic Non-academic

Please check one: ***In accordance with the Family Privacy Act of 1974, I hereby***

Give up OR

Retain my legal right to review this recommendation after it is submitted to the Social

Work Department

Applicant's name: [Click here to enter text.](#) Date: [Click here to enter text.](#)

All references should be sent to: Tricia Grande at socialwk@eastern.edu

Eastern University

Social Work Department

RECOMMENDATION FOR ADMISSION TO THE SOCIAL WORK MAJOR

Instructions to the Applicant

Your recommendation may be rejected if you do not follow the steps below:

1. Type your name and the name of the person to whom you are giving the form to.
2. Check [x] whether this person is providing an academic or non-academic recommendation. (see “Instructions for Applying to the Social Work Major”).
3. Check [x] whether you give up or retain your legal right to review the recommendation.
4. Sign and date the form, and give the form to the person you have identified below.

Please Note: Your typed name will serve as your signature.

Recommendation for: _____ **given to** [Click here to enter text.](#)
(Applicant’s Name) (Recommender’s Name)

Please check one: Academic recommendation 1 or 2
 Non-academic recommendation

Please Check one: In accordance with the Family Privacy Act of 1974, I hereby
 Give up or
 Retain my legal right to review this recommendation after it is submitted to the Social Work Department.

Applicant’s Signature: _____ **Date:** [Click here to enter text.](#)

I

Instructions to the Recommender

The person named above is applying for admission to the Eastern University Social Work Major and to enter the junior-level social work field practicum in the next academic year. The social work faculty would appreciate receiving your candid recommendation concerning the admission of this applicant. After indicating your relationship to the applicant in the space provided, please rate the applicant in relation to each of the admission criteria, and provide an explanatory assessment. Thank you.

1. When, how long, and in what capacity have you known the applicant?

Please review the "Social Work Major Admission Policy" (attached), and indicate below your opinion of the applicant in relation to each of the admission criteria as being Excellent, Good, Fair, Poor or that you have had Inadequate Opportunity to Observe.

Admission Criteria	Recommender's Opinion
Physical health	
Emotional health	
Capacity for development of relationships	
Capacity for communication	
Capacity to identify and deal with conflicting value assumption	
Academic ability and achievement	
Maturity of vocational choice	
Capacity for professional education	

2. What is your overall assessment of the applicant's potential at this time for baccalaureate education at Eastern University for beginning professional social work practice? Please comment on particular strengths and weaknesses of the applicant in relation to specific admission criteria. Thank you.

Capacity for professional education					
-------------------------------------	--	--	--	--	--

What is your **overall assessment** at of the applicant's potential at this time for baccalaureate education at Eastern University for beginning professional social work practice? Please comment on particular **strengths and weaknesses** of the applicant in relation to specific admission criteria.

Please circle one: Recommend Recommend Recommend Do not
 enthusiastically with reservations recommend

If you believe the applicant is admissible, but you have concerns you believe should be conveyed to the student on behalf of the faculty, please write a **paragraph for insertion in the letter of admissions**. *(Use the back of page, if necessary.)*

Signature of social work faculty interviewer _____ Date _____

APPENDIX F

Field Education Application

SOCIAL WORK DEPARTMENT

Field Education Application

INTRODUCTION

Welcome to field! Since you have been successfully admitted to the social work program, it is time to prepare for your first field placement. You are about to embark on a key learning opportunity offering practical application of social work knowledge, values, and skills. This learning opportunity and successful completion of field is important to your preparation as a beginning generalist social work professional.

Please complete the application, below. The application will be submitted to and reviewed by the Field Education Director to assist in arranging your upcoming field placement. The application includes important information to help prepare you for field placement. It also includes relevant questions related to field. You will note that some of these questions are detailed as well as sensitive in nature. Please take time to complete this application in full and to update your resume highlighting any social work related experience(s). Once your application is completed you will be asked to meet individually with the Field Director to explore internship opportunities.

PERSONAL INFORMATION

Date: [Click here to enter text.](#)

Date of Birth: [Click here to enter text.](#)

Name: [Click here to enter text.](#)

EU ID#: [Click here to enter text.](#)

Cell Phone: [Click here to enter text.](#)

E-mail: [Click here to enter text.](#)

Home Address: [Click here to enter text.](#)

Campus: St. Davids (On Campus Off campus)

City Ave.

Do you speak any language other than English fluently? YES NO

*If yes, what language(s)? [Click here to enter text.](#)

Can you write in the language(s)? YES NO

Will you be working during the internship? YES NO

*If yes, what location, days, and hours? [Click here to enter text.](#)

Will you be playing sports for EU during the internship? YES NO

*If yes, what sport and season? [Click here to enter text.](#)

TRANSPORTATION

Do you have a current and valid Driver's License? YES NO

Will you rely on public transportation to get to the agency? YES NO

Do you have a car to use for transportation? YES NO

*If yes, are you willing to carpool? YES NO

I understand that I am to use an agency vehicle, if part of my duties includes the transport of clients, and will provide a copy of my driver's license to EU and the agency. If I chose to use my personal vehicle to transport clients I will also provide a copy of my car insurance: YES NO

SELF-ASSESSMENT

Discuss your developing level of professionalism focused on key ways you hope to display professionalism in field. [Click here to enter text.](#)

List at least three strengths that you possess. [Click here to enter text.](#)

List at least three areas for growth: [Click here to enter text.](#)

List any concerns, limitations, or special circumstances (e.g., academic, financial, legal, medical, personal, physical, etc.) past or present, that may impact your application to field or ability to perform the duties associated with field? [Click here to enter text.](#)

CLEARANCES AND SCREENINGS

Do you have recent criminal history, child abuse, FBI, and/or national sex offender registry clearance? YES NO

If yes, please submit copy(s) to the Field Director.

NOTE: As part of your application you must complete and print out a criminal history clearance, which costs \$10 and requires a credit card for payment. Often the results will be available immediately and you will need to print and submit them. The clearance can be completed through the following link:

<https://epatch.state.pa.us/Home.jsp;jsessionid=DF0FA4D94831F72B25C90CD008CA0617>

I understand most agencies require one or more clearances to be *completed and received* prior to the start of internship and may be at my own expense unless the agency reimburses for this. YES NO

I understand if I will be working with children I must complete most of the above named clearances and that the child abuse clearance takes the most time to come back. YES NO

I understand I must complete all clearances requested by the agency and failing to do so may result in not being permitted to begin at the agency and/or interact with clients until these are *completed and the results received*. YES NO

I understand I may be required to complete background clearances (as noted above) or health screenings (including vaccinations/TB test/drug screening) prior to the start of my field experience and I may be responsible for the costs associated with these. YES NO

INTERESTS AND EXPERIENCES

Describe any social work or related experiences you have had including employment and volunteer experiences. [Click here to enter text.](#)

Are you interested in your field placement being at your current agency or work-site?

YES NO *If so, please consult the Field Education Guidelines.

Which of the following areas interest you? (Mark all that apply and add others to the empty boxes)

- | | |
|---|---|
| <input type="checkbox"/> Children | <input type="checkbox"/> Individuals |
| <input type="checkbox"/> Adolescents <input type="checkbox"/> Male/ <input type="checkbox"/> Female | <input type="checkbox"/> Families |
| <input type="checkbox"/> Adults | <input type="checkbox"/> Groups |
| <input type="checkbox"/> Older Adults | <input type="checkbox"/> Communities |
| <input type="checkbox"/> Women/ <input type="checkbox"/> Men | <input type="checkbox"/> Child Welfare |
| <input type="checkbox"/> Suburban | <input type="checkbox"/> Adoption |
| <input type="checkbox"/> Urban | <input type="checkbox"/> Foster Care |
| <input type="checkbox"/> Rural | <input type="checkbox"/> In-Home Services (Child Welfare) |
| <input type="checkbox"/> Developmental Disabilities | <input type="checkbox"/> Homelessness |

- | | |
|---|--|
| <input type="checkbox"/> Mental Health/ <input type="checkbox"/> Health | <input type="checkbox"/> Shelter/ <input type="checkbox"/> Transitional Housing |
| <input type="checkbox"/> Drug and Alcohol | <input type="checkbox"/> Material Assistance |
| <input type="checkbox"/> Teen Pregnancy | <input type="checkbox"/> Immigrants/ <input type="checkbox"/> Refugees |
| <input type="checkbox"/> HIV/AIDS | <input type="checkbox"/> LGBT |
| <input type="checkbox"/> Human Trafficking | <input type="checkbox"/> *School/ <input type="checkbox"/> Alternative Education |
| <input type="checkbox"/> At Risk Youth | / <input type="checkbox"/> Afterschool program |
| <input type="checkbox"/> *Domestic Violence | <input type="checkbox"/> Community Center |
| <input type="checkbox"/> Faith-Based (Christian) Agency | <input type="checkbox"/> Church |
| <input type="checkbox"/> Home Visits (To client's home) | <input type="checkbox"/> Day Center (Older Adults) |
| <input type="checkbox"/> Residential Setting (Client's live there) | <input type="checkbox"/> Nursing Home |
| <input type="checkbox"/> Short-term relationships (meet 1-3xs) | <input type="checkbox"/> Legal Aid/Victim Services |
| <input type="checkbox"/> Long-term relationships (meet on-going) | <input type="checkbox"/> Other Click here to enter text. |

***NOTE:** Some settings are for senior year placements only and may require participation in an in-service training before the placement begins. Placements in the area of domestic violence require a 40-hour training prior to the start of the placement.

List the top 2-3 types of settings or populations you would like to serve.

1. [Click here to enter text.](#)
2. [Click here to enter text.](#)
3. [Click here to enter text.](#)

Do you have a particular agency (or type of agency) of interest. If so, list the agency (or type of agency) with any contact information, if applicable. [Click here to enter text.](#)

CONSENTS

I understand that information contained in this application or attained through field meetings with the Field Director may be shared with potential placement site personnel.

YES NO

In keeping with the Family Educational Rights and Privacy Act (FERPA 20 U.S.C. § 1232g; 34 CFR Part 99) I give permission for relevant information to be released to field placement site personnel.

Student Signature: [Click here to enter text.](#)

(Student's typed name serves as the signature)

I have updated my resume and have *e-mailed* this version to the Field Director.

YES NO

I give permission for a copy of my resume to be forwarded to the field placement site, if requested.

Student Signature: [Click here to enter text.](#)

(Student's typed name serves as the signature)

I have completed and printed the criminal history clearance results and am submitting this to the Field Director

YES NO If no, please explain the reason: [Click here to enter text.](#)

I have reviewed the Field Education Guidelines of the Social Work Department

YES NO

I have read the NASW Code of Ethics and agree to follow the tenets of the code

<http://www.socialworkers.org/pubs/code/code.asp>. YES NO

I have reviewed the Student Handbook posted on the EU Social Work Department web-page and am familiar with the policies and processes related to field placement.

YES NO

I certify that the information on this completed application is accurate and complete.

Student Signature: [Click here to enter text.](#)

(Student's typed name serves as the signature)

FOR City Ave. Students ONLY:

- 1) *I understand I must fulfill at least 5 hours per week during regular agency daytime hours (e.g., 9am-5pm M-F), and preferably all 10 hours during daytime hours, and I am committed to arranging my schedule to accommodate this requirement. YES NO*
- 2) *I understand there are limited agencies offering evening or weekend internship hours and if I am seeking this it will impact my placement options. YES NO*
- 3) *I understand that to maximize my learning my hours need to be met in large time segments and I cannot fulfill my hours in a configuration such as two hours per day five days per week as this does not serve clients well or maximize my learning opportunities. YES NO*

Student Signature: [Click here to enter text.](#)

(Student's typed name serves as the signature)

Please submit materials to:

Prof. Leslie Gregory, Field Education Director, at lgregory@easten.edu, McInnis 233.

FOR OFFICE USE ONLY

Faculty Advisor Recommendation: [Click here to enter text.](#)

APPENDIX I

Field Visit Evaluation



College of Health and Social Sciences

Social Work Department

Field Visit Evaluation

This evaluation provides an opportunity for the Field Instructor/Task Supervisor and student to review the student’s progress in preparation for the field visit (fall-for seniors; spring-for juniors) with the Field Liaison. The evaluation is focused on student performance, as observed by the Field Instructor and with input from the student, and provides an opportunity to review how things are progressing, in field, around the mid-semester point. For senior placements, during the spring semester, this evaluation can be used again as a tool to determine the necessity for a spring field visit or phone conference

- Student: [Click here to enter text.](#)
- Semester: [Click here to enter text.](#)
- Date: [Click here to enter text.](#)
- Agency: [Click here to enter text.](#)
- Field Instructor: [Click here to enter text.](#)
- Task Supervisor (if applicable): [Click here to enter text.](#)

Please use the following rating scale to complete:

- (3) = Meets Consistently
- (2) = Progressing Toward Expectations
- (1) = Below Expectations
- (0) = No Opportunity To Observe

WORK HABITS

Student is on time.

Student comes to placement regularly.

(Number of days absent)

Student advises of absence in advance.

Student completes work on time.

PROFESSIONAL ATTITUDES

Student willingly accepts assignments.

Student asks for help/clarification.

Student is able to assess client situations and share observations

Student actively participates in hour of weekly supervision and demonstrates ability to use the supervisory relationship.

(Supervision day/time)

Student is open to feedback during supervision.

Student comes prepared for supervision with a weekly agenda and process record.

(Number of process records submitted)

SOCIAL WORK VALUES

Student treats clients with dignity and worth.

Student is able to build meaningful helping relationships with clients.

Student understands and demonstrates confidentiality

Student allows for client self-determination.

CSWE COMPETENCIES

Demonstrate ethical and professional behavior.

Engage diversity and difference in practice.

Advance human rights and social, economic, and environmental justice.

Engage in practice-informed research and research-informed practice.

Engage in policy practice

Engage with individuals, families, groups, organizations and communities.

Assess individuals, families, groups, organizations and communities.

Intervene with individuals, families, groups, organizations and communities.

Evaluate practice with individuals, families, groups, organizations and Communities.

Is the student getting weekly, direct client contact where they are taking on aspects of the work of the contact or are responsible for the entire contact? Y N
If not, what is the plan to ensure this? [Click here to enter text.](#)

Describe the student's assignments/caseload: [Click here to enter text.](#)

Is the workload for the student about right too light too heavy
What changes can be made if necessary? [Click here to enter text.](#)

Summarize student areas of **Strength**: [Click here to enter text.](#)

Summarize student areas in Need of **Improvement**: [Click here to enter text.](#)

Questions or areas of concern: [Click here to enter text.](#)

Recent developments at the agency: [Click here to enter text.](#)

SIGNATURES: Your typed name will serve as your signature

Field Instructor, if on-site: [Click here to enter text.](#)

Degree: [Click here to enter text.](#)

Date: [Click here to enter text.](#)

Task Supervisor(s), if applicable: [Click here to enter text.](#)

Degree(s): [Click here to enter text.](#)

Date: [Click here to enter text.](#)

Student: [Click here to enter text.](#)

Date: [Click here to enter text.](#)

Field Liaison: [Click here to enter text.](#)

Date: [Click here to enter text.](#)

Field Liaison Summary (reflecting on agency visit and tour of agency): [Click here to enter text.](#)

APPENDIX H

Junior Field Practicum Evaluation Report
Senior Field Practicum Evaluation Report

JUNIOR FIELD PRACTICUM EVALUATION REPORT

Student:	Date:
Field Instructor:	Degree(s):
Title:	Agency:

This evaluation is intended to assist the field instructor and the student to assess and report the student's development and learning in the social work field practicum during each semester and the academic year. It will provide a basis for planning future opportunities for learning as well as preparing recommendations for employment and graduate education. Please keep a copy of the evaluation report for your records and to serve as a basis for planning and recommendations.

**Part I
Field Practicum Profile**

A. Qualitative Profile of Student's Field Practicum

In the box (below), please describe the student's field practicum for the semester just ending. Include the types of services the *student* delivered; the diversity of the populations served; collaborated; and so forth. The boxes will expand as you type.

Spring semester:

B. Profile of the Student’s Field Practicum (as per weekly Field Agendas)

Field Practicum	Fall Semester	Spring Semester
Scheduled days and hours		
First and last days		
Number of field days required		
Number of days present		
Number of days made up		
Number of supervisory conferences		
Average length of conferences		
Number of process record submitted		
Date of evaluation conference		

C. Service Delivery/Agency Activities Data (as per weekly Field Agendas)

- | | |
|--------------------------------|---|
| # of individuals | Click here to enter text. |
| # of families/groups | Click here to enter text. |
| # of communities/organizations | Click here to enter text. |

Other (please specify):

**Part II
Student Achievement Rating**

The nine competencies and accompanying practice behaviors listed below are adapted from the 2015 *Educational Policy and Accreditation Standards* of the Council on Social Work Education (the national standard-setting body that accredits Eastern’s B.S.W. Program). The student’s performance should be assessed in terms of the degree to which s/he is making appropriate progress at the Senior level toward acquiring the practice behaviors and, thus, achieving the core competencies. On each competency, practice behavior, please rate the student according to the following criteria.

5	The student exceeds expectations in this area
4	The student <i>consistently met and sometimes exceeded</i> expectations in this area
3	The student <i>met</i> agency expectations in this area
2	The student <i>sometimes</i> met agency expectations in this area
1	The student has <i>not met</i> agency expectations in this area
NA	Not applicable, or the student has not had opportunity to meet agency expectations.

Place an X within the box, below, that corresponds to the student’s level of achievement. Please enter *comments* in the appropriate box under each competency. **Please provide example(s) for any practice behavior that you rated as 1 or 2.** The boxes will expand as you type.

Competency 1: Demonstrates 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. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice settings. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their subjective experiences and emotional 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 emerging forms of technology and the ethical use of technology in social work practice.

	Practice Behavior:	Not met =1	2	Met=3	4	Exceeds =5
1a	makes ethical decisions by applying the standards of the NASW Code of Ethics, the principles of the Statement of Faith and Practice of the North American Association of Christians in Social Work (<i>see the Field Education Handbook appendices for a copy of these documents</i>), relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context					
1b	uses reflection and self-regulation to manage personal values and maintains professionalism in practice situations (<i>e.g., focuses on the needs of clients served and engages in ethical practice with boundaries such as maintaining confidentiality and using self-disclosure sparingly and appropriately</i>)					
1c	demonstrates professional demeanor in behavior; appearance; and oral, written, and electronic communication					
1d	uses technology ethically and appropriately to facilitate practice outcomes (<i>e.g., holds confidentiality, works to maintain boundaries, etc.</i>)					
1e	uses supervision and consultation to guide professional judgment and					

	behavior (e.g., comes prepared for supervision with an agenda and is open to constructive feedback, assistance with ethical dilemmas, and new areas of learning and takes initiative around opportunities to develop as a professional)					
Comments (Spring)						

Competency 2: Engages Diversity and Differences 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, ethnicity, gender, gender identity and expression, immigration 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.

	Practice Behavior:	Not met=1	2	Met=3	4	Exceeds=5
2a	applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels (e.g., understands how culture impacts presenting issues, help seeking behavior, and resiliency within clients served)					
2b	presents herself/himself as learner and engages clients and constituencies as experts of her/his own experiences (e.g., engages clients with cultural humility)					
2c	applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse client systems (e.g., critically analyzes how Christian faith or spiritual/religious					

	<i>traditions can assist or hinder the helping process)</i>					
Comments (Spring)						

Competency 3: Advances 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 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 and responsibilities are distributed equitably and that civil, political, economic, social and cultural human rights are protected.

	Practice Behavior:	Not met=1	2	Met=3	4	Exceeds=5
3a	applies their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system level (<i>e.g., recognizes injustice and inequities facing diverse populations served</i>)					
3b	engages in practices that advance social, economic, and environmental justice (<i>e.g., practices with clients in a manner that upholds human rights and justice including from a faith perspective</i>)					
Comments (Spring)						

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

Social workers understand quantitative and qualitative research methods. Social workers know the principles of logic, scientific inquiry, and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources. They also understand the processes for translating research findings into effective practice.

	Practice Behavior:	Not met =1	2	Met=3	4	Exceeds =5
4a	uses practice experience and theory to inform scientific inquiry and research (e.g., draws from interaction with clients to guide research of professional literature to better understand those being served and more effectively intervene)					
4b	applies critical thinking to engage in analysis of quantitative and qualitative research methods and research findings (e.g., reviews literature relevant to population being served or social problem being addressed and identifies the value of research done by analysis of methods and findings)					
4c	uses and translates research evidence to inform and improve practice, policy, and service delivery (e.g., draws from the professional literature, including evidence-based practice, practice wisdom, and the experience of agency personnel to guide practice with clients served)					
Comments (Spring)						

Competency 5: Engages 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 recognize and understand the social, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, and implementation.

	Practice Behavior:	Not met =1	2	Met=3	4	Exceeds =5
5a	assesses how social welfare and economic policies impact the delivery of and access to social services					
5b	critically analyzes and promotes policies that advance human rights and social and economic justice (<i>e.g., becomes familiar with state, local, and federal policies as well as organizational/agency policies impacting the client population being served while recognizing just practices</i>)					
Comments (Spring)						

Competency 6: Engages 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, 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 their utility to facilitate engagement with client systems, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse client systems to advance practice effectiveness. Social workers understand how their subjective experiences and emotional reactions may impact their ability to effectively engage with diverse client systems.

	Practice Behavior:	Not met =1	2	Met=3	4	Exceeds =5
6a	applies knowledge of human behavior and the social environment and practice context to engage with client systems (<i>e.g., demonstrates knowledge of human growth and development of individuals and families as well as the stages of development of groups, organizations, and communities</i>)					
6b	uses empathy and self-regulation to effectively engage diverse client systems (<i>e.g., tunes into self as a developing social worker and uses interpersonal skills to engage clients</i>)					
6c	clarifies role and purpose with clients and constituencies					
Comments (Spring)						

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, individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment and the implications of those theories for the assessment of diverse client systems, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse client systems to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process. Social workers understand how their subjective experiences and emotional reactions may affect their assessment and decision-making.

	Practice Behavior:	Not met =1	2	Met=3	4	Exceeds =5
7a	collects and organizes data, and critically analyzes and interprets information from client systems (<i>e.g., seeks/gathers information about the client system to prepare to serve them</i>)					
7b	applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from client systems (<i>e.g., draws upon theoretical perspectives and knowledge in areas such as biology sociology, anthropology, psychology, and theology, to enhance understanding of individuals, families, groups, organizations, and communities</i>)					
7c	develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies (<i>makes interpretations that will be used to guide service delivery</i>)					
7d	selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of client systems					
Comments (Spring)						

Competency 8: Intervenes 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, individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of client systems, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client system goals. Social workers recognize that a beneficial practice outcome may require collaboration with professionals from other disciplines.

	Practice Behavior:	Not met =1	2	Met=3	4	Exceeds =5
8a	implements interventions to achieve practice goals and enhance capacities of client systems					
8b	applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with client systems (<i>e.g., be able to identify and use biopsychosocial cultural and spiritual factors in working with individual and groups in a range of social systems</i>)					
8c	uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes					
8d	negotiates, mediates, and advocates with and on behalf of client systems					
8e	facilitates effective transitions and endings that advance mutually agreed-on goals					
Comments (Spring)						

Competency 9: Evaluates 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, individuals, families, groups, organizations, and communities. Social workers recognize the importance of evaluating outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand methods for evaluating outcomes and practice effectiveness.

	Practice Behavior:	Not met =1	2	Met=3	4	Exceeds =5
9a	selects and uses appropriate methods for evaluation of outcomes (<i>e.g., uses process recording, class discussions, supervision, and other agency tools to informally and formally evaluate practice</i>)					
9b	applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes					
9c	critically analyzes, monitors, and evaluates intervention and program processes and outcomes					
9d	applies evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.					
Comments (Spring)						

Please select one of the following statements by entering an X in the preceding box.

Summary and Recommendations for Spring Semester

Please select one of the following statements by entering an X in the preceding box.

	The student is exceeding expectations for <i>seniors</i> with regard to <i>all or most</i> core competencies and is ready for the senior year of the B.S.W. Program.
	The student is <i>consistently meeting and sometimes exceeding</i> expectations for <i>seniors</i> with regard to <i>all</i> core competencies and is ready for the senior year of the B.S.W.

	Program.
	The student is <i>consistently meeting</i> expectations for <i>seniors</i> with regard to <i>all</i> core competencies and is ready for the senior year of the B.S.W. Program.
	The student is performing <i>somewhat below</i> expectations for <i>seniors</i> and <i>may not be ready</i> for the senior year of the B.S.W. Program.
	The student is performing <i>well below</i> expectations for <i>seniors</i> and <i>is not ready</i> for the senior year of the B.S.W. Program.

Summary and recommendations: What is your overall assessment of the student’s development and learning at the end of the academic year? Describe the student’s readiness for beginning professional social work practice and for graduate education for social work. To which competencies and/or practice behaviors should the student give particular attention as s/he enters the social work profession? The block (below) will expand as you type.

Spring semester:

Field instructor’s signature (Your typed name serves as your electronic signature):	Date:
Student’s signature (Your typed name serves as your electronic signature):	Date:

Note: Field Instructor, please return completed and electronically signed evaluation to socialwk@eastern.edu by the listed date on the Field Calendar

Student:		Date:
Field Instructor:		Degree(s):
Title:	Agency:	

This evaluation is intended to assist the field instructor and the student to assess and report the student's development and learning in the social work field practicum during the spring semester. It will provide a basis for planning future opportunities for learning as well as preparing recommendations for employment and graduate education. Please keep a copy of the evaluation report for your records and to serve as a basis for planning and recommendations.

**Part I
Field Practicum Profile**

A. Qualitative Profile of Student's Field Practicum

In the box (below), please describe the student's field practicum for the spring semester. Include the types of services the *student* delivered including the diversity of the populations served and so forth. The box will expand as you type.

Fall semester:
Spring semester:

B. Profile of the Student's Field Practicum (as per weekly Field Agendas)

Field Practicum	Fall Semester	Spring Semester
Scheduled days and hours		
First and last days		
Number of field days required		
Number of days present		
Number of days made up		
Number of supervisory conferences		
Average length of conferences		
Number of process record submitted		
Date of evaluation conference		

C. Service Delivery/Agency Activities Data (as per weekly Field Agendas)

Client Contact/Service Delivery	Fall Semester	Spring Semester
Total # of individuals		
Total # of families/groups		
Total # of communities/organizations		
Other Agency Activities		
Total # of staff meetings attended		
Total # of meetings on behalf of clients		
Total # of contacts with professionals		
Total # of other (please specify):		

Part II
Student Achievement Rating

The nine competencies and accompanying practice behaviors listed below are adapted from the 2015 *Educational Policy and Accreditation Standards* of the Council on Social Work Education (the national standard-setting body that accredits Eastern’s B.S.W. Program). The student’s performance should be assessed in terms of the degree to which s/he is making appropriate progress at the Senior level toward acquiring the practice behaviors and, thus, achieving the core competencies. On each practice behavior, please rate the student according to the following criteria.

5	The student <i>exceeds</i> expectations in this area.
4	The student <i>consistently met and sometimes exceeds</i> expectations in this area.
3	The student <i>met</i> agency expectations in this area.
2	The student <i>sometimes met</i> expectations in this area.
1	The student has <i>not met</i> expectations in this area.
NA	The student has not had an opportunity to meet agency expectations.

Place an X within the box, below, that corresponds to the student’s level of achievement. Please enter *comments* in the appropriate box under each competency. ***Please provide example(s) for any practice behavior that you rated as 1 or 2.*** The boxes will expand as you type.

Competency 1: Demonstrates 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. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice settings. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their subjective experiences and emotional 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 emerging forms of technology and the ethical use of technology in social work practice.

	Practice Behavior:	Not met =1	2	Met =3	4	Exceeds =5
1a	makes ethical decisions by applying the standards of the NASW Code of Ethics, the principles of the Statement of Faith and Practice of the North American Association of Christians in Social Work (<i>see the Field Education Handbook appendices for a copy of these</i>					

	<i>documents</i>), relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context					
1b	uses reflection and self-regulation to manage personal values and maintains professionalism in practice situations (<i>e.g., focuses on the needs of clients served and engages in ethical practice with boundaries such as maintaining confidentiality and using self-disclosure sparingly and appropriately</i>)					
1c	demonstrates professional demeanor in behavior; appearance; and oral, written, and electronic communication					
1d	uses technology ethically and appropriately to facilitate practice outcomes (<i>e.g., holds confidentiality, works to maintain boundaries, etc.</i>)					
1e	uses supervision and consultation to guide professional judgment and behavior (<i>e.g., comes prepared for supervision with an agenda and is open to constructive feedback, assistance with ethical dilemmas, and new areas of learning and takes initiative around opportunities to develop as a professional</i>)					
Comments (Fall)						
Comments (Spring)						

Competency 2: Engages Diversity and Differences 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, ethnicity, gender, gender identity and expression, immigration 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.

	Practice Behavior:	Not met=1	2	Met=3	4	Exceeds=5
2a	applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels (<i>e.g., understands how culture impacts presenting issues, help seeking behavior, and resiliency within clients served</i>)					
2b	presents herself/himself as learner and engages clients and constituencies as experts of her/his own experiences (<i>e.g., engages clients with cultural humility</i>)					
2c	applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse client systems (<i>e.g., critically analyzes how Christian faith or spiritual/religious traditions can assist or hinder the helping process</i>)					
Comments (Fall)						
Comments (Spring)						

Competency 3: Advances 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 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 and responsibilities are distributed equitably and that civil, political, economic, social and cultural human rights are protected.

	Practice Behavior:	Not met=1	2	Met=3	4	Exceeds=5
3a	applies their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system level (<i>e.g., recognizes injustice and inequities facing diverse populations served</i>)					
3b	engages in practices that advance social, economic, and environmental justice (<i>e.g., practices with clients in a manner that upholds human rights and justice including from a faith perspective</i>)					
Comments (Fall)						
Comments (Spring)						

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

Social workers understand quantitative and qualitative research methods. Social workers know the principles of logic, scientific inquiry, and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources. They also understand the processes for translating research findings into effective practice.

	Practice Behavior:	Not met=1	2	Met=3	4	Exceeds=5
4a	uses practice experience and theory to inform scientific inquiry and research (<i>e.g., draws from interaction with clients to guide research of professional literature to better understand those being served and more effectively intervene</i>)					
4b	applies critical thinking to engage in analysis of quantitative and qualitative research methods and research findings (<i>e.g., reviews literature relevant to</i>					

	<i>population being served or social problem being addressed and identifies the value of research done by analysis of methods and findings)</i>					
4c	<i>uses and translates research evidence to inform and improve practice, policy, and service delivery (e.g., draws from the professional literature, including evidence-based practice, practice wisdom, and the experience of agency personnel to guide practice with clients served)</i>					
Comments (Fall)						
Comments (Spring)						

Competency 5: Engages 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 recognize and understand the social, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, and implementation.

	Practice Behavior:	Not met =1	2	Met= 3	4	Exceeds =5
5a	assesses how social welfare and economic policies impact the delivery of and access to social services					
5b	critically analyzes and promotes policies that advance human rights and social and economic justice (<i>e.g., becomes familiar with state, local, and federal policies as well as organizational/agency policies impacting the client population being served while recognizing just practices</i>)					
Comments (Fall)						
Comments (Spring)						

Competency 6: Engages 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, 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 their utility to facilitate engagement with client systems, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse client systems to advance practice effectiveness. Social workers understand how their subjective experiences and emotional reactions may impact their ability to effectively engage with diverse client systems.

	Practice Behavior:	Not met =1	2	Met= 3	4	Exceeds =5
6a	applies knowledge of human behavior and the social environment and practice context to engage with client systems (<i>e.g., demonstrates knowledge of human growth and development of individuals and families as well as the stages of development of groups, organizations, and communities</i>)					
6b	uses empathy and self-regulation to effectively engage diverse client systems (<i>e.g., tunes into self as a developing social worker and uses interpersonal skills to engage clients</i>)					
6c	clarifies role and purpose with clients and constituencies					
Comments (Fall)						
Comments (Spring)						

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, individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment and the implications of those theories for the assessment of diverse client systems, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse client systems to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process. Social workers understand how their subjective experiences and emotional reactions may affect their assessment and decision-making.

	Practice Behavior:	Not met =1	2	Met= 3	4	Exceeds =5
7a	collects and organizes data, and critically analyzes and interprets information from client systems (<i>e.g., seeks/gathers information about the client system to prepare to serve them</i>)					

7b	applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from client systems (<i>e.g., draws upon theoretical perspectives and knowledge in areas such as biology sociology, anthropology, psychology, and theology, to enhance understanding of individuals, families, groups, organizations, and communities</i>)					
7c	develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies (<i>makes interpretations that will be used to guide service delivery</i>)					
7d	selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of client systems					
Comments (Fall)						
Comments (Spring)						

Competency 8: Intervenes 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, individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of client systems, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client system goals. Social workers recognize that a beneficial practice outcome may require collaboration with professionals from other disciplines.

	Practice Behavior:	Not met =1	2	Met= 3	4	Exceeds =5
8a	implements interventions to achieve practice goals and enhance capacities of client systems					
8b	applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in					

	interventions with client systems (<i>e.g., be able to identify and use biopsychosocial cultural and spiritual factors in working with individual and groups in a range of social systems</i>)					
8c	uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes					
8d	negotiates, mediates, and advocates with and on behalf of client systems					
8e	facilitates effective transitions and endings that advance mutually agreed-on goals					
Comments (Fall)						
Comments (Spring)						

Competency 9: Evaluates 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, individuals, families, groups, organizations, and communities. Social workers recognize the importance of evaluating outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand methods for evaluating outcomes and practice effectiveness.

	Practice Behavior:	Not met =1	2	Met= 3	4	Exceeds =5
9a	selects and uses appropriate methods for evaluation of outcomes (<i>e.g., uses process recording, class discussions, supervision, and other agency tools to informally and formally evaluate practice</i>)					
9b	critically analyzes, monitors, and evaluates intervention processes and outcomes					
9c	applies evaluation findings and human behavior knowledge to improve practice effectiveness					
9d	applies evaluations findings to improve practice effectiveness at the micro, mezzo and macro levels					

Comments (Fall)
Comments (Spring)

Summary and Recommendations for Fall Semester

Please select one of the following statements by entering an X in the preceding box.

Summary and recommendations: Based on the “Learning Contract” you developed with the student and the assessment of the student’s level of achievement of the core competencies and practice behaviors (above), what is your evaluation of the student’s development and learning during the fall semester? To which competencies and behaviors will you and the student give particular attention during the spring semester? The block (below) will expand as you type.

Please select one of the following statements by entering an X in the preceding box.

	The student is <i>exceeding</i> agency expectations for seniors with regard to <i>all or most</i> core competencies.
	The student is <i>consistently meeting and sometimes exceeding</i> agency expectations for seniors with regard to core competencies.
	The student is <i>consistently meeting</i> agency expectations for seniors with regard to <i>all</i> core competencies.
	The student is performing <i>somewhat below</i> agency expectations for seniors and <i>may not be ready</i> for beginning professional social work practice <i>by the end of the academic year</i> .
	The student is performing <i>well below</i> agency expectations for seniors, and it is <i>unlikely</i> that s/he will be ready for beginning professional social work practice <i>by the end of the academic year</i> .

Fall semester:

Field instructor’s signature (Your typed name serves as your electronic signature):	Date:
--	--------------

Student's signature (Your typed name serves as your electronic signature):	Date:
---	--------------

Summary and Recommendations for Spring Semester

Please select one of the following statements by entering an X in the preceding box.

	The student is <i>exceeding</i> agency expectations for seniors with regard to <i>all or most</i> core competencies areas and is <i>ready</i> for beginning professional social work practice.
	The student is <i>consistently meeting and sometimes exceeding</i> agency expectations for seniors with regard to <i>all</i> core competencies and is <i>ready</i> for beginning professional social work practice.
	The student is <i>consistently meeting</i> agency expectations for seniors with regard to <i>all</i> core competencies and is <i>ready</i> for beginning professional social work practice.
	The student is performing <i>somewhat below</i> agency expectations for seniors and <i>may not be ready</i> for beginning professional social work practice.
	The student is performing <i>well below</i> agency expectations for seniors and is <i>not ready</i> for beginning professional social work practice.

Summary and recommendations: What is your overall assessment of the student's development and learning at the end of the academic year? Describe the student's readiness for beginning professional social work practice and for graduate education for social work. To which competencies and/or practice behaviors should the student give particular attention as s/he enters the social work profession? The block (below) will expand as you type.

Spring semester:

Field instructor's signature (Your typed name serves as your electronic signature):	Date:
Student's signature (Your typed name serves as your electronic signature):	Date:

Note: Field Instructor, please return completed and electronically signed evaluation to socialwk@eastern.edu by the listed date on the Field Calendar

APPENDIX I

EVALUATION OF FIELD AGENCY BY STUDENT

Name of Agency _____

Student _____

Address _____

Supervisor _____

From _____ to _____
mo/yr mo/yr

Phone _____

Placement hours _____

Population served _____

Mode of transportation _____



- 1. Responsibilities** *(Please include daily tasks e.g., caseload, assignments, client meetings, paperwork, home visits, group and/or family work, etc.)*
- 2. Outside-Agency Exposure** *(Please include communication with outside agencies and/or professionals, and include trainings, court, etc.)*
- 3. Overall Experience** *(Please include role of supervisor, skills learned, personal growth, staff interaction, staff meetings, agency culture, etc.)*
- 4. Recommendations** *(Would you recommend this agency to another student? Why or why not?)*
- 5. Field Placement Orientation** *(If you are a junior—Please include any feedback/suggestions about EU's Field Orientation Meeting held the fall of your junior year)*

- 6. Field Placement Process Feedback** (Please include feedback/suggestions about EU's field placement process from your meeting with the Field Director through confirmation of your placement)

- 7. Field Liaison Visit** (Please provide feedback/suggestions regarding the agency visit between
you, agency field personnel, and your Field Liaison/Practice Class Instructor)

- 8. Additional Comments or Suggestions** regarding EU's Field Placement Process and Program