Social Work Program

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# Table of Contents

**Introduction to the Social Work Student Handbook**

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## Ursuline College and the Social Work Program

- Ursuline College ................................................................. 5
  1. Social Work Education at Ursuline College .............................. 6
  2. Ursuline Sisters’ Sponsorship & Mission Statements ..................... 8
  3. Vision Statement .................................................................. 8
  4. Mission Statement .................................................................. 9
  5. Four Core Values .................................................................... 9
  6. Mission: Philosophy .............................................................. 9
  7. Ursuline College Tagline: Values, Voice and Vision ................... 10

## Social Work Program

1. Mission Statement .................................................................. 10
2. Vision Statement .................................................................... 11
3. Program Philosophy .............................................................. 11
4. *The Program Goals* ............................................................. 11
5. A Consistent Mission ............................................................. 13
7. Greater Cleveland: A Learning Environment ............................. 15

## Advisory Board of the Social Work Program

- Purpose, Goals, Objectives
- Membership

## Ursuline College-Social Work Program

1. Accreditation Status .............................................................. 18
2. The Social Work Curriculum
   a. CSWE: Definition of Generalist Practice ............................... 18
   b. Ten Core Competencies/Practice Behaviors ........................... 20
   c. Ursuline Studies Core Curriculum ....................................... 23
      - USP: Developmental Goals .............................................. 24
      - USP: Learning Perspectives ............................................ 24
      - Ursuline Studies and the Social Work Program ................ 25
4. Core Courses and Course Descriptions .................................. 27

## Social Work Program Policies

- Ursuline College Academic Policies: Information ....................... 31
- Civil Rights/ Nondiscrimination Policies .................................. 31
• Ursuline College Policies.................................................................31
• Program: Nondiscrimination Statement...........................................32
c. Harassment and Discrimination Policy...........................................33
d. Social Media Guidelines
  • Ursuline College...........................................................................34
  • Program Guidelines........................................................................34
e. Employment & Licensure Restrictions: Criminal Convictions.........36
f. Program: Transfer Credit.................................................................36
g. Program: Policy on Life Experience..................................................37

Program: Admission, Advisement: Policies
a. Program: General Admission Policy................................................37
b. Program: Conditional Admission......................................................38
c. Advisement
  • Program: Academic Advising........................................................39
  • Program: Professional Advising......................................................40
  • Program: Classroom Behavior Assessment Tool............................41

Program: Denial of Admission or Termination
a. Introduction....................................................................................41
b. Program: Students' Rights and Responsibilities...............................42
c. Program Policy: Denial of Admission or Termination........................43
d. Program: Procedures......................................................................45

Policies & Procedures for Grievance
a. College: Appeals Process.................................................................45
b. Program: Appeals Policy..................................................................45

Field Education: The Signature Pedagogy-Curriculum
a. Field Education Design...................................................................47
b. Field Education Conceptual Framework..........................................48
c. Field Placement Learning Contract and Evaluation Form................48
d. Concurrent Practice and Field Curriculum.....................................49

Field Education:
  a. Field Education Requirement of Field Hours..................................50
  b. Admission Policies for Field Placement.........................................51
c. Criteria for evaluating field supervision/field site opportunities........52
d. Monitoring students/evaluating student learning................................52
e. Criteria for selecting Agencies and Field Instructors........................53
f. Educational Development of Field Instructors..................................54
g. Ursuline Field Education Director.....................................................54

Program Policies Regarding Field Placements (2.1.8, EPAS 2008)
a. Students' Responsibilities in the Field Placement..............................55
  • Confidentiality in the Field Placement.............................................55
  • Policy and Procedures: Sharing Student Information/FERPA..............56
  • Program Waiver Form: Authorization to Release Information............58
Program Policies Related to Field
a. Employability in the field site.................................................................59
b. Transporting Clients................................................................................60
c. Liability Insurance....................................................................................60
d. Statement of Intern Status.......................................................................60

Field Placement: Description of Forms.........................................................60
a. Student Information Form
b. Learning Contract and Evaluation Forms
c. Student’s Evaluation of Field Instructor and Field Site
d. Field Placement Time Sheets

Students Rights and Responsibilities
a. Students’ Responsibilities in Field Placement........................................62
b. Program: Students Rights.......................................................................63
c. Program: Students’ Responsibilities.......................................................63
d. Program: Participation in Formulating and Modifying Policies
   Affecting Academic and Student Affairs...............................................64
   • Program Opportunities.........................................................................64
   • Social Work Organization Highlights...............................................64

Student Social Work Organization
Mission, Constitution and Leadership Teams (2008-2014)..........................65

Social Work Program Assessment Plan........................................................71

Appendices

Appendix I
Appendix I - A: Social Work Audit Sheet for the Academic Plan....................77
Appendix I - B: Classroom Behavioral Assessment Tool.................................78
Appendix I - C: Forms: Admission to the Professional Program Level
   • Cover Letter to Student ........................................................................80
   • Form A: Course Work Summary............................................................81
   • Form B: Self-Appraisal Inventory...........................................................83
   • Form C: Application to the Program......................................................84

Appendix II: Field Placement Forms
   • II – D: Student Information Form..........................................................85
   • II – E: Field Placement Learning Contract/Evaluation Form ....................87
   • II – F: Student Evaluation of Field Instructor and Field Site....................95
   • II – G: Field Placement Time Sheet.......................................................99

Appendix III: Professional References
Appendix III: Code of Ethics: National Association of Social Workers............100
Appendix III: Code of Ethics: National Association of Black Social Workers.....120
Appendix III: Educational Policies and Accreditation Standards (CSWE, 2008)....121
Introduction to the Student Handbook

The purpose of the Social Work Program’s Student Handbook is to provide basic information to students about the mission, goals, objectives and core definitions relevant to professional social work education in Ursuline College’s liberal arts setting and mission. Social work departmental policies relevant to program requirements are identified for student reference and use. Program advising information and field placement procedures are included in this Handbook. Information on the Program’s Advisory Board, students’ Social Work Organization, licensure requirements for the State of Ohio and the National Association of Social Work’s Code of Ethics is provided. The Educational Policy and Accreditation Standards of the Council on Social Work Education (2008) are included for student reference and understanding of social work curricular development and its intentions for the professional development of entry-level generalist social work practitioners.

The Social Work Department expects its students to act in a mature, responsible and respectful manner because they not only represent themselves, but also Ursuline College and the social work profession. The Social Work Department follows the expectations for students set forth in the College’s Student Handbook online on the College website. These expectations have been identified to preserve the health, safety and well-being of the College Community and those persons with whom the social work student may come in contact when acting as a member of the Social Work Department of Ursuline College.

Ursuline College’s general academic policies are in the undergraduate College Catalog, accessible online through the main website of the College. Hence, general academic policies are not reproduced in this edition of the Social Work Student Handbook. Social Work course descriptions, admission criteria for the professional program and some key information for majors are located in the Social Work Department section of the Ursuline College Catalog.

Ursuline College and the Social Work Program: History, Mission, Vision and Goals

Ursuline College

Chartered in 1871 by the Ursuline Sisters of Cleveland, Ursuline College was the first Catholic college for women in the United States. Ursuline College is a small, private liberal arts college located in Pepper Pike, Ohio, thirteen miles east of Cleveland, in Cuyahoga County. The Social Work Program’s graduates tend to stay with the Greater Cleveland metropolitan area and service a variety of populations within Cuyahoga County and its contiguous counties.

Ursuline College has the legal and academic authority to award baccalaureate, master and doctoral degrees. The Social Work Program is a baccalaureate degree program. Ursuline College students are diverse in terms of age, ethnicity, gender and religion. A key characteristic of the student population is that students typically represent the first generation in their families to attend college. Approximately 31% of the total enrollment of
Ursuline College and 35% of the undergraduate population identify as minority students. 76% of all Ursuline students and 98% of incoming freshmen receive financial aid. Men represent 8% of undergraduate students and 12% of graduate students.

Social Work Education at Ursuline College: 1946 to the Present

Ursuline College takes pride in its long history of dedication to the development of social work values and skills in women of all ages, religious belief systems, and ethnic backgrounds. The social work orientation with training of students in "field activities" began as early as 1946. Sister Miriam Lynch, M.S.S.A., Ph.D., Chair of the Sociology Department, created opportunities for linking students to urban resources as a means of serving Cleveland's social service needs and of broadening the practical learning base of Ursuline students.

Under Sister Miriam, students volunteered in settlement houses, hospitals, children service agencies and other sites which brought them into contact with Cleveland's diversified populations. In the late 1960s academic credit was offered for this work with the introduction of the course, SOC 145: Community Service and Seminar. Students with the sociology major who were interested in a career in social work took a core of courses known as the Social Welfare Sequence. In this Sequence, during the mid-1970s, students completed 400 hours field experience in a social service agency under the supervision of a social worker and the College’s departmental faculty. The faculty instructor met regularly with students to discuss field activities, experiences and skill development.

In May of 1992, the Social Welfare Sequence was replaced by a curriculum designed for a major in social work. The Social Work Department at Ursuline College was established in 1990 with two full-time faculty members, assigned the responsibility for curriculum and program development in movement toward accreditation from the Council on Social Work Education. The Social Work Program was granted candidacy status in 1991. In May 1992, the Social Welfare Sequence was replaced by a curriculum designed for a major in social work.

On June 19, 1995, the Social Work Program at Ursuline College received initial accreditation at the baccalaureate level from the Council of Social Work Education. On June 14, 1999 that accreditation was reaffirmed. Since 1999 the Social Work Program has focused on continual development of new courses and program policies to meet the emerging social work practice issues and the changing needs of our students. Development of an articulation agreement with Lakeland Community College and acceptance of specified courses from Tri-C, i.e., Cuyahoga Community College has increased opportunities for students to achieve a social work major at Ursuline College.

The Social Work Program established an Advisory Board in 1992. Florence A. Hangach, UC’48, Chairperson and Nancy Lee Graf, UC’58 met with the Jim Wahlberg, during the first annual Candidacy Site Visit, as founding members of the Advisory Board. Florence A. Hangach served as Chair of the Board from 1992 to 1998. Nancy Lee Graf, LISW served as Chair from 1998 to July of 2005. The current Chair of the Social Work Program's Advisory Board is Gerald Strom, MSW, LISW-S, and Director of the Jack, Joseph and Morton Mandel School of Applied School of Social Sciences’ Intensive Weekend Program and former
Director of Field Education. Gerald Strom assumed the role of Chair in July, 2005. He serves as Chair of the Advisory Board in 2014. Program alumnae serve on the Board, as do representatives of the civic and social work community. Social Work Organization student leaders represent student views and experiences of the Program to Board members.


**Mission and Goals**

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

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

The Social Work Department is an autonomous department in the School of Graduate and Professional Studies. Two Social Work Program Co-directors report to the Dean of the School of Graduate and Professional Studies and to the Vice President for Academic Affairs. The Social Work Program received its initial accreditation from the Council on Social Work Education (CSWE) in 1995 and was reaffirmed in 1999 and 2007.

The Social Work Program began preparation for the self-study process in March, 2013. The Social Work Program’s mission statement, goals, and core competencies were reviewed in light of the Ursuline College vision and mission statement and changes in the Educational Policy and Accreditation Standards (EPAS) of CSWE.

The mission of the Social Work Program is best understood within the context of the mission of Ursuline College, which is itself the institutional expression of the charism and mission of the Ursuline Sisters of Cleveland.

The mission statements of these three -- Program, College, and Ursuline Sisters -- together articulate a shared set of values that reflect those of the social work profession as described in the Educational Policy (EP 1.0, 1.1, 1.2). These shared values include:

1. Leadership in service to others;
2. Social and economic justice;
3. The dignity of the human person and dedication to human rights;
4. A central focus on relationship through collaboration and community;
5. Integrity and reflection in professional practice;
6. The development of knowledge and scientific inquiry;
7. and lifelong/professional development to insure competence.

The mission, vision and philosophy of the Ursuline Sisters of Cleveland, Ursuline College and the Social Work Program are placed together in this document to aid the reader in understanding the learning context of the Social Work Program, and in evaluating the consistency between the College and the Program’s vision, purpose, and philosophy in
educating baccalaureate generalist social work practitioners. Therefore, we have included the following in this document:

- Ursuline Sisters of Cleveland Sponsorship & Mission Statements
- Vision Statement of Ursuline College
- Mission Statement of Ursuline College
- Mission: Philosophy of Ursuline College
- Mission Statement of the Social Work Program
- Vision Statement of the Social Work Program

**Ursuline Sisters of Cleveland Sponsorship & Mission Statements**

As the sponsoring entity of Ursuline College, the Ursuline Sisters invested in an Office of Mission Effectiveness to continue to articulate, infuse and connect the mission, history and legacy of the Ursuline Sisters with the philosophical orientation of students, administration and the at-large College community.

The Mission of the Ursuline Sisters of Cleveland is:

*Transforming Society through Contemplation, Justice and Compassion.*

The Ursuline Sisters further clarify their mission in the following words. Each value in the mission statement is furthered explicated for more clarity of understanding and for action.

**Contemplation:**
- Grounding our ministry in prayer
- Fostering a contemplative stance toward life
- Faith-sharing of common vision

**Justice:**
- Ministering with and to the poor and powerless
- Initiating and/or influencing systemic change
- Collaborating with others in ministry; and using resources responsibly

**Compassion:**
- Sharing our love of God through an openness to others and their needs;
- Supporting others in developing a sense of self-worth
- Reverencing the dignity of each person; and extending hospitality

This mission statement of the Ursuline Sisters of Cleveland incorporates several elements that can be identified as “core social work values,” i.e., service to the poor (1); commitment to social justice through systemic change (2), reverence of others’ human dignity (3), collaboration and community (4).

**Ursuline College: Vision Statement**

A premier Catholic institution of higher learning that provides transformative experiences and inspires greatness in our graduates.
Ursuline College Mission Statement

Ursuline College offers holistic education that transforms students for service, leadership, and professional excellence by providing undergraduate and graduate programs that foster lifelong learning and personal wisdom in an environment characterized by:
- Catholic and Ursuline heritage
- Women-centered learning
- Values-based curricula
- Inclusive, global perspective.

Ursuline College: Four Core Values

Aligning with the Mission and Vision, four Core Values were identified in 2001 to communicate more effectively the focus of Ursuline College.

Student Focus
- Demonstrate that students are our priority
- Support student learning
- Measure our success by the success of each student
- Empower students to take responsibility for their own education and future

Spirituality
- Balance action with contemplation
- Develop awareness of spirituality, faith, and religion
- Increase awareness and clarity about personal and professional values
- Leave the world a better place

Respect
- Demonstrate dignity and respect for everyone
- Value, trust, and help each other
- Strive for justice and fairness in all relationships
- Recognize and acknowledge achievement on every level

Collaboration
- Involve others to multiply effectiveness
- Achieve goals through productive cooperation in the College and world community
- Appreciate synergy that comes with involvement from multiple perspectives
- Model collaboration in all of our activities and endeavors

This College mission statement, like that of the Ursuline Sisters, above, suggests a commitment to many “core social work values.” The development of “personal and professional values” as a whole is emphasized, with additional commitments to values such as dignity, respect and justice for all people (2 and 3); the central place of collaboration and relationship in the college community (4); and the directive to “leave the world a better place.”

Ursuline College: Mission and Philosophy

Ursuline College helps students to achieve their educational and career goals by emphasizing the whole person and providing personalized attention within a liberal arts higher educational environment. While welcoming persons of all faiths, the College is Catholic in its origins, identity, and environment. Instruction and services are based on the dignity of the human person in accordance with the principles of Catholic social teaching.
In the liberal arts tradition, an Ursuline education emphasizes critical thinking; clear and graceful expression; free, mature judgment and choice; and commitment to continued learning.

In addition, faithful to the contemplative heritage of the Ursuline congregation, we perceive contemplation and reflection as integral factors in our search for wisdom. Thus a distinctly Ursuline education emphasizes a strong foundation in the arts and sciences, fosters the student-professor dialectic with its corollary of shared responsibility, respects the learning needs of the individual student, and recognizes the interrelatedness of spiritual vitality and service to the larger community.

Acknowledging that the liberal arts are life arts, we help students search for wisdom within the context of theology and philosophy, the fine arts and humanities, and the natural and social sciences. Our career programs build upon this broad foundation to prepare students to serve the community and their professions with distinction and integrity.

The primary focus of the institution is on the academic preparation of students through an emphasis on excellence in teaching and on scholarship that supports teaching. The College seeks for its faculty women and men who are professionally competent, who are committed to developing a learning community, and who can contribute to its distinctively Ursuline character. As a corollary of our emphasis on shared responsibility, the College seeks to foster a climate of collegiality in which all members have opportunity to influence and to participate in decision-making.

Today we serve students who reflect a wide range of ages, of economic, social and academic backgrounds, and of religions. We make a special effort to assess and meet the needs of our diverse clientele by providing flexible scheduling and a variety of approaches to learning. Ursuline College also serves the local community by offering programs and facilities for social, cultural, and spiritual enrichment.

In all of our services we strive for the integration of the intellectual, aesthetic, social, psychological, physical and spiritual dimensions of life – the heart of any endeavor to initiate and sustain a search for wisdom. Our mission then is to further this life of wisdom in contemporary society and thus contribute to the building up in history of the Reign of God. (Ursuline College Catalog, 2013-2015, pp.-7)

Ursuline College Tagline: Values, Voice and Vision

The essence of the Mission, Vision, and Core Values has been distilled into a tagline used on all Ursuline College materials: **Values. Voice. Vision.**


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The Social Work Program

Social Work Program: Mission Statement

The mission of the Social Work Program is to prepare competent and effective entry-level
generalist social work professionals to work with diverse populations, those who are at risk of oppression, especially women, and to advance social and economic justice through leadership. The Social Work Program emphasizes a strengths-based approach which promotes a reflective stance for lifelong professional development. The legacy of the Ursuline Sisters, the core values of Ursuline College and the principles of Catholic social teachings support and direct the work of the Social Work Program. (Reviewed 8/2013)

Social Work Program Vision Statement

In support of the values of Ursuline College, i.e., student focus, commitment to spirituality, respect for the individual, and collaboration, the Social Work Program prepares social work practitioners and leaders for service in the local and global communities. The Social Work Program seeks to promote a reflective professional stance marked by integrity, respect for diversity and focused on social and economic justice for oppressed populations. (Reviewed 8/2013)

Social Work Program Philosophy

A strengths perspective is a key theoretical approach to practice-based education. An important program goal is to assist students in identifying their strengths and challenging students to be reflective in relation to their professional growth and development. The program’s core competencies incorporate skills in research, critical thinking, and problem-solving with various size client systems, and emphasize an appreciation for human diversity. Social work values and ethics are enhanced by a required course in ethics. Skills for promoting social change and understanding the dynamics of oppression are linked to values, principles of Catholic social teaching and the mission of the Ursuline Sisters. (Ursuline College Catalog, 2013-1015, pp. 157-158)

Social Work Program: Goals are derived from the Program’s Mission.

Program Goals

1. To prepare competent and effective entry level professionals for generalist social work practice at the baccalaureate level of a liberal arts education. The Ursuline College Social Work Program Core Competencies identify and specify the knowledge, skills, values and attitudes essentials to entry level social work practice.

2. To assist students in identifying their strengths and challenging students to be reflective in relation to their professional growth and development. The Ursuline legacy focuses on the individual development of women.

3. To assist students in analyzing the impact of history, religious traditions and spirituality on individuals and organizations for social work practice.

4. To prepare students for graduate education and for social work licensure in the State of Ohio (Reviewed 8/2013)

The goals of the Social Work Program are based on several key ideas present in the Program’s mission statement. Goal #1 is specifically linked to the preparation of competent and effective generalist social work practitioners as defined in the forty one practice behaviors and Core Competencies of the Social Work Program. (The core competencies
and practice behaviors follow this discussion related to goals). **Goal #1** articulates the Program mission statement’s focus on the following key concepts and themes:

- sensitivity to issues of diversity
- demonstrates awareness of the professional self in relation to...[the] role of service and change in the community-at-large
- understanding of social inequity as it affects practice
- reflective practitioner as demonstrated by his/her ability to analyze professional strengths and limitations
- able to use professional literature/research...to modify or change practice with client system at the individual, family, group, organization, and community level

**Goal #2** is related to the Program mission and the legacy of the Ursuline Sisters as articulated in the Ursuline Sisters’ mission statement of “transforming society through contemplation, justice and compassion” and Ursuline College’s mission statement that identifies the growth of the whole person and personal wisdom as significant. This goal encourages and supports student reflection on, and analysis of, personal and professional strengths in social work practice and the student’s professional leadership development. The mission statement of the Program describes this process as “a strengths-based approach which promotes a reflective stance”.

**Goal #3** is linked to the Program mission in relation to the work with diverse populations in understanding the impact of history, religious traditions, and spirituality on individuals and organizations for social work practice; understanding that is imperative in social work practice aimed at social and economic justice. The Social Work Program mission statement states that the principles of Catholic social teachings support and direct the work of the Program. **Goal #3** addresses the Catholic tradition relevant to social work education at Ursuline College and assists the student in developing an awareness of the six principles of Catholic social teachings on social and economic justice. **Goal #3** is also consistent with Ursuline College’s core values of respect and spirituality and the Program’s vision statement related to social and economic justice for oppressed populations.

**Goal #4** is related to the Program mission in preparing competent and effective entry-level generalist social work professionals for leadership in the local and global communities. Licensure in the State of Ohio provides evidence of knowledge of social work practice measured against national norms. Preparation for graduate school is critical for continued professional development and advanced credentialing necessary for leadership roles in social work practice, advocacy, education and administration.

**Goals #1 through #4** are consistent with the purpose of the social work profession (EP 1.0). These goals reflect the direction of the Program to educate social work professionals in a process that is grounded in the history, purposes and philosophy of the social work profession and context of the educational environment of Ursuline College. The Core Competencies and practice behaviors (below) describe the necessary knowledge, skills, values, attitudes, and ethical standards for social work practice (EP 1.1; EP 1.2). **Goal #3** is also linked to EP 1.1 and 1.2 in relation to preparing students to practice without discrimination, with respect, and with knowledge regarding oppression and issues of equity and inclusion in an attempt to recognize the global context of social work practice. **Goals #2**
and #4 specifically address professional development and growth necessary for leadership in service and development of social work knowledge (EP 1.0; EP 1.2).

The Mission, Vision and Philosophy Statements of the Social Work Program build upon the foundation of the Ursuline Sisters and the mission of the College to incorporate all of the “social work values” described in EP 1.1: building competence (7); developing leadership for service (1); lifelong professional development (7); integrity and reflection (5); focus on social and economic justice (2); the development of scientific skills in research and critical thinking (6); diversity and community-focused ethics (3 and 4).

A Consistent Mission

As demonstrated above, the Mission, Vision, and Philosophy of the Ursuline Sisters, the College and the Program share core “social work values.” Beyond these basic elements, however, many other consistent themes can be identified as core values of this particular context.

The mission statements of the Ursuline Sisters of Cleveland, Ursuline College and the Social Work Program are linked through the following themes and concepts:

- fostering a reflective/contemplative stance
- commitment to spirituality
- service to the poor
- change that promotes social and economic justice
- collaboration
- respect for the dignity and the uniqueness of the individual.

The vision and mission statements of Ursuline College and the Social Work Program and the mission philosophy of Ursuline College are further linked in the following ways:

- primary focus on women
- providing undergraduate education/entry level social work education
- provision of an academically challenging and values based environment
- support of the four core values of the College: student focus, spirituality, respect and collaboration
- encouraging life-long learning/life-long professional development
- promoting leadership in local and global communities
- respecting diversity
- integration of Catholic social teachings

In addition to the vision and mission statements, the Social Work Program describes its purpose as:

“…to prepare entry-level social work professionals for generalist social work practice at the baccalaureate level of a liberal arts education. The goals of the program are to integrate the values, skills, knowledge, and ethical standards of the social work profession with those learnings offered them from their liberal arts education at Ursuline College and to prepare students for graduate education and social work licensure in the State of Ohio.” (Ursuline College Catalog 2013 - 2015, p. 157)
The Social Work Program is viewed as one approach to operationalizing the mission of Ursuline College and the Ursuline Sisters of Cleveland. The Program is uniquely positioned within the institution in that it represents the intent, motivation and passion for the education of students in their search for wisdom; for excellence in teaching that is supported by scholarship; and for leadership in service to others. The Social Work Program developed curricula, teaching practices, community partnerships, and professional development opportunities to prepare generalist social work practitioners at the baccalaureate level. The curriculum of the Program addresses the profession's history, purposes and philosophy and as indicated in the Program's purpose, integrates the body of knowledge, skills, and values of the profession with a liberal arts foundation for competent practice (EP 1.0, EP 1.1, and EP 1.2).

**Ursuline, Catholic Social Thought and the Social Work Program**

The focus of the Ursuline, Catholic tradition relevant to the mission of the Social Work Program is drawn from the value tradition of the Ursuline Sisters and the principles of Catholic social teachings. The six principles of Catholic social teaching have been stated in papal encyclicals and bishops’ pastoral letters on social and economic justice.

**Six Principles of Catholic Social Teaching referenced in the Social Work Program**

1. **The Dignity of the Human Person.** Every person is the subject of human dignity with intrinsic spiritual worth at every stage of human development.

2. **Community and the Common Good.** The human person is inherently social; one's dignity is fully realized only in association with others, in right relationship with others, in community. All must serve the common good; the self-interest of a few must not compromise the well-being of all. Stewardship requires use of natural and social resources prudently and in the service of all.

3. **Rights and Responsibilities.** People have a fundamental right to life, food, shelter, health care, education and employment. All people have a right to participate in the decisions that affect their lives. Corresponding to these rights are duties and responsibilities to respect the rights of others and work for the common good.

4. **Preferential Option for the Poor.** The moral test of a society is how it treats its most vulnerable members. The poor have the most urgent moral claim on the conscience of any community. We are called to look at public policy decisions in terms of how they affect the poor.

5. **Dignity of Work.** People have the right to decent and productive work, fair wages, private property, and economic initiative. The economy exists to serve the people, not the other way around.

6. **Solidarity.** We are one human family. Our responsibilities to each other cross national, racial, economic, and ideological differences. We are called to work globally for justice.\(^2\)
Three other themes in Catholic Social Thought are: 1) The right to participate in decisions affecting one’s life; 2) The dignity of work with a corollary principle that the economy exists to serve people; and 3) Care for God’s creation.

Catholic identity does not define itself as against all other human or secular reality. The Catholic understanding seeks to involve and touch all reality. The Catholic theological tradition insists on the basic goodness of the human which mediates the divine. A distinctive characteristic of Catholic institutions is inclusiveness. The Catholic Church in the United States has had a long institutional involvement in health care, education and social services. The tradition has seen formal institutions as effective means of carrying out its mission to teach the young, to care for the sick, and to serve the poor. Catholic Charities’ network of social services takes pride in respecting the religious beliefs of those who are served. The tradition of Catholic Charities can be traced to the Ursuline Sisters in New Orleans who opened the first orphanage and hospital in 1727 in the United States.

In 1998, the national Catholic Charities organization, i.e., Catholic Charities USA, identified key markers for being Catholic. Three characteristics were selected by the Ursuline Social Work Program for specific relevance to its Mission are:

- to work in active partnership with other religiously sponsored charities and with the civic community;
- to support an active public-private partnership with government at all levels; and
- to advocate for those in need through public education about social justice and
to serve individuals, families and communities in need.  

Because poverty is an assault on the dignity of each and every person, the Social Work Program strives to teach attitudes of respect for the poor. The Ursuline College Social Work Program would reiterate a statement made by Rall: "We do not serve the poor because they are Catholic. We serve the poor because we are Catholic." The Social Work Program views itself in light of the mission of Ursuline College and the values of the Ursuline tradition.

**Greater Cleveland: A Learning Environment for the Social Work Program**

From 2000-2010 Cleveland has been ranked among the 12 poorest cities in the country (The Cleveland Plain Dealer, September 28, 2010). Cleveland ranked as the Number Two big city in poverty in the nation as of September 28, 2010. The poverty rate for Cleveland was 34.2% in 2012, which is three times higher than the 11.6% rate for the rest of Cuyahoga County (The Cleveland Plain Dealer, September 24, 2012).

Poverty is highly correlated with women and children; the poverty rate for female headed

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3 Currant, 6-7


households with related children was 45.6%. (Ohio Poverty Report, February, 2013) 128,463 Cleveland residents – 32.6% of the population - are living in poverty and 36.4% of Cleveland residents are people of color, according to the Ohio Poverty Report, February 2013. (Data gathered through the American Community Survey of 2007-2011).

Cleveland’s population has declined consistently over the past ten years. Those who have access to financial resources have consistently moved away from the center city, while those who do not are more densely concentrated in conditions of poverty. (Ohio Poverty Report, February, 2013) 128,463 Cleveland residents – 32.6% of the population - are living in poverty and 36.4% of Cleveland residents are people of color, according to the Ohio Poverty Report, February 2013. (Data gathered through the American Community Survey of 2007-2011).

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The Social Work Program has served the central city and the counties contiguous to it through field education placements. Thus, the Program has provided social work services to the most vulnerable through the selection of its field sites and supervisors.

Social Work Program Advisory Board

The Social Work Program Advisory Board is one resource for the Program that is on the interface between the theoretical aspects of the curriculum and the ever changing realities of Greater Cleveland, the learning environment of the Ursuline College Social Work Program. The Social Work Program Advisory Board has been instrumental in the on-going development of the Social Work Program since it was established in 1993. Three of the members of the Board have continued on the Advisory Board since 1993. A rotation cycle for Board membership has been established. However, the individuals who are long standing members have agreed to stay on the Board through the accreditation process to provide a perspective regarding the advancement of the Program since initial accreditation in June 1995.

The Board convenes as a full body at least once each semester. In addition, ad hoc committee meetings or orientation meetings for new members are scheduled as needed by the program faculty. The Advisory Board meetings during the last year have focused on obtaining information and feedback from members as part of the self-study process.

Advisory Board: Purpose

The Advisory Board is established to serve as a resource for and to advise the Social Work Department of Ursuline College. Members serve at the discretion of the executive administration of Ursuline College.

Advisory Board: Goals

1. To provide input for the preparation of competent entry-level social work professionals for generalist practice at the baccalaureate level of a liberal arts education.
2. To advise on program policies, curriculum development, and the accreditation and reaffirmation processes.

3. To build a network with community professionals who can inform the Social Work Program, faculty, and students regarding emerging practice issues and provide increased access to resources and field experience.

4. To enhance the Social Work Program's expertise through diversity by race/gender/geographic characteristics, by public/private institutions and by credentials so that greater richness in professional input can be provided to areas such as student enrollment, financial resources, curriculum enrichment and access to resources and current social service policies and programs.

5. To provide varying perspectives on engaging diversity in social work practice.

**Advisory Board: Objectives**

1. To create a linkage between the academic, theoretical preparation of the entry-level generalist social work and the social work practice environment in the community.

2. To review program policies, documents, student enrollment and retention information and program resources.

2. To advise the Social Work Program regarding curriculum development.

4. To be actively involved in the accreditation and reaffirmation processes with the Council on Social Work Education.

5. To provide information to the Social Work faculty and students about professional resources and emerging trends within the community.

**Advisory Board: Membership**

The Social Work Program’s Advisory Board membership has broad representation from the community, with an emphasis on the professional social work community. Advisory Board members have been willing to consult with faculty members individually or collectively (in committee) on any issue faced by the Program or the faculty. Formally, the Advisory Board members provide feedback, support, and a critical analysis of the Program’s curriculum, finances, policies, procedures, hiring issues, and student concerns. Informally, faculty members consult with individual Advisory Board members regarding emerging social work practice, specific courses, student issues, and field education issues. Board members have served as adjuncts to the Program and several of them have served as field instructors or classroom guest presenters. Several of the Advisory Board members have also attended student Social Work Organization events.

The current membership of the Social Work Program’s Advisory Board represents expertise in the following areas: law, social work education including field education, public assistance, public and private children’s services, therapeutic services for children including services for neglected or abused children, public policy and treatment of substance abuse, policy and case management in aging, public policy and services related to homelessness, hospice, and fundraising and development.
Ursuline College Social Work Program

Accreditation Status

The Social Work Program received Initial Accreditation from the Council on Social Work Education: June 19, 1995 and this accreditation was reaffirmed on June 14, 1999. The Social Work Program completed a successful reaffirmation site visit in January, 2007, and received reaffirmation of accreditation for eight years on June 15, 2007.

The Social Work Curriculum

This section of the Student Handbook addresses the Explicit Curriculum of the Social Work Program, that is, the Social Work Curriculum of Ursuline College. The following information follows the requirements of the Educational Policy and Accreditation Standards of the Council on Social Work Education (2008):

- The Social Work Curriculum and Professional Practice
- Core Competencies
- Generalist Practice
- Signature Pedagogy: Field Education

The curriculum design for the Social Work Program is grounded in the 10 core competencies and 41 practice behaviors outlined in the Educational Policy [EP 2.1.1 – EP 2.1.10(d)] of CSWE EPAS 2008. The design of the professional curriculum in relation to the core competencies and practice behaviors follows the discussion of the Program’s conception of generalist practice relative to the learning context and the mission and goals of Ursuline College and the Social Work Program.

Council on Social Work Education: Definition of Generalist Practice

“Generalist practice is grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. BSW practice incorporates all of the core competencies.” (CSWE, EPAS, 2008, EP B2.2)

Generalist Social Work Practice within the Learning Context

The Social Work Program’s concept of generalist social work practice is grounded in the vision and mission statements and goals of the Program and the vision and mission statements of Ursuline College and the Ursuline Sisters of Cleveland (who provide sponsorship to the College). Themes and concepts in the institutional vision and mission statements which are linked to the definition of generalist practice are:

- fostering a reflective/contemplative stance
- service to the poor
• change that promotes social and economic justice
• the value of human relationships in collaboration
• respect for the dignity and the uniqueness of the individual
• providing undergraduate education/entry level social work education
• provision of an academically challenging and values based environment
• support of the four core values of the College: student focus, spirituality, respect and collaboration
• encouraging life-long learning/life-long professional development
• promoting leadership in local and global communities
• respecting diversity
• integration of Catholic social teachings

In addition to the vision and mission statements, the Social Work Program describes its purpose as:
“... to prepare entry-level social work professionals for generalist social work practice at the baccalaureate level of a liberal arts education. The goals of the program are to integrate the values, skills, knowledge, and ethical standards of the social work profession with those learnings offered them from their liberal arts education at Ursuline College and to prepare students for graduate education and social work licensure in the State of Ohio.” (Ursuline College Catalog 2013 - 2015, p. 157)

Since most students who graduate from Ursuline College’s Social Work Program remain in the Greater Cleveland area to work, the Social Work Program defines its conception of generalist social work practice based on the learning context of the College, the Greater Cleveland community and the core competencies and practice behaviors as outcome measures. An entry-level generalist practitioner in the Greater Cleveland area needs the person and environment construct because it offers the practitioner a multidimensional approach for analyzing the impact of the political, economic, cultural, ethnic and spiritual systems on the client and client systems.

The generalist approach to social work practice, as it is framed, supplemented and integrated with the Ursuline Studies Core Curriculum, prepares the student to work with client systems in Cleveland’s urban and suburban environments. The social work curriculum content, joined with the Ursuline Studies Program, incorporates information about Cleveland, Ohio, the nation, and global environments. The diversity emphasized in their liberal arts education and the Social Work Program’s courses help students develop greater competency when addressing the intersectionality of multiple factors related to diversity.

A strengths perspective is a key theoretical approach to practice-based education. An important program goal is to assist students in identifying their strengths and challenging students to be reflective in relation to their professional growth and development. The program’s core competencies incorporate skills in research, critical thinking, and problem-solving with various size client systems, and emphasize an appreciation for human diversity. Social work values and ethics are enhanced by a required course in ethics. Skills for promoting social change and understanding the dynamics of oppression are linked to values, principles of Catholic social teaching and the mission of the Ursuline Sisters.
The 10 Core Competencies

The 10 core competencies consistent with EP 2.1 through 2.1.10(d) are provided an operational definition for each of its competencies used in its curriculum design and its assessment. (B2.0.2 and B2.0.3)

10 Core Competencies and Practice Behaviors ***
The operational definition of each competency is provided in the practice behaviors/skills listed under each competency.

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

Skills: Social workers
a. advocate for client access to the services of social work
b. practice personal reflection and self-correction to assure continual professional development
c. attend to professional roles and boundaries
d. demonstrate professional demeanor in behavior, appearance, and communication
e. engage in career-long learning
f. use supervision and consultation

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

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

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

Skills: Social workers
distinguish, appraise, and integrate multiple sources of knowledge, including
a. research based knowledge, and practice wisdom
b. analyze models of assessment, prevention, intervention, and evaluation

c. demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues

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

**Skills:** Social workers
- recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power
- gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups
- recognize and communicate their understanding of the importance of difference in shaping life experiences
- view themselves as learners and engage those with whom they work as informants

5. **Advance human rights and social and economic justice.**
Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.

**Skills:** Social workers
- understand the forms and mechanisms of oppression and discrimination
- advocate for human rights and social and economic justice
- engage in practices that advance social and economic justice

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

**Skills:** Social workers
- use practice experience to inform scientific inquiry
- use research evidence to inform practice

7. **Apply knowledge of human behavior and the social environment.**
Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or
deter people in maintaining or achieving health and well-being. Social workers apply
theories and knowledge from the liberal arts to understand biological, social, cultural,
psychological, and spiritual development.

**Skills:** Social workers
- a. utilize conceptual frameworks to guide the processes of assessment, intervention,
  and evaluation
- b. critique and apply knowledge to understand person and environment.

8. **Engage in policy practice to advance social and economic well-being and
to deliver effective social work services.**
Social work practitioners understand that policy affects service delivery, and they actively
engage in policy practice. Social workers know the history and current structures of social
policies and services; the role of policy in service delivery; and the role of practice in policy
development.

**Skills:** Social workers
- a. analyze, formulate, and advocate for policies that advance social well-being
- b. collaborate with colleagues and clients for effective policy action

9. **Respond to contexts that shape practice.**
Social workers are informed, resourceful, and proactive in responding to evolving
organizational, community, and societal contexts at all levels of practice. Social workers
recognize that the context of practice is dynamic, and use knowledge and skill to respond
proactively.

**Skills:** Social workers
- a. continuously discover, appraise, and attend to changing locales, populations,
  scientific and technological developments, and emerging societal trends to
  provide relevant services
- b. provide leadership in promoting sustainable changes in service delivery and
  practice to improve the quality of social services.

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

**Skills:** (a) **Engagement**
Social workers
1. substantively and affectively prepare for action with individuals, families, groups,
   organizations, and communities
2. use empathy and other interpersonal skills
3. develop a mutually agreed-on focus of work and desired outcomes
Skills: (b) Assessment
Social workers
1. collect, organize, and interpret client data
2. assess client strengths and limitations
3. develop mutually agreed-on intervention goals and objectives
4. select appropriate intervention strategies

Skills: (c) Intervention
Social workers
1. initiate actions to achieve organizational goals
2. implement prevention interventions that enhance client capacities
3. help clients resolve problems
4. negotiate, mediate, and advocate for clients
5. facilitate transitions and endings

Skills: (d) Evaluation
Social workers critically analyze, monitor, and evaluate interventions.

***Council on Social Work Education (CSWE), Educational Policy and Accreditation Standards, 2008 (Educational Policy 2.1 through 2.1.10(d))

The Development of the Curriculum for the Social Work Program is outlined on the following pages. To aid the reader, the following information is provided in this order:

- A description of the Ursuline Studies core curriculum (Liberal Arts Core)
- Linkage between the Ursuline Studies Program and the Social Work Program
- Social Work Course Requirements and Descriptions
- Description of the design of the Field Education component of the Social Work Program (EP 2.3; AS 2.1 – 2.1.8)

The Liberal Arts: Ursuline Studies Core Curriculum

*The following information was retrieved from the Ursuline Studies website in July, 2013.*

The heart of an Ursuline education for all undergraduate students is the Ursuline Studies Program. It is grounded in research and theories about the way students, especially women, learn most effectively. The program encourages students to relate learning to life, to make connections between their experiences and those of others, and to work collaboratively with faculty and peers. From the first day of the introductory seminar, students learn that active classroom participation is expected because it leads to deeper and more critical thinking.

The core curriculum is divided into three stages with a series of fourteen sequential courses taken during the freshman, sophomore and senior year. **Stage One** emphasizes the individual and provides students with opportunities to gain self-confidence as they explore the themes of education, identity, meaning and voice. **Stage Two** addresses cultural diversity in an interdisciplinary study of cities from the perspective of humanities and the fine arts. **Stage Three**, taken during the senior year, challenges students to look at both the
personal and the collective meaning of values and social responsibility and to reflect on their college experiences as they envision the future.

The Ursuline Studies Program offers students the opportunity to find and use their voices. The knowledge and skills they learn, as well as the attitudes and values they develop, enable them to be flexible, productive and fulfilled in their lives and professional careers. The Ursuline Studies Program reflects the spirit and mission of Ursuline College and its vision to prepare women for positions of leadership in society.

**Ursuline Studies Program's Developmental Goals**

The three stages of the Ursuline Studies Program parallel the learning styles and perspectives on knowledge first identified by the authors of *Women's Ways of Knowing*. Grounded in theories about how women learn, the curriculum begins with the self and uses personal experience to create a relevant learning environment that is beneficial to both women and men. The model embraces the concept of “connected knowing,” which encourages faculty and students to actively engage in the learning process, disciplinary content and collaborative discussion.

**Stage One:** Designed to facilitate the move from received knowing, in which knowledge is passively accepted from others, to subjective knowing, in which knowledge is personally appropriated as one’s own.

**Stage Two:** Designed to facilitate the move from subjective knowing, in which one’s position is considered absolute, to procedural knowing, in which one’s own position is seen in relation to those of others.

**Stage Three:** Designed to facilitate the move from procedural knowing, in which one learns to evaluate various perspectives in relation to each other, to constructed knowing, in which one’s own knowledge is meaningfully integrated with that of others and in which value statements and personal commitments are possible.

At each of these stages, the Ursuline Studies Program enhances the personal development that always accompanies intellectual growth.

**Ursuline Studies Program's Learning Perspectives**

A liberal arts education prepares students to look at life and learning from diverse viewpoints. The perspectives which are listed below are woven into all of the courses that make up Ursuline’s core curriculum. As students move through the program they learn to look at life and learning from these perspectives and develop a strong foundation for living in a diversified society.

- **Collaborative learning** is collegial, cooperative, connected; it takes into account issues of gender, race and class.
- **Global learning** takes place in a wide variety of cultures.
- **Historical learning** provides an understanding of ourselves and society in relation to the human condition over time.
- Philosophical learning is built around values and meaning.
- Religious learning respects the spiritual dimension of life.
- Scientific learning involves inquiry, posing hypotheses and systematically supporting them.

Ursuline Studies Program’s Linkage with the Social Work Curriculum

The liberal arts are a foundation for service to the broader community and for the preparation of social work practitioners for leadership in the local and global communities. The goals of a liberal arts education intend to develop a person who can examine the problem from various viewpoints and in relation to other problems rather than as an isolated, concrete problem that simply needs the application of a technique as a solution. Another goal of a liberal arts education is to develop an individual who seeks to understand the values of others rather than to assume that one’s own values are those of other people.

The Ursuline Studies Program and the Social Work Program conceive of education as a development of complex abilities and that learning is a collaborative process. Conceptually, the fit between the Ursuline Studies Program and the Social Work Program is that both emphasize the integration of knowledge, the appreciation and recognition of the dimensions of diversity, the development of critical thinking, effective communication, and a sense of responsibility for promoting a just society. The Social Work Program’s goals, core competencies, and curricular design are similar to the Ursuline Studies Program’s in its efforts to move the student from the position of being a passive receiver of knowledge to one where her experience is integrated with that of others so that she is able to make commitments based on knowledge, ethics and values.

The academic goals of the Ursuline Studies core curriculum are consistent with the Social Work Program’s goals and core competencies. These academic goals are enriched by the Ursuline Studies’ learning perspectives. The learning perspectives emphasize orientating the learner to be collaborative, global, historical, philosophical, religious and scientific. These perspectives are congruent with the orientation of the curriculum of the Social Work Program. The Ursuline Studies’ perspectives define the institutional stance that creates the context of the learning environment of the Social Work Program.

The Social Work Academic Plan below identifies the curricular match between the liberal arts designated courses and the curriculum content areas (EP 2.0). The academic goals for Stage One of the Ursuline Studies model are: 1) to solve problems; 2) to analyze/synthesize; 3) to communicate effectively; and 4) to interact socially. The designated liberal arts courses meet the requirements for the Ursuline Studies Program and the Social Work Program. These courses are:

| Solve Problems: | Science | BI 130/130L Human Biology | HBSE Content |
| Analyze/Synthesize: | Math | MAT 212 Statistics | Research Content |
| Communication: | Society: | S0 103 Intro to Sociology | HBSE Content |
| Interact Socially: | Self: | PS 101 Gen. Psychology | HBSE Content |

The academic goals at Stage Two are: 1) to respond to beauty; 2) to make decisions based
on values; 3) to take responsibility for society. There is no direct match between the first academic goal of Stage Two, i.e., to respond to beauty, and any course requirement in the Social Work Program. The goal of responding to beauty is viewed as important to social work education and relevant to individual professional development and the need to consider the aesthetic in interventions with clients and their families. Students’ response to beauty is consistent with social work education’s focus on the wellness of the professional in stressful practice settings.

Majors have a variety of courses to select from within each of the four satellite course areas at Stage Two: World, Western, American and Aesthetic. In the Western satellite category, there is an ethics course option. The liberal arts option at Stage II to meet the ethics requirement of the Social Work Program: PH 260 Bioethics

The academic goals for Stage Three are: 1) to make decisions based on values; and 2) to take responsibility for society. These two academic goals can be achieved by taking courses in two satellite areas: Philosophy and Religious Studies. The Culminating Seminar (US 401) is the integrating seminar for the Ursuline Studies Program. Social work majors at the Stage Three level are seniors and are taking SW 401 Generalist Practice II; SW 411 Field Placement I; SW 402 Generalist Practice III and SW 412 Field Placement II. At this time, the social work majors are focusing on integrating their professional foundation courses and their liberal arts knowledge with their professional skills and values in a practice setting. Hence, the Ursuline Studies curriculum requirements and the Social Work Program requirements have the same intent to move the student to make decisions based on values and to take responsibility for society. The social work majors enact these academic goals by also addressing the 10 core competencies and the 41 practice behaviors throughout their senior academic year. The Integrative Seminar in the field placement courses parallels the core curriculum’s US 401 seminar. The liberal arts option at Stage III to meet the ethics requirement of the Social Work Program is: PH 350 Ethical Values

In summary, the Ursuline Studies Program and the Social Work Program are designed to incorporate the ways women learn by using teaching strategies which emphasize collaboration over competition, self-expression instead of rote memorization, and group interaction rather than passive learning. Ursuline College’s core education model and Social Work’s educational program are designed to promote and strengthen women’s self-efficacy, personal identity and their commitment to the community through the clarification of:

- Personal and professional values;
- How diversity characterizes and shapes the human experience and identity;
- Ethical dimensions of life and social work practice; and
- Action/advocacy on behalf of others.

The Ursuline Studies Program assists the attainment of the Social Work Program’s goals and core competencies by enabling students to identify strengths and growth which can be utilized as an aspect of practice with, and for, client systems. The Ursuline Studies Program assists the faculty and students in the Social Work Program to emphasize empowerment within the classroom and for client systems.

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Program: Academic Requirements for the Social Work Major

The social work major is 55 credit hours. 42 credit hours are offered by the Social Work Program: SW 101, 216, 240, 302, 318, 360 A-E, 338, 401, 402, 411, 412, 434 and 488. Some Social Work Program requirements meet the Ursuline Studies Program requirements.

The social work major consists of core professional courses that are built upon a liberal arts foundation, students take courses across five curricular content areas: 1) Human Behavior and the Social Environment; 2) Social Welfare Policy and Services; 3) Research; 4) Social Work Practice; 5) Field Experience. Students take SW 101: Introduction to Social Work as an orientation to the profession. One Special Topics course in the Department is required, i.e., SW 360 A-E or SW 488. Students are enrolled in two semesters of field experience in a social service agency for 480 clock hours. A weekly Integrative Seminar accompanies the field placement. The field placement meets the clock hour requirements for social work licensure by the State of Ohio.

Required courses are as follows:

I. Human Behavior and the Social Environment
   SW 101  Introduction to Social Work
   PS 101  Introduction to Psychology
   SO 103  Principles of Sociology
   BI 130  Human Biology
   SW 240  Human Behavior and the Social Environment

II. Social Welfare Policy and Services
    SW 216  Social Welfare as a Social Institution
    SW 318  Policy, Programs and Issues

III. Research
     MA 212  Statistics
     SW 338  Sociological Theory
     SW 434  Research Methods

IV. Social Work Practice
    An ethics course; e.g., a SW 360B
    A Special Topics (SW 360 A-E; SW 488)
    SW 302  Generalist Practice I
    SW 401  Generalist Practice II
    SW 402  Generalist Practice III

V. Field Experience
   SW 411  Field Placement I
   SW 412  Field Placement II

Electives: The following courses add flexibility to department offerings. In an Independent Study, students design their own course to meet a particular social work career interest. An Academic Internship is one means a student may use to gain academic credit for volunteer work in social service settings.
SW 461, 462  Independent Study (1-3 credits; 1-3 credits)
SW 475, 476  Academic Internships (1-6 credits)

Program: Core Course Requirements and Course Descriptions

**SW 101**
*Introduction to Social Work (3)*

The first course in the social work major introduces the profession's history, philosophy, mission, purposes, fields of practice, and the experience of diverse populations within the context of the social welfare system. Students are introduced to generalist social work approaches with individuals, families, groups, organizations, communities, and cultural systems. Professional values, ethics, diversity, and action on behalf of justice are emphasized.

**SW 216**
*Social Welfare as a Social Institution (3)*

Designed to provide students with a basic understanding of the historical development of social welfare policies and services in the United States. Compares societal needs, values, and responses to the values of the social work profession. The first of two policy courses.
Prerequisites: SO 103; SW 101 can be taken concurrently

**SW 240**
*Human Behavior and the Social Environment (3)*

A study of human behavior and development from an ecological and social systems approach, including biological, psychological, spiritual, sociological, economic, political and system theories. The social work practice perspective emphasizes how lifespan development is affected by interactions among individuals, families, groups, organizations, and communities at local, national and international levels. The impact of prejudice and discrimination on cultural diversity, ethnicity, sexual orientation, physical/mental disabilities and health issues, as it impacts social and economic justice, is discussed. Ethical values and issues are discussed.
Prerequisites: SO 103, PS 101 and SW 101. BI 130/L is required for the HBSE Content Area.

**SW 302**
*Generalist Practice I (3)*

A study of the integrative systems approach to generalist social work practice examining the individual as a member of the family, small groups, the community and societal level systems. Introduces student to basic interpersonal helping skills using a problem-solving model. Emphasizes student's awareness of the self, and of cultural, ethnic and lifestyle diversity as these impact practice.
Prerequisites: courses in the HBSE and Policy Content Areas; SW 338.
*This course is restricted to social work majors.*
SW 318  
**Policies, Programs and Issues (3)**  
An examination of the formulation, implementation, and evaluation of social welfare policy resulting from the interaction of social, political, and economic factors. Analysis of current social welfare programs, services and issues. Discussion of methods for influencing social policy through advocacy at differing levels of policy-making. Prerequisites: SW 216.

SW 338  
**Sociological Theory (3)**  
Selected sociological theories are examined for their assumptions about social stability and social change in society, social institutions, organizations, communities, small groups, families and individual's behaviors. Linkage between research in sociology and social work practice is made. Qualitative and quantitative approaches to theory development are discussed, as well as ethics and a critical thinking perspective. Prerequisites: PS 101, SO 103, and SW 101.

SW 401  
**Generalist Practice II (3)**  
Designed to prepare students for generalist social work practice with all sizes of client systems with special emphasis on how the social work profession uses groups to accomplish individual, family, organization and/or community goals. Use of the problem-solving model is reinforced and expanded.  
Prerequisites: SW 302, 434. This course is restricted to social work majors.

SW 402  
**Generalist Practice III (3)**  
Designed to prepare students for generalist social work practice with all sizes of client systems as these are linked to community and institutional systems. Emphasis on community organizing, social planning, and advocacy.  
Prerequisite: SW 401. This course is restricted to social work majors.

SW 411 (A & B), 412 (A & B)  
**Field Placement I, II (6, 6)**  
A two semester sequence requiring 480 clock hours in an agency setting under the supervision of an agency field instructor and an academic instructor. Offers students actual work situations to integrate with the theoretical basis of generalist practice. The Integrative Seminar is scheduled weekly with the Field Education Director and all students in placement. The agency-based fieldwork (SW 411B, SW 412B) is graded on a Pass/Fail basis (3 credit hours each semester). The Integrative Seminar (3 credits each semester) will be graded based on the Ursuline College grading system. SW 411 and 412 are typically taken concurrently with SW 401 and 402. Prerequisites: SW 302, 434. Students are required to carry liability insurance coverage while in field placement. This course is restricted to social work majors.

SW 434  
**Research Methods (3)**
Research concepts, ethics and designs are examined. Qualitative and quantitative approaches are included. Social work majors focus on research application to social work practice, especially the single-subject design, to promote evidence-based practice. Students develop a research proposal to demonstrate acquisition of research knowledge and skill. 
Prerequisites: SW 338 & MAT 212.

Additional Course Options Available in the Social Work Program

**SW 360A-E Elective Courses (3)**
Topics of special interest in social work are offered to address emergent issues and to enrich the program offerings. Each of the special topics courses fulfills the requirement for a seminar course in the social

**SW 360 A Changing Roles of Women**
This course examines the traditional roles of women and the factors which have contributed to maintaining them; an analysis of the changes which are occurring today; and the effects of those changes on women, men and society. The course explores the realities of women’s lives and the choices present to them.

**SW 360 B Ethics and the Helping Professions**
Ethical issues in the helping professions are examined in relation to the core values of social work and the professional codes of ethics including the National Association of Social Workers (NASW); the American Counseling Association (ACA); and the American Psychological Association (APA). This course is designed to assist students in examining ethical principles and decision making models which impact the practitioner’s work as a helping professional. This course explores ethical dilemmas and the principles, processes, and self-awareness needed to resolve these dilemmas.

**SW 360 C Introductions to Addictions**
This course is designed to provide an introduction to the issues surrounding addiction and addictive behavior. The course will explore the biological, psychological and social aspects of drug and alcohol use. Assessment, treatment and prevention are studied along with the ethnic and cultural dimensions of substance abuse. Although the primary focus of this course is addiction to substances, there will also be an opportunity to explore other forms of addictions and addictive behaviors.

**SW 360 D Domestic Violence: Issues and Challenges**
Family violence seriously impacts the health and well-being of families today. This course examines the historical, sociological, and psychological perspectives of domestic violence. Current controversies regarding family violence are discussed. A life span approach is used in an attempt to sensitize students to the lasting effects of domestic violence on the individual. Social work practice issues are explored.

**SW 360 E The Challenges of Aging**
This course will allow students to understand generalist social work practice as it
relates to work with the elderly (and its impact on the aging population) with specific attention to special populations and the high risk elderly. Normative changes that accompany aging will be explored from physical, cultural and biopsychosocial perspectives as well as the impact of those changes on both a personal and societal level. Students will gain knowledge of the existing continuum of care and the various methods of service delivery in providing social work services to the elderly and their families.

**SW 461, 462**  
*Independent Study (1-3, 1-3)*  
Student may elect to examine a particular topic of special interest that is related to Social Work. Approval by the program co-directors is required.

**SW 475, 476**  
*Academic Internship (1-6, 1-6)*  
This course is a structured, out-of-class learning experience that allows the student to explore professional interests and potential career choices. Approval by the program co-directors is required.

**SW 488**  
*Special Topics (3)*  
Topics of special interest in social work are offered to address emergent issues.

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**Social Work Program Policies**

**Ursuline College: Academic Policies**

Students are responsible for familiarizing themselves with the general academic policies of Ursuline College. These policies can be found at the following web link: https://www.ursuline.edu/community/ursulinecollegecatalog.

Students can find each semester's Course Offerings online by following these steps: the UC webpage/Academics/Resources/Registrar/undergraduateschedule.

Students can access their academic information, such as their current grade point average, course credits and current unofficial transcript by using MyUrsuline.

Audit forms for every major/minor are available under the Resources tab on the Academic page. Students should find the Social Work Audit page online.

**Relevant College and Social Work Program Policies**

**Civil Rights/ Nondiscrimination**

**Ursuline College**

Ursuline College is committed to maintaining an atmosphere in which diversity is
appreciated and the race, religion, gender, national or ethnic origin or disability of each member of the College community is respected.

Ursuline College administers its policies of admission and all programs, services and activities in a nondiscriminatory manner. No person will be denied educational services access to programs or participation in activities because race, color, religion, age, gender, national or ethnic origin, veteran status or disability.

Title IX of the Education Amendments of 1972 prohibits sex discrimination in all activities and programs of institutions receiving federal funds. Deanne Hurley, Vice President of Student Affairs, has been designated as the Title IX Coordinator.

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 prohibit discrimination against otherwise qualified handicapped individuals. Under both the ADA and Section 504, students with documented disabilities may be entitled to reasonable accommodations to ensure non-discrimination in programs, services and activities. Ursuline College has designated David Steiner, Chief financial Officer (x 8302) to coordinate its compliance with Section 504 and the ADA.

If you believe you have been harassed or discriminated against in violation of law and this policy, it is essential that you report the matter immediately to Deanne Hurly, Vice President of Student Affairs (x 8320). Dean Hurly will investigate all complaints filed with her office. If the complaint involves Dean Hurley, or you feel uncomfortable approaching her with your complaint, you should report the matter to Joanne Podis, Vice President for Academic Affairs, to determine the proper procedures to be followed. Please contact Dean Hurley for additional information on the College’s Harassment and Discrimination Policy. For more information regarding civil rights and nondiscrimination policies at Ursuline College as well as other general campus policies, please see the Ursuline College Student Handbook.

Social Work Program’s Nondiscrimination Statement

The Social Work Department will not unlawfully discriminate against any applicant to the Program on the basis of race, color, age, ethnic or national origin, veteran’s status, religion, handicap, sexual, or political orientation. Section 504 of the Rehabilitation Act of 1973 prohibits discrimination against otherwise qualified handicapped Ursuline College has designated the Chief Financial Officer to coordinate its compliance with Section 504. In keeping with the general status of Ursuline College as a private and predominately single-sex institution, the Social Work Department is exempt from the admission requirements of Title IX of the Education Amendments of 1972. Title IX prohibits sex discrimination in all activities and programs of educational institutions receiving federal funds. The Vice President of Student Affairs is designated to coordinate compliance with Title IX.

Ursuline College: Harassment and Discrimination

Ursuline College strives to provide an environment, which promotes the worth and dignity of each individual. Sexual harassment demeans both the victim and the harasser and undermines the philosophy and mission of the College. Federal and State Law prohibit
discrimination or harassment on the basis of gender, race, religion, disability, age, marital status, veteran status or ethnic or national origin. Ursuline College supports the principle of equal employment and believes it is the responsibility of every faculty staff and student member to conduct themselves professionally at all time and to cooperate in maintaining a work and academic environment free from harassment and discrimination. Accordingly, Ursuline College will not tolerate unlawful harassment or discrimination and will make every effort to maintain and work and academic environment free from unlawful harassment and discrimination. It is the intention of the college to take all necessary actions to prevent and correct harassment, including sexual harassment, and, where appropriate, discipline those members found in violation of this policy, up to and including immediate dismissal for cause.

Under the policy, unlawful harassment or discrimination includes any form of verbal, non-verbal or physical harassment that (1) has the purpose or effect of creating an intimidating, hostile, or offensive work environment; (2) has the purpose or effect of unreasonably interfering with or disrupting an individual’s work performance or their participation in an educational program or course; or (3) otherwise adversely affects an individual’s opportunities or participation in the work or learning environment.

Verbal, Non-Verbal, or Physical Harassment

For purposes of this policy, verbal, non-verbal and physical harassment includes, but is not limited to, the following types of conduct directed at an individual’s gender, race, religion, disability, age, marital status, veteran status, or ethnic or nation origin: 1. Verbal Harassment: graphic, suggestive, offensive or derogatory comments, jokes, slurs, threats of physical harm or other statements regarding a person’s gender, race, religion, disability, age, marital status, veteran status, or ethnic or national origin. 2. Non-Verbal Harassment: gestures, leers, or other suggestive behaviors, or the display or distribution of written materials, offensive signs, photographs, pictures, or other graphic materials having such effects. 3. Physical Harassment: touching, hitting, pushing or other suggestive or aggressive physical contact, or threats of the same.

Therefore, Ursuline College will not tolerate behavior, which amounts to sexual harassment. Sexual harassment may take many forms including, but not limited to, unwelcome sexual attention or advances, requests for sexual favors, and other sexually suggestive remarks or conduct:

1. When such remarks or conduct are intended or have the effect of creating an intimidating or offensive environment; or

2. When acquiescence to such conduct or remarks is, either explicitly or implicitly, or made a term or condition of employment or favorable evaluation.

Students who believe they have been treated in a way that violates this stated policy may file a complaint with The Vice President of Student Affairs (Title IX Coordinator) who will initiate an investigation. A written complaint needs to be submitted to Affairs, the Vice President of Academic Affairs, or the Director of Human Resources, Office of Student Affairs, Mullen 206. Complaints involving the Vice President or members of the Students Affairs Staff are to be filed with The Vice President for Academic Affairs, Mullen 322 (x 8107).
Ursuline College strives to provide an environment which promotes the worth and dignity of each individual. Sexual harassment demeans both the victim and the harasser and undermines the philosophy and mission of the College. Therefore, Ursuline College will not tolerate behavior which amounts to sexual harassment. Sexual harassment may take many forms including, but not limited to, unwelcome sexual attention or advances, requests for sexual favors, and other sexually suggestive remarks or conduct:

1. When such remarks or conduct are intended or have the effect of creating an intimidating or offensive environment; or

2. When acquiescence to such conduct or remarks is, either explicitly or implicitly, made a term or condition of employment or favorable evaluation.

Students who believe they have been treated in a way that violates this stated policy may file a complaint with the Vice President of Student Affairs (Title IX Coordinator) who will initiate an investigation. Detailed procedures are available in the Office of Student Affairs.

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Ursuline College: Social Media Guidelines

(Adapted from the Social Media Guidelines and Brochure developed by the University of Michigan - School of Social Work provided by Elizabeth Harbeck Voshel, LMSW, ACSW, Director of Field Education, 2013)

Social media (Facebook, MySpace, Twitter, YouTube, Blogs, SMS/texting, etc.) can be particularly helpful in building and maintaining relationships with colleagues, family, and friends, however, posting on social media can blur the lines between your personal and professional lives. Since social media is a public domain, accessible to anyone, professional judgment is critical to protect consumers and social workers alike. It is important that students and professionals exercise ethical judgment when using social media to be sure they are in compliance with the NASW Code of Ethics as the Code relates to issues of confidentiality, privacy, dual relationships, and professional boundaries (See NASW Code of Ethics Standards: Section 1.03 Informed Consent; Section 1.07a: Privacy and Confidentiality; Section 1.06c: Conflict of Interest; Section 4.06a: Misrepresentation)

Social Work Program: Social Media Guidelines

Protection of Privacy and Prevention of Dual Relationships: Consumers and Clients

- Be aware of the types of information that should not be shared on social media
  - Alert consumers/clients that email is not secure and sensitive information should not be included in email communication
  - Consumer/client identifying information should not be posted
  - Describing agency information including context of services, client population, etc. should not be posted on social media
  - If client information is found online or in an email message, carefully manage the information

- Do not “friend” or “follow” a client under any circumstances
- Do not search for clients/consumers online
Protection of Privacy and Prevention of Dual Relationships: Social Worker/Social Work Intern

- As a social work student or professional social worker “Google” yourself to know in advance what information can be discovered about you online.
- Create a professional website to exercise some control over your professional reputation online. Pictures, videos, written comments, and other postings or “tags” from others can serve to undermine your personal safety and/or professional competence.
- Consider using a pseudonym for certain online activities to prevent being linked to your professional identity that is present online.
- Before posting anything on social media, remember to keep in mind what your professional role is…and always use very tight/strict privacy settings.

Questions to ask your field agency/employer about Social Media

- Does the agency have a specific policy related to the use and access to social media?
- Under what circumstances, if ever, is it appropriate to search for information about a consumer/client online?
- What do I do if a consumer/client “friends” me?
- What do I do if a consumer/client asks questions about my personal information that they have found online?
- How will I be able to prevent the sharing of my personal information online when family, friends, or peers post or “tag” pictures, videos, and/or written comments about me that may impact my professional reputation?
- What information can I share online about the agency, the client population, the work that I do, my colleagues, etc…?
- How does the agency use Social Media to support the work and mission of the agency?
- Am I allowed to access Social Media sites from the agency’s computers during work/field hours?

Resources which may be helpful on the topic of Social Media


Guidelines established: July, 2013
Program: Employment and Licensure Restrictions Based on Criminal Convictions

In accordance with the State of Ohio Revised Code, employment and social work licensure may be negatively impacted by misdemeanor or felony convictions. The Social Work Department of Ursuline College advises students with criminal records to seek legal advice regarding employment and licensure.

Employment involving out-of-home care and services to children and work with the elderly may be restricted based on criminal convictions. Social work licensure in the State of Ohio requires licensure applicants to report felony and first degree misdemeanor convictions on the application for the social work license (LSW). A decision regarding licensing of a social work graduate with a criminal conviction is made on a case by case basis by the Counselor, Social Worker, and Marriage and Family Therapists Board of the State of Ohio. Graduation from the Social Work Program at Ursuline College provides no guarantee that licensure will be awarded.

The application to the Social Work Program at Ursuline College requests information regarding criminal convictions to assist students in academic planning and field placement site selection. If you have questions regarding this policy or application, please contact the program director(s).

Social Work Program recommendation:
If you have been convicted of a misdemeanor or felony charge, even if the conviction has been expunged from your record, it is important that you seek legal advice regarding your employment and licensure options.


Social Work Program Transfer Credit: Policies and Procedures

Ursuline College has established articulation agreements with two-year community colleges to guide the transfer of credits. Relative to social work, the College has Transfer Guides for Tri-C (Cuyahoga Community College – 3 campuses) and Lakeland Community College. Students applying for admissions to Ursuline College receive a transcript audit completed by the Transfer Credit Evaluator. Current transfer guides assist in identifying liberal arts courses required for the Social Work Program for transfer equivalency. These include courses in sociology, psychology, statistics, human biology and ethics.

A formal articulation agreement with Lakeland was completed and signed in November, 2003; a formal articulation agreement was signed with Tri-C in 2012, identifying courses for transfer into the social work major. In January, 2012 Ursuline College and Cuyahoga Community College (Tri-C) formed a Dual Admission Partnership. Students who are dually admitted are provided a smooth transition from Tri-C to Ursuline. Students will complete an associate degree at Tri-C and then complete a bachelor’s degree at Ursuline. While at Tri-C,
full-time students can take a course at Ursuline during the fall and spring terms at Tri-C tuition rates, with a maximum of four courses over two years.

Social work courses taken at CSWE-accredited social work programs are accepted in the Social Work Program at Ursuline College after a faculty evaluation. Social work faculty review course descriptions, and any syllabi information available regarding content, assignments, and resources utilized, to determine transfer equivalency for designated courses.

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**Social Work Program: Life Experience Policy**

Although Ursuline College has a policy that recognizes life experience for course areas that qualify, the Social Work Program does not accept life experience in lieu of the field practicum, or for courses in the professional foundation areas. The Social Work Department’s policy is in keeping with Educational Policy and Accreditation Standards (EPAS) for Baccalaureate social work programs of the Council on Social Work Education (CSWE). Questions about this policy can be discussed with the program co-directors.”

(Ursuline College Catalog, 2013-2015, p. 157)

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**Social Work Program Admission Policies**

**Social Work Program: General Admission**

Students interested in a Bachelor of Arts in Social Work are admitted to Ursuline College and are assigned a faculty person in the Social Work Department who serves as their academic advisor. The faculty advisor plans a course of study with the student. Students are responsible for keeping their academic plan up-to-date, using the information on *My Ursuline*, in the Catalog and the Audit forms for the Ursuline Studies Program’s Core Curriculum and the Social Work Program.

Students are made aware of the admissions criteria to the Social Work Program at the time of their initial interview, when they are inquiring about the social work major. The faculty identifies for the prospective student that there is a specific entry point into the professional component of the social work major. For their reference, the admissions criteria are identified and referenced for them in the College Catalog, i.e., 2013 - 2015, (p. 156). When the student enters course work in the major at the *SW 101 Introduction to Social Work* and in the *SW 318 Policies, Programs & Issues* course, the instructor discusses the fact that there are admissions criteria and reviews them, using the Social Work Student Handbook.

The faculty instructor of *SW 302 Generalist Practice I* reviews the application process with students including the forms and the requirements to apply formally for admission to the Social Work Program. While enrolled in *SW 302 Generalist Practice*, students make formal application to the professional component of the major. In order to qualify for admission to the Program, students should:

1. Maintain a cumulative grade point average of 2.0 in general education coursework and an average of 2.50 in courses designated as part of the Social Work Program.
2. Evidence good moral character, emotional maturity, and commitment to the ethical code of the social work profession.
3. Submit two letters of recommendation supporting the candidate’s abilities, motivation and suitability for the social work profession.
5. Interview with the faculty designated by the program co-directors.

Students interested in formal application to the Social Work Program must complete the application and submit it to the Field Education Director with letters of recommendation. Applications are reviewed by the Social Work Department faculty prior to a formal admission interview which is scheduled in conjunction with the initial field placement interview.

In preparation for this interview, students are required to answer questions relevant to the field placement experience. These questions include the following content areas: student academic and professional performance; volunteer or related work experiences; personal and family background which may impact practice; student’s self-identified strengths and limitations; student’s preference for field sites and specific populations and readiness for placement.

The Field Education Director reviews application information provided by the student, the student’s references, and input from the social work faculty with the student. Once the student completes the conference and it is determined that the student is accepted into the Social Work Program and ready for field placement, the Field Education Director initiates contact with the identified agencies to determine if the agency will accept a field student at this time. Students are notified in this conference of their acceptance/denial of admission into the Social Work Program. If there are conditions for admissions and continuance in the Social Work Program, these are discussed with the student during this conference and a formal letter stating the terms of the Conditional Admission is created and signed by student and faculty prior to setting appointments to interview for a field placement.

- Admissions Criteria,
- Conditional Admissions,
- Process of Application to Field Placement,
- Admissions Forms,

**Social Work Program: Conditional Admission**

Students who are admitted conditionally to the Social Work Program may take Social Work courses but are subject to review before taking SW 411 and SW 412. Conditional Admission is an opportunity for the Social Work faculty and the student to address issues that have been identified in the pre-admittance phase of the Program that affect professional growth and development.

Conditional Admission is limited to one year. The Student Handbook identifies procedures for conditional admission, denial of admission to the program and termination from the program. Departmental policies for appealing any of these decisions are outlined in this Handbook.

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Advisement

Social Work Program: Academic Advising Guidelines

At the time a person inquires about the Social Work Program, admissions counselors provide basic information about the major. The College webpage for Social Work provides information regarding program admissions criteria, curriculum, field instruction, faculty, advisory board members, career opportunities and the student social work organization. The Co-Directors meet with the Admissions personnel to keep them apprised of core requirements, advantages in completing the program at Ursuline and the areas for employment in the social work field. Incoming students are linked with social work faculty for more focused information on the degree. Social work faculty participate in College admissions events to inform, interview and to register majors for courses. All incoming students who declare social work as their major are assigned to a designated social work faculty member for academic advising. The social work faculty advisor meets with the student to design a comprehensive academic plan of all courses and credits needed for graduation. The plan is developed on a semester basis up to the time of graduation for the student, and is revised as needed. A record of each meeting or contact with the student is kept in the student academic file. Social Work faculty members meet with students at each registration period for academic advising.

At the initial advising session, students are given copies of their Audit Sheets and are responsible for updating the form. MyUrsuline, the academic student database, provides access to advisee’s electronic unofficial transcripts. Unofficial transcripts are used in the advising/registration meeting with students to update the academic plan. Academic advising records are maintained by advisors and all records and letters associated with the students’ academic progress are copied to the academic advisor.

Course descriptions for the major with pre-requisites for course sequencing are in the Ursuline College Catalog. Students in SW 101: Introduction to Social Work review the Social Work curriculum plan with the instructor, Dr. Kathleen Cooney. Students are able to access the Academic Audit sheet on the College webpage.

Social Work faculty members meet with students at each registration period by sign-up sheets for personal appointments, by phone, and by e-mail. Each faculty member is in charge of her own calendar for student registration and academic advising. Faculty phone numbers and e-mail addresses are available to students on their course syllabi so that students may contact their advisors. The Faculty Directory section of the Ursuline College website provides faculty contact information as well.

At the initial advising session, students are given copies of their Audit Sheets and are expected to bring their plan with them at each registration appointment. Students are responsible for updating their Audit form. MyUrsuline, the academic student database, provides access to advisee’s electronic unofficial transcripts. Unofficial transcripts are used in the advising/registration meeting with students to update the academic plan. Each social work faculty advisor keeps the students’ advising records in a locked file in her office. All
records and letters associated with the students’ academic progress are copied to the academic advisor.

Program’s course descriptions with pre-requisites for course sequencing are in the Ursuline College Catalog. Students in SW 101: Introduction to Social Work review the Social Work curriculum plan with the instructor, Dr. Kathleen Cooney. Students are able to access the Academic Audit sheet in the Social Work Student Handbook, which is posted online on the Social Work webpage for the College. Students are given an explanation of the Social Work Program’s academic and professional policies at several points in the Program:

- Initial contact with the Program
- Course registration prior to each semester
- In SW 101: Introduction to Social Work
- During SW 302: Generalist Practice I, and
- The application process for the professional program.

Academic advising is an ongoing process for students. As academic advisors, the faculty members are also responsible for writing letters of recommendations for students and alumnae for graduate school or employment.

**Professional Advising**

Students receive assistance in assessing their aptitude and motivation for a social work career in the professional foundation courses. Students are made aware of the social work profession’s standards, code of ethics, fields of practice, and work with vulnerable populations in social work courses. Student assignments in the professional foundation courses are utilized to enhance students’ discernment of their fit with the purpose and strategies of the social work profession. In the professional courses in the Program, the students are given periodic and consistent professional self-assessment opportunities.

The field log is the major mechanism of interaction between the student and the Field Education Director, Professor Zimmerman Wilson, who does the professional advising. The weekly Integrative Seminar for students in field placement provides students with growth and professional development opportunities related to students’ specific field experience.

Professor Zimmerman Wilson provides individualized professional advising to each student in the Social Work Program. Professional advising and the amount of time spent with each student is dependent on many variables such as the student’s year in the Program; skill level; strengths and limitations; relationships with colleagues and instructors; and personal life situation. Professional advising may include the following:

- career advising
- issues related to the development of the professional self
- the process of integrating the personal self with the professional self
- assessment of personal issues that impact practice and possible referral for counseling services
- assessment of readiness for field placement and a review of gate-keeping and termination policies of the program
- skill development within a particular practice area
- professional boundary training relevant to client situations in the field
Professional advising in the Social Work Program is not personal counseling. Students needing personal counseling are referred to outside professionals in an attempt to maintain appropriate role boundaries between students and faculty.

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Classroom Behavior Assessment Tool
Rubric: Professionalism, Colleagueship & Engagement

The Classroom Behavior Assessment Tool, which is completed every semester that a student is enrolled in a social work course, is also used to assist students in looking at their classroom behavior as it relates to professional skills and behaviors. The Classroom Behavior Assessment tool is completed on each student each semester to gather formative data regarding classroom behaviors that may be linked to professional behaviors in social work. The instrument attempts to gather data on such areas as: professionalism, colleagueship, and engagement. Specifically, students are assessed on the following professional behaviors: level of engagement in the class; initiative, reliability, dependability, attendance, level of participation, classroom behavior, respect, communications, and preparation (prepared for the class work). In the advising appointment faculty advisors and students have the opportunity to review the Classroom Behavior Assessment to look for strengths and limitations relative to these behaviors.

See Appendix I-B (p. 79)

Social Work Program: April, 2013

Social Work Program: Denial of Admission or Termination

Introduction

The Social Work Student Handbook and the Ursuline College Student Handbook provide guidelines regarding academic and professional performance and behavior. The Ursuline College Student Handbook outlines the Student Code of Conduct, which identifies the expectations for behavior of a student as a member of the College Community. The behaviors identified in the Student Code of Conduct are academic as well as relational in nature; necessary behaviors for success as a student and as a professional.

The Program’s assessment plan for evaluating student learning across the ten core competencies and the forty-one practice behaviors describe in detail both the academic and professional performance expectations of the program.

Academically, each course syllabus provides outlines for major course assignments and grading criteria. Grading scales are provided in syllabi to assist students in evaluating the relative weight (point value/percentage) on assignments. Course assignments are used to assess student learning on select core competencies, i.e. those competencies that are appropriate for the course and content area of the curriculum. Competencies and practice behaviors are discussed in each social work class and are used as the framework for establishing the Field Placement Learning Contract and for evaluating student performance in the field placement.
Students’ Rights and Responsibilities are identified in this Student Handbook, 2013-2015 and the Field Instruction Manual, 2013-2015, (p. 27). The student's responsibilities are articulated for field placement, regarding professional performance expectations. The responsibilities are related to academic and professional performance and serve as criteria for assessing fit with professional and academic standards.

**Students’ Rights and Responsibilities**

**Student Responsibilities in the Field Placement:**
The following are considered primarily the responsibility of the student:

1. to meet agency standards with regards to absences, appointments, meetings, deadlines, and other professional expectations.
2. to document clearly and in a timely fashion according to agency guidelines.
3. to demonstrate the integration of knowledge, skills, values and ethics obtained in the classroom with the demands of practice through oral presentations, logs, research, and written assignments.
4. to maintain timely and accurate logs about the problems, issues, and events of the field placement for the Field Education Director.
5. to meet with the Field Education Director as needed to resolve issues in the field placement.
6. to demonstrate an increasing ability to practice independently at a beginning level as skills develop.
7. to initiate and maintain appropriate relationships with client systems with an understanding of professional boundaries.
8. to demonstrate an awareness and understanding of one’s own patterns of behavior and strengths in relationship to the developing professional self.
9. to actively participate in the weekly Integrative Seminar.
10. to demonstrate a commitment to the values and ethics of social work.

The Students' rights and responsibilities provide a basis for evaluating student performance, clearly articulating expectations for academic and professional development and behavior.

**Students' Rights**

1. Students have the right to know the Social Work Program's mission, goals and core competencies.
2. Students have the right to know the curriculum of the Social Work Program, and academic criteria for grading.
3. Students have the right to know how they are evaluated in light of the ten core competencies and forty-one practice behaviors.
4. Students have the right to be informed about Social Work Program policies.
5. Students have the right to express concern or to inquire about Program policies or procedures that affect them in the Social Work Department.

6. Students have the right to expect confidentiality within the Program, in keeping with the Code of Ethics of the social work profession, from faculty and other social work majors.

7. Students have the right to form and participate in a social work organization in keeping with the policies of Ursuline College’s Student Affairs Office.

8. Students have the right to treatment in light of the values of the social work profession, and the Ursuline, Catholic tradition.

**Students’ Responsibilities**

In keeping with each of the rights stated for the Social Work Program, there are corresponding responsibilities. Students have the following responsibilities:

1. to know the Program’s policies;
2. to take ownership for their academic and professional planning;
3. to respect the confidentiality of others in the Program and any constituency identified in the Code of Ethics;
4. to strive to enact the Mission of the Social Work Program at Ursuline College;
5. to strive for competent, effective, values-based generalist, entry-level social work practice as defined by the ten core competencies and 41 practice behaviors of the Social Work Program.

**Terminating a Student’s Enrollment in the Social Work Program**

**Reasons of Academic and Professional Performance.**

The Social Work Program has specific policies and procedures for denial of admission to the Program or termination from the Program based on academic and professional performance. These policies and procedures are referenced in the Field Instruction Manual, 2013-2015, (pp. 21-24). In addition to the Social Work Program policies and procedures, students must follow Ursuline College’s policies regarding the Student Code of Conduct found in the Ursuline College Student Handbook, 2013 – 2014 online.

**Social Work Program Policy for Denial of Admission or Termination**

Factors considered in a decision to place a student on conditional admission, to deny admission to the professional course work, or to terminate the student from the social work program are:

A. Academic grade point average below 2.0.

B. A grade of D in one or more of the social work courses. Students should review the College policy on Repeat courses in the College Catalog.

C. Failure in one or more of the social work courses. College policy: “Course failures in the academic major: A course failed in the major may be repeated once. If the
student fails it again, s/he may not continue in that major. A student is also not permitted to continue in any major in which two different courses have been failed.”

D. Failure to meet Criterion 2 of the Program’s Admission Policy. Criterion 2 states: “the student must exhibit good moral character, emotional maturity, and commitment to the NASW Code of Ethics.” The 1996 Code of Ethics is used as ethical criteria for consideration of denial of admission, or for termination from the Social Work Program.

E. Violation of the Ursuline College Student Code of Conduct

F. A serious life crisis which may impact the student’s ability to relate to client systems, field instructors, agency colleagues, agency policy and procedures, and peers in the Social Work Program.

G. Failure by the social work student to pursue steps recommended to address identified issues that come from a conference with the Social Work Department faculty, appropriate liberal arts faculty, and/or the Dean of the School of Graduate and Professional Studies.

H. Failure by the Social Work student to pass drug screens required by the Social Work Program or field practicum sites. Failure to pass required drug screens by field practicum site will result in immediate removal from field without written warning.

Usually one or more factors are considered in the decision to place a student on conditional admission to the Program, to deny admission to the Program, or to terminate the student from the Program prior to a final decision, the following procedures take place:

1. A warning: oral or written (applies to all circumstances except (d), below). The warning is recorded in the student’s advising file.

2. A conference of one of the following types to warn the student of salient issues:
   a. A conference with the student and designated social work faculty. This conference concludes with a plan with recommendations, such as: lightening the student’s course load, adjustment of the academic plan for graduation, and/or referral to the Office of Counseling and Career Services, or to a counselor off campus. If a recommendation for counseling is made, the student provides documentation of meeting dates with the counselor.

   b. A conference with the student, designated social work department faculty, and a liberal arts faculty, if there is a concern that cuts across student attitudes, behavior and performance in several academic areas. This conference concludes with a plan.

   c. A conference with the social work department faculty, the relevant field instructor, and the student. This conference concludes with a plan to address the issues of concern. The student may be withdrawn from field placement, immediately.

   d. In the event that the violation relates to the NASW Code of Ethics, a written or oral warning does not apply due to the seriousness of the concerns. In a specific situation where there is a concern about a violation of one or more dimensions of the NASW Code of Ethics, several steps will be followed:
(1) immediate removal from field placement site;
(2) an assessment of the seriousness of the incident with the student;
(3) consultation with relevant parties, e.g. the agency personnel, College administrators, College faculty, College faculty in the social work department;
(4) possible consultation with an expert on social work ethics;
(5) consultation with the College lawyer, when appropriate;
(6) an evaluation of the seriousness of the incident;
(7) a decision is made;
(8) the decision is implemented.

3. If the student violates the College’s Student Code of Conduct, the procedures noted as Sanctions are followed. If the student is sanctioned during field placement, conference C (above) is implemented.

4. When a plan is developed, the plan is signed by the student, and the social work faculty. The plan serves as a record of the process and of the warning to the student. The plan is dated. The plan is kept in the student’s file in the Social Work Department. The student is given a copy of the plan.

5. Failure to attend a conference or to implement the Plan may result in termination from the Program.

Procedures

Denial of Admission or Termination from the Social Work Program

Social Work Program criteria reference the Student Code of Conduct and General Academic policies on Withdrawal and Dismissal from the College. Both of these areas of policy can be found in the College’s Student Handbook online on the College’s webpage. Academic policies can be found in the College Catalog.

Policies and Procedures for Grievance

The Appeals Process

The College Appeals Process

If a student is denied admission to the Program, or is being considered for termination from the program, the student follows the academic appeals process stated in the College Catalog and the College Student Handbook. If a student is denied admission or is being considered for termination based on factors A, B, C, or E (as listed above), the College Appeals process applies. If factors D, F, G, and H are involved in the decision, then the Department Appeals Policy applies.

Social Work Program Appeals Policy

If the student is placed on conditional admission, is denied admission to the Social Work Program, or is terminated from the Program, the decision of the social work faculty is ordinarily final. Any student who objects to the decision should consult with the Program Co-Directors within two weeks of the decision.

If the student is still not satisfied, she/he should present their grievance to the Dean of the
School of Graduate and Professional Studies who will make an appropriate recommendation. This step must be taken within two weeks of the student's initial decision about her/his relationship with the professional social work program.

Any student who remains convinced of the injustice of the given evaluation may present a formal statement to the Social Work Appeals Panel through the Dean of the School of Graduate and Professional Studies. Forms may be obtained from the Co-Director (s) of the Social Work Program. This form must be presented to the Dean within one week after the student's notification. The Panel will consist of the Dean of the School of Graduate and Professional Studies, two members of the Social Work Program's Advisory Board and an alumna/us of the Ursuline College Social Work Program.

Social Work faculty will present the process and rationale for their decision. The student will have the opportunity to present her/his formal statement. The decision of the Social Work Appeals Panel is final and not subject to further appeal.

The Ursuline College Student Handbook 2013-2014 and the College Catalog are both online through the College webpage and contain additional policies regarding student conduct and academic issues. Please refer to the latest edition for further information.
Field Education: The Signature Pedagogy-Curriculum

As the signature pedagogy in social work education, field education at Ursuline College is systematically designed, supervised, coordinated, and evaluated based on criteria by which the students demonstrate achievement of program competencies. The intent of field education is to connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting, fostering the implementation of evidence-informed practice (EP 2.3).

Field education provides the experiential opportunity for students to integrate and implement the knowledge, theories, and conceptual frameworks obtained in the classroom in their practice with client systems under the guidance of field instructors. Field education takes place in settings that strengthen the professional socialization of students; supporting the student in developing an identity grounded in the values, ethics, and practice principles of the profession.

The Curriculum is designed to implement the Social Work Program’s curriculum content (knowledge, values, and skills) implements the operational definition (41 practice behaviors) of each of its 10 core competencies. The description below provides more clarity and detail to the process of linking the classroom learning to the students’ integration of the knowledge, skills, and values in the practice setting.

Field Education Design

Theoretical Linkages of the Field Education Design to Program Mission, Goals, and Core Competencies

The field education component of the Social Work Program at Ursuline College has continued to develop over the last 20 years in response to the mission of the College, the mission, goals, and core competencies of the Social Work Program, the social work practice context in Cleveland, and the guidelines provided by CSWE through the Educational Policy and Accreditation Standards (EPAS).

Within the learning context of Ursuline College, the following themes and ideas have been identified as core ideas shared by Ursuline College and the Social Work Program:

- providing undergraduate education/generalist practice social work education
- provision of an academically challenging and values based environment
- encouraging life-long learning/life-long professional development
- primary focus on women
- support of the four core values of the College: student focus, spirituality, respect and collaboration
  - fostering a reflective/contemplative stance
  - respect for the dignity and the uniqueness of the individual
  - individual
  - understanding the dimensions of diversity and respecting the differences in individuals based on these dimensions
- service to the poor
- advocacy and change that promotes social and economic justice
Field education in Social Work at Ursuline College is designed for an undergraduate degree in social work. Field placements and future employment of graduates is restricted to entry level positions in the social work profession, typically under MSW supervision. The field education program at Ursuline College is academically challenging with clear expectations articulated to students. Curriculum content in practice, social welfare policy, research and human behavior is considered the foundation for assisting the student in meeting the professional competencies necessary for effective service delivery to client systems. As part of a values-based environment, students are encouraged to evaluate their personal and professional values and the ethical guidelines which govern their decision making and professional behavior.

The field education program promotes a stance of continuing professional development and lifelong learning. As an institution focused on the ways women learn, the field education program promotes a collaborative rather than a competitive approach to classroom learning. Students are encouraged to take the stance of “professional colleagues” in relation to each other in the Integrative Seminar. This collaborative approach is also reinforced in social work practice settings in field education when interdisciplinary practice/cooperation may be needed in advocating for social and economic justice for vulnerable client systems.

**Conceptual Framework: Field Education**

The conceptual framework used in the curriculum design of field education at Ursuline College explores the use of self-efficacy theory coupled with the strengths perspective to enhance students’ self-efficacy beliefs and students’ ability to demonstrate the 41 practice behaviors and 10 core competencies.

The design of this conceptual model includes the on-going assessment of the student and consistent attention to the following: a) the strengths and resources of the individuals involved (student, field instructor, agency colleagues, client systems, course instructors, peers); b) the potential environmental resources available to facilitate integration of classroom learning with field experiences; c) the quality of the relationships between the student and other individuals in their learning environment; d) the monitoring and evaluation of the development and refinement of practice behaviors and the resulting impact on students’ self-efficacy and competence; and e) the self-determination or self-directed learning of the students in completing their course of study. A critical component of the model is a strengths assessment of each student. The strengths assessment is a collaborative process between the student and the field education director that includes strengths and resources that are intrapersonal, interpersonal, environmental, and professional. Educational components of the field practicum are designed in an attempt to explore the strengths and abilities of the individuals involved as these are linked to enhanced student self-efficacy and demonstration of practice behaviors.

**The Role of the Field Placement Learning Contract and Evaluation Form**

The Field Placement Learning Contract and Evaluation Form, developed by the student and the field instructor, delineates the mutually agreed upon performance outcomes that correspond to the competencies and practice behaviors. The field education director
provides consultation and instruction to the field instructors and students regarding appropriate learning tasks, activities, and assignments that will enhance the student’s integration of classroom learning with the reality of the practice experience. The Learning Contract is individualized for each student and the field placement agency. It is reviewed and, if necessary, revised in the second semester of the placement. The field education director meets with students and field instructors on-site the first semester to review the Learning Contract and monitors the Learning Contracts and evaluations throughout the academic year.

Performance outcomes are assessed at the end of each semester through supervisory meetings between the student and the field instructor using a five point scale ranging from 1 - Unacceptable Progress to 5 - Advanced Competence. The assessment measures evaluate the student’s demonstrated performance in specific areas consistent with academic content and generalist social work practice standards. The Final Field Evaluation scores are used to assess student capability on the practice behaviors and core competencies.

Specific examples of performance outcomes that demonstrate how students connect classroom learning with the reality of the practice setting are described below in the concurrent practice/field curriculum design and in Accreditation Standard B2.1.2 which highlights examples of generalist practice opportunities provided to students.

**Concurrent Practice and Field Curriculum**

In the Social Work curriculum, *SW 401 Generalist Practice II* and *SW 402 Generalist Practice III* are scheduled concurrently with *SW 411 Field Placement I* and *SW 412 Field Placement II*. The rationale for this curriculum design decision is as follows: 1) the two semester practice courses taken concurrently with the two semester field placement and the required Integrative Seminar provides sufficient time and focus to support the development of practice skills, the integration of knowledge, and the application of research techniques in a field setting; 2) the concurrent model allows for the testing of theoretical knowledge in the practice setting through specific assignments which encourage development and implementation of evidence-informed practice; 3) the curriculum design provides the resources students need to evaluate their strengths and their developing professional ability and identity under the supervision of agency field instructors, colleagues and faculty; 4) the design encourages agency field instructors and colleagues to commit their expertise and resources in supporting the Program’s goal of educating competent generalist social work practitioners; and 5) the size of the faculty and the Social Work Program supports the monitoring of the integration across practice and field courses.

The field education director typically teaches both the practice courses and the Integrative Seminar of the field courses to students in their final year in the program. Feedback from students and field instructors regarding this design has been positive. Students have commented that the design facilitates integration of classroom learning with the practice setting and allows them to explore new theories and knowledge with their field instructors in the development of their competence. Field instructors have been positive about the students’ application of classroom knowledge and research in addressing issues identified in client systems or in the practice setting.
Assignments and course material in the practice courses require students to directly apply the theory and concepts learned in the practice course to their practice setting and the client systems they serve. For example, the research paper on group design in SW 401, Generalist Practice II requires students to research and create a group appropriate for their individual practice setting. Students are encouraged to implement the group within their practice setting. The Community Analysis Project in SW 402, Generalist Practice II asks the student to evaluate practice settings (including their own) in light of macro principles and practice interventions. This project is designed to assist the student in developing knowledge and skills in the macro practice arena. Students are encouraged to evaluate access to resources and services and the methods by which services are delivered to determine if there is discrimination of individuals or groups.

The Integrative Seminar provides students opportunities to critically reflect upon their field experiences and their developing skills within a classroom context that is both supportive and challenging. The seminar aims to enhance students' skills in critical thinking, problem-solving, differential use of interventions strategies and techniques in an effort to improve competency in service delivery to client systems.

The integrative journals/logs include connections to the research literature, values and ethics in professional practice, and reflection on the student’s abilities as these relate to the core competencies of the Program. The Agency Analysis Paper entails an analysis of the context of practice, the structure, the policies, and the processes of the practice agency/organization. The Evaluation of Practice Project is an evidence-based project designed to explore effectiveness in practice. Approaches to research and possible research design are reviewed with the students. The objective of the assignment is for students to utilize a research methodology to evaluate social work practice in their field agencies.

Sample projects include:
- Single subject design (B design or AB design) used to evaluate client/group progress on specific goals utilizing defined interventions and instruments.
- Survey/Questionnaire construction for individual interviews with clients regarding satisfaction with services or programs
- Task achievement scaling evaluation of service delivery
- Creation of assessment tools and protocols for agency use

Field Education

Field Education Requirement of Field Hours
The Social Work Program requires a minimum of 480 hours of field education across the two semester sequence of SW 411 Field Placement I and SW 412 Field Placement II in the students’ senior year. Field Instructors sign off on time sheets which are then forwarded to the Field Education Director for monitoring of the completion of the required field placement hours.
Admission Policies for Field Placement

All students requesting field placement must first successfully complete the application process for admission to the Social Work Program. Program Admission policies are clearly stated in the College Catalog and the Social Work Student Handbook. Students interested in a Bachelor of Arts in Social Work are admitted to Ursuline College and are assigned a faculty member who serves as an academic advisor in the Social Work Department. The faculty advisor plans a course of study with the student. While enrolled in SW 302 Generalist Practice I, the student makes a formal application to the Social Work Professional Program. In order to qualify for admission to the Program, students should:

1. Maintain a cumulative grade point average of 2.0 in general education coursework and an average of 2.50 in courses designated as part of the Social Work Program.
2. Evidence good moral character, emotional maturity, and commitment to the ethical code of the social work profession.
3. Submit two letters of recommendation supporting the candidate’s abilities, motivation and suitability for the social work profession to the Program Director.
5. Interview with the faculty designated by the Program Co-Directors.

While students are enrolled in SW 302, Generalist Practice I, they complete the application to the Social Work Program and submit the application and letters of recommendation to the field education director. The application for admission contains three sections. Please refer to the Appendix of this Social Work Student Handbook for the following forms:

- Form A: Summary of Course Work for Professional Foundation Courses
- Form B: Self-Appraisal Inventory: Applicants are asked to respond to questions related to:
  - strengths and limitations as a beginning social work professional,
  - interactive skills in resolving conflicts,
  - leadership abilities,
  - problem-solving skills and
  - ability to manage time and stress
- Form C: Application to the Social Work Program
  - Questions regarding demographic information and criminal convictions.

Applications are reviewed by the Social Work Department faculty prior to a formal admission interview which is scheduled in conjunction with the initial field placement interview. In preparation for this interview, students are required to read several chapters in the field instruction text used by the Program and answer questions relevant to the field placement experience. These questions include the following content areas: student academic performance; volunteer or related work experiences; personal and family background which may impact practice; student’s self-identified strengths and limitations; student’s preference for field sites and specific populations and readiness for placement.

The field education director utilizes all application information provided by the student, the student’s references, and input from the social work faculty to prepare for the field placement interview/conference. Once the student completes the conference and it is
determined that the student is accepted into the professional component of the Program and ready for field placement, the field education director initiates contact with the identified agencies to determine if the agency will accept a field student at this time. Students are notified in this conference of their acceptance into the Program.

Upon recommendation by the field education director, students contact agency personnel to schedule an interview. All students complete an individual interview preparation process with the field education director which includes a review of the structure of the field component of the Social Work Program; a review of questions about the student which she/he may need to consider prior to the interview; and questions the student may consider asking to determine whether or not the placement would be a good “fit”. If the agency personnel (i.e., field instructor) and the student agree to pursue placement the field education director finalizes arrangements and forwards the information packet to the field instructor. The information packet includes a copy of the Field Instruction Manual and a schedule of Field Instruction Training Sessions to be provided during the academic year.

**Criteria for Evaluating Field Supervision and Field Site Opportunities**

The field education director is responsible for evaluating the effectiveness of the field instructors’ supervision of students and the educational opportunities available to a student in a field placement site. The following criteria are considered when evaluating a field instructor and field site for new placements or for consideration for continued use as a field site:

- The “match” in learning and teaching styles of student and field instructor
- Evidence of structured incremental learning opportunities appropriate for an entry level generalist social work practitioner linked with the Program’s practice behaviors and core competencies
- Communication between student and field instructor
- Communication between field instructor and field education director
- Motivation of agency and field instructor to educate BSW students
- Level of investment of field instructor in student’s academic and professional success
- Willingness to collaborate with the Program in educating the student
- Supportive of the College’s and Program’s missions, goals, and core competency outcomes
- Practice experience/Knowledge base
- Experience supervising social work students
- Licensing credentials and scope of practice
- Availability to the student during the work week
- Flexibility regarding potential field experiences based on the student’s learning needs and the student’s capabilities
- Ability to assess the student’s growing capabilities and structure the next “challenge” while providing support, encouragement, and feedback

**Monitoring Students and Evaluating Student Learning**

Monitoring students in their field placements and evaluating student learning is ensured through the Field Placement Integrative Seminar which is taught by the field education
director. Student learning and behavior in the field placement is evaluated by field instructors after each semester by reviewing and rating student performance on all 41 practice behaviors through a review of the tasks, activities, and assignments developed on the Learning Contract.

Monitoring is also done by the field education director through two agency field site visits per year and through the Field Instructor Training Sessions offered on Ursuline College’s campus. Student learning on the 41 practice behaviors and the 10 core competencies are assessed through the case study assignment in the Integrative Seminar, through the Student Self-Efficacy Survey completed by students in the last semester of their field placement, and through the Final Field Evaluation completed by field instructors at the end of the placement.

Criteria for Selecting Agencies and Field Instructors

Agencies are selected based on the agency’s ability to provide the student with the generalist practice opportunities for students to demonstrate the practice behaviors and core competencies under the close supervision of a qualified agency field instructor.

Field instructors are chosen based on their:
- practice competence (including degrees, licensing credentials, scope of practice and practice experience);
- skill in utilizing supervision to guide and encourage the student;
- ability to utilize the practice behaviors and core competencies to guide the development of the learning contract, the workload assignments, and the evaluation plan by working collaboratively with the student and the field education director;
- willingness to work collaboratively with the Program and the field education director in educating the student;
- ability and willingness to integrate the theoretical and conceptual course material with the practice setting,
- ability to promote the implementation of evidence-informed practice; and
- use of a strengths based approach to social work education.

The Social Work Program ordinarily selects field instructors who are licensed, master’s level social workers with degrees earned from a CSWE-accredited social work program. If an agency cannot provide a field instructor with these credentials, then the student will work day-to-day with the task supervisor and the student will receive on-going supervision by a master’s level, licensed social worker assigned by the field education director. Additional supervision by a master’s level social worker is required to insure a social work perspective in the field placement. Field instructors’ practice competence should include a generalist perspective regarding the various roles of social workers. Field instructors are required to have a minimum of one year of experience in their current agency prior to accepting a student for field placement.

Educational Development of Field Instructors

Field instructor training provides an orientation for field instructors regarding the curriculum and the field education component of the program. CSWE-EPAS (2008) guidelines and the
social work program’s practice behaviors and core competencies are reviewed with a special emphasis on both the generalist practice perspective and the strengths based focus of the program. Training sessions are scheduled two or three times per year on the Ursuline College campus to accomplish the following purposes:

1. to familiarize field instructors with the Council on Social Work Education’s Educational Policy and Accreditation Standards (EPAS) and the curriculum design of the Social Work Program.
2. to orient field instructors to the mission, goals, core competencies and practice behaviors of the Social Work Program.
3. to assist the field instructors in developing educational opportunities for students to demonstrate generalist practice behaviors in the field setting through the integration of conceptual and theoretical knowledge obtained in the classroom.
4. to engage field instructors in dialogue around problems which may surface in the field placement and possible methods for resolution.
5. to provide support to field instructors in their role as supervisors.
6. to provide a forum for input from the field instructors regarding assessment of practice behaviors and core competencies and program/curriculum development.

The Social Work Program applies for CEU approval for social work for all training sessions from the State of Ohio licensing board.

Field Education Director - Continuing Dialogue with Agencies and Field Instructors

The field education director assumes overall responsibility for field instruction and functions as the liaison with all field practice agencies. When necessary, the field education director may assign liaison responsibilities to part-time faculty, however, the director maintains the responsibility for monitoring and evaluating the quality of field instruction.

The field education director meets weekly with students in the Integrative Seminar of Field Placement I (SW 411A) and Field Placement II (SW 412A) to provide a forum for integrating evidence-based knowledge with the practice experience in the agency. The Integrative Seminar and the students’ log writing regarding the field experience assists the field education director in monitoring the quality of the educational experiences and supervision in the field placement. The field education director contacts the student and the agency field instructor regarding any concerns or problems identified in the field placement. The field education director schedules a three-way meeting when necessary to discuss these concerns.

The field education program requires a field site visit each semester for each agency. A third site visit in an academic year will be conducted if it is deemed necessary by the field education director, field instructor or student. Agency field instructors are encouraged to contact the field education director whenever any issues or concerns arise in the agency.

Policies Regarding Field Placements (2.1.8, EPAS 2008)
Students’ Responsibilities in the Field Placement

The following are considered primarily the responsibility of the student:

1. to meet agency standards with regards to absences, appointments, meetings, deadlines, and other professional expectations.
2. to document clearly and in a timely fashion according to agency guidelines.
3. to demonstrate the integration of knowledge, skills, values and ethics obtained in the classroom with the demands of practice through oral presentations, logs, research, and written assignments.
4. to maintain timely and accurate logs about the problems, issues, and events of the field placement for the field education director.
5. to meet with the field education director as needed to resolve issues in the field placement.
6. to demonstrate an increasing ability to practice independently at a beginning level as skills develop.
7. to initiate and maintain appropriate relationships with client systems with an understanding of professional boundaries.
8. to demonstrate an awareness and understanding of one’s own patterns of behavior and strengths in relationship to the developing professional self.
9. to actively participate in the weekly Integrative Seminar.
10. to demonstrate a commitment to the values and ethics of social work

Confidentiality in the Field Placement

Students undertaking field placement or other activities involving direct contact with clients assume professional responsibilities. These include adherence to the principles of confidentiality, so that the privacy of the privileged information to which students are exposed is totally safeguarded. The following statements are designed to protect client anonymity:

1. Students must become familiar with and follow confidentiality policies of the agencies in which they are placed.
2. No identifying information regarding specific clients, their families and other significant persons is to be revealed outside of the agency. Within the Integrative Seminar class and Practice classes pseudonyms or third person references should be substituted in oral presentations or in written materials (logs, case studies).
3. Identifying information includes names, addresses, phone numbers and any background information by which clients might be identified.
4. For community or professional presentation or for written material distributed outside of a class, students must alter case information to eliminate identifying information.
5. Students are responsible for the protection of any professional information or records they have in their possession.
6. When in doubt about the integrity of any confidentiality issue or practice, students should feel free to seek consultation and advice from social work faculty.


Program Policy on Sharing Student Information/FERPA

Policy Statement

The Social Work Program at Ursuline College recognizes its responsibilities to the students, faculty, field agencies and clients as these responsibilities relate to ethical and competent practice. In an effort to ensure ethical and competent practice by social work students it is critical that students demonstrate a level of self-awareness that allows them to evaluate their values, biases, and personal experiences which may impact their interactions with clients. In the process of applying for admission to the Social Work Program students are asked to reflect on life situations which have provided insight regarding their strengths, limitations, ability to manage conflict and to problem solve.

The field placement interview conducted by the field education director includes questions related to past life experiences which may negatively impact the student’s work in an agency or may limit field site selection. In an effort to improve their self-awareness and their use of self in a professional role, it is an expectation of the Social Work Program that students will appropriately self-disclose personal and sensitive information, which may impact their work, to the faculty, field education director and field instructor.

Within the context of open and trusting relationships, students are advised of their responsibility to inform the faculty, the field education director and the field instructor of personal information or circumstances which will enable appropriate academic planning, field site selection, and ensure protection of clients, students and the public. Open and reciprocal dialogue among all parties engaged in the student’s education is necessary to ensure continuity and accountability.

Procedures: Sharing Student Information/FERPA

1. When students are preparing for interviews for field placement, the signed waiver is given to the field education director for discussion and for placement in the student’s field file. In the field placement interviews, students are advised regarding what information they may need to share with the potential field instructor.

2. Signing of the waiver form by a student provides the faculty with the student’s consent to discuss relevant personal and educational information.

Relevant Personal Information is defined as information which has a direct impact on the student’s ability to continue in the Social Work Program; to complete coursework effectively; to engage appropriately with clients, field instructors, or agency personnel; or to complete the field placement assignments or requirements. Signing of the waiver form provides consent to faculty to discuss the student's educational record and circumstances with each other and with agency personnel working with the student.

3. Each year the Social Work Program assesses student learning across the ten Core Competencies. Full-time faculty members review each student’s progress in the
program and discuss any concerns regarding personal readiness for professional practice. At this time relevant personal and educational information is shared and recommendations made regarding future planning for each student.

Policy Established: June 2005

(Adapted from information provided by West Virginia University Morgantown School of Applied Social Sciences; Western Michigan School of Social Work Field Program Policy Statement and the University of Cincinnati, School of Social Work)
Ursuline College Social Work Program
Waiver Form
Authorization to Release Information

The purpose of The Family Educational Rights and Privacy Act of 1974 (FERPA) is to protect the privacy of individual students by placing restrictions on the disclosure of information contained in a student’s college records.

I understand that in order for the Ursuline College Social Work Program to honor a verbal or written request for information by anyone, a signed authorization must be on file.

Therefore, I ______________________ Student ID # __________________ give my full consent to Ursuline College Social Work Program to release information either verbally or in writing to faculty, potential field personnel/field instructors and/or current field site personnel/field instructor for the purpose of meeting the learning needs of the student and to ensure the protection of students, clients, faculty and field site personnel.

I understand that (1) I have the right not to consent to the release of my education records; (2) I have the right to receive a copy of such records upon request; (3) and that this consent shall remain in effect until revoked by me, in writing, and delivered to Ursuline College Social Work Program. Revocation does not affect disclosures made prior to receipt of such written revocation.

____________________________________
Student’s Signature

____________________________________
Date

(Adapted from authorization form developed by the University of Cincinnati School of Social Work; May 2005)
Policies Related to Field

Employability in the Field Site

Ordinarily, students complete their 480 hour field placement without financial compensation from the agency or Ursuline College. In situations where students are employed and need to continue employment to meet their personal responsibilities, the Social Work Program will consider a paid field placement. Discussion of a paid field placement is done on an individual basis and must meet the following program guidelines:

If a student wishes to complete their field placement in an agency where they are employed the following criteria must be met:

- The student must be re-assigned duties for the field hours over the course of the academic year placement.
- Re-assigned duties must constitute a new and valid learning experience for the student based on the field experience and the Program’s core competencies as determined by the field education director.
- The student’s field instructor must not be the student’s employment supervisor and must have the necessary credentials to be a field instructor.
- The agency personnel must agree to meet with the field education director to coordinate the field experiences and the field placement process. The agency must agree to meet the Social Work Program’s field placement guidelines.
- The student will work a maximum of 40 hours per week which will include field hours and employment hours. The student will not be expected to work field hours in addition to a 40 hour work week.

If a student wishes to secure a paid placement in an agency, the following additional criterion must be met:

- The student will be responsible for securing paid employment in a community agency in consultation with the field education director.

All decisions regarding employment in the field site are the responsibility of the field education director in consultation with the social work faculty, the student, and agency personnel. Students will be denied a paid field placement if the field education director determines that the agency is unable or unwilling to meet the educational objectives of the program and the academic needs of the student or if the placement does not meet the above criteria. In some cases, agencies have required students to work a full 40 hour employment schedule and complete their field hours in addition to those 40 hours. In these situations, the student must petition the Social Work Program with a rationale for being granted an exception to the maximum work hours criterion described above. Individual planning with students may require an academic contract for students seeking an exception. A decision and final approval of the field placement is made by the field education director in consultation with the Social Work Program faculty.

Policy Established: June, 2006; Policy Revised: June, 2011
Transporting Clients
Ordinarily, students do not transport clients in their own cars during the time they are completing their field placements. Students may transport clients in an agency vehicle, and when possible the student should be accompanied by an agency staff member. Field instructors and students should discuss the limits and liability related to transporting clients with the Field Education Director at Ursuline College to determine an appropriate course of action for each site. Policy established: June, 2013

Liability Insurance
All students registering for SW 411: Field Placement I are enrolled in the College liability insurance plan. Students who wish to opt out of the College insurance plan must provide documentation of liability coverage through another plan, e.g. National Association of Social Workers (NASW). Students should consult with the field education director regarding necessary liability limits.

Statement of Intern Status
In accordance with the State of Ohio’s Laws and Regulations Governing the Practice of Counseling and Social Work (Section 4757.16 (F)) and the NASW Code of Ethics (Standard 4.06 (c)), The Social Work Program has established a policy regarding student intern status in field placements.

Section 4757.16 (F) of the Ohio Revised Code states students of social work are not required to be licensed, however their activities must be supervised as required by the educational institution. Students may not represent themselves as a person licensed under these regulations.

The NASW Code of Ethics (Standard 4.06 (c)) states: “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.”

It is the policy of the Social Work Program that students clearly identify themselves as social work interns in their professional contacts with clients and colleagues in their field agencies.

Policy Established: September 2, 1993

Field Placement: Description of Forms
The Field Placement Forms are contained in the Appendix of this Handbook. All field placement forms are referred to by the Field Education Director for student use. These include the following:

- Student Information Form
- Learning Contract and Evaluation Forms
- Student’s Evaluation of Field Instructor and Field Site
- Field Placement Time Sheets

**Student Information Form**

To be completed by student; a copy is to be given to the field education director and the field instructor. This form provides basic demographic and academic data and may be attached to the student’s resume to avoid repetition of information.

**Learning Contract and Evaluation Forms**

The Learning Contract and Evaluation Forms outline the tasks and activities to be completed by the student during their field placement and link these activities to the Core Competencies and practice behaviors of the Social Work Program. At the end of each semester (the Mid-point Evaluation and Final Evaluation) the field instructor evaluates the student’s level of competence on the competencies and the practice behaviors.

- **The Mid-point Evaluation** is conducted in December, when the student has completed approximately 240 hours of field work. This evaluation is designed to allow the student and the field instructor to assess the adequacy of the student’s performance and to identify areas of strength and areas for continued work for the remaining field hours.

- The **Final Evaluation**, completed in April, requires the student and field instructor to rate the student’s performance on specific practice behaviors and core competencies which are considered necessary for a beginning generalist social work practitioner. The Final Evaluation is conducted when the student is near completion of the 480 field hours.

- Evaluations are designed to serve the following purposes:
  - to reinforce for the student the idea of continuous self-evaluation.
  - to provide field instructors with feedback regarding field learning experiences.
  - to provide faculty with information about the academic preparation of the student for field placement and the student’s progress in the field.
  - To provide assessment data on the ten core competencies and forty-one practice behaviors

It is important that the student be involved in the evaluation process and that the process be on-going with each weekly supervisory conference. There is a requirement that the student and field supervisor review the evaluations together and sign them prior to forwarding them to the field education director.

**Student’s Evaluation of Field Instructor and Field Site**

The student is required to complete an evaluation of the agency and the field instructor two weeks before the end of the final semester. The student and the field instructor review this evaluation and sign it before forwarding it to the College.

**Field Placement Time Sheets**

The Social Work Program at Ursuline College requires documentation of the completion of field hours. Students are responsible for maintaining accurate time sheets. Students
forward these sheets to the field instructor for signing as the sheets are completed. All completed sheets are given to the field education director and placed in the student’s field file.

Field Experience Documentation

All forms related to the field experience are maintained in a separate Field Placement file for each student. These files are in a locked file cabinet in the Office of the field education director or they are placed in the locked archives for the Social Work Department.

Evaluation by field instructors of the field component of the Program and of the social work curriculum in general is critical for continued development of the social work major. The Social Work Program at Ursuline College has developed formal mechanisms to obtain this feedback from field instructors. The field education director schedules four meetings a year with field instructors. Two of these meetings are on-site with the students; two meetings are scheduled for field instructors training. At each of these meetings, field instructors are asked for input and recommendations regarding the Program. This information is used to make changes in the Practice or Field Placement curriculum, forms, and evaluation/assessment tools.

See Appendix II: Field Placement Information Forms, (pp.1-15)

Students Rights and Responsibilities

Student Responsibilities in the Field Placement

The following are considered primarily the responsibility of the student:

1. to meet agency standards with regards to absences, appointments, meetings, deadlines, and other professional expectations.
2. to document clearly and in a timely fashion according to agency guidelines.
3. to demonstrate the integration of knowledge, skills, values and ethics obtained in the classroom with the demands of practice through oral presentations, logs, research, and written assignments.
4. to maintain timely and accurate logs about the problems, issues, and events of the field placement for the Field Education Director.
5. to meet with the Field Education Director as needed to resolve issues in the field placement.
6. to demonstrate an increasing ability to practice independently at a beginning level as skills develop.
7. to initiate and maintain appropriate relationships with client systems with an understanding of professional boundaries.
8. to demonstrate an awareness and understanding of one’s own patterns of behavior and strengths in relationship to the developing professional self.
9. to actively participate in the weekly Integrative Seminar.
10. to demonstrate a commitment to the values and ethics of social work.
The Students’ rights and responsibilities provide a basis for evaluating student performance, clearly articulating expectations for academic and professional development and behavior.

Program: Students’ Rights
1. Students have the right to know the Social Work Program's mission, goals and core competencies.
2. Students have the right to know the curriculum of the Social Work Program, and academic criteria for grading.
3. Students have the right to know how they are evaluated in light of the ten core competencies and forty-one practice behaviors.
4. Students have the right to be informed about Social Work Program policies.
5. Students have the right to express concern or to inquire about Program policies or procedures that affect them in the Social Work Department.
6. Students have the right to expect confidentiality within the Program, in keeping with the Code of Ethics of the social work profession, from faculty and other social work majors.
7. Students have the right to form and participate in a social work organization in keeping with the policies of Ursuline College’s Student Affairs Office.
8. Students have the right to treatment in light of the values of the social work profession, and the Ursuline, Catholic tradition.

Program: Students’ Responsibilities
In keeping with each of the rights stated for the Social Work Program, there are corresponding responsibilities. Students have the following responsibilities:

1. to know the Program's policies;
2. to take ownership for their academic and professional planning;
3. to respect the confidentiality of others in the Program and any constituency identified in the Code of Ethics;
4. to strive to enact the Mission of the Social Work Program at Ursuline College;
5. to strive for competent, effective, values-based generalist, entry-level social work practice as defined by the ten core competencies and 41 practice behaviors of the Social Work Program
6. to know the social work profession's (NASW) Code of Ethics

Regarding the students' right to organize (Social Work Organization), students are encouraged:

1. to develop leadership skills by participating in the organization;
2. to support the efforts of those who serve on the Social Work Organization’s governing board;
3. to act in accordance with the student social work organization's mission and procedures.
Participation in Formulating and Modifying Policies Affecting Academic and Student Affairs

Program Opportunities
The Social Work Program enables students to participate in formulating and modifying policies affecting academic and student affairs and provides opportunities and encouragement to students to organize in their interests in the following ways:

1. Students have the opportunity to provide feedback through conferencing and classroom interaction regarding modification of academic and program policies.

2. A premise of education at Ursuline College and in the Social Work Program is that because students have experiences and knowledge that are different from instructors' knowledge, these differences are a source of learning for the instructor and for other students. This premise of education in the Social Work Program is based in some part on Tarule, Clinchy and Belenky's research, *Women's Ways of Knowing* (1986). Because the students know the assumptions of Ursuline education, they expect to participate in policy formulation through direct interaction with faculty and other students.

3. Students participate in academic policy formulation and revision through:
   a. course evaluations which shape future presentations of courses and alumnae feedback.
   b. discussions regarding the Social Work Student Handbook
   c. Students' opinions are requested in course discussions. Their ideas as solicited to develop ownership in their professional development and their impact on campus life.

4. Students have participated in the accreditation processes through the Candidacy site visits starting in 1993, the initial accreditation site visit in 1995, and subsequent reaffirmation visits.

5. Student representatives are present at meetings of the Social Work Program Advisory Board where curriculum, policies, and procedures are discussed.

6. Students participate in Alumnae-Student Dialogues where Program concerns and policies may be discussed.

7. There are open meetings of the majors to encourage spontaneous sharing of opinions, feedback in a group setting on the Program and to empower students in goal-setting.

Social Work Organization Highlights

The Social Work Organization fills several key functions on behalf of students in the Social Work Program. Officers invite all majors to attend meetings with the Program Co-Directors every semester, in which they develop an agenda, identify projects for the Organization, and discuss concerns of social work students to their representatives in the Organization. The current size of the Social Work Program by numbers of both students and faculty discourages the creation of multiple formal mechanisms warranted in larger programs where faculty and students have less opportunity for almost daily interaction. Examples of student input resulting in policy change or policy and program development:
• Students in field placement expressed concerns about how to represent themselves within the agency. In dialogue with the students and faculty and consultation with field instructor, the Program developed the field policy, Statement of Intern Status.
• The Program’s policy on employment and licensure restrictions based on criminal convictions was created in response to student concerns regarding the impact of criminal convictions and expunged records on field placement and licensure.
• The Program’s Social Media Guidelines were developed as a result of student input and dialogue around protecting confidential information of students, social workers, and consumers/clients.

Social Work Organization’s (SWO) Events and Activities: 2012-2014

The student Social Work Organization is a non-curricular avenue for the development of student leadership competencies that are service and value based.

2012-2013 Academic Year Activities

• Information and Student Engagement: Student Organization Fair; Meet ‘n Greet gatherings each semester; SWO open meetings; Events celebrating March as Social Work Month; Senior Farewell and Phi Alpha: Omicron Eta Chapter Induction

• Service/Community Projects: Clothing drive for men’s and women’s residential treatment centers; Work with other offices in the College on community projects.

• Student Representation: Officers of the SWO attend the Social Work Program Advisory Board Meetings each January and June; Students attend the Annual Cuyahoga Count Conference on Social Welfare; Students attend the ADAMHS Board Meeting

2013-2014 Academic Year Activities

• Student Leadership Retreat
• Student Organization Fair
• Campus Drive: Norma Herr Women’s Shelter
• March is Social Work Month
• Meet ‘n Greet, March
• Senior Farewell
• Honors Induction: Omicron Eta Chapter
• Attendance at the Advisory Board meeting: June 3, 2014. (January’s Board meeting was cancelled due to the weather.)

The Student Social Work Organization

Introduction

Initiated by student leadership in SW 318 Policies, Programs, and Issues during the Fall of 1992, the Social Work Organization is the central organizing body for students in the Social Work program. The Social Work Organization holds elections each Spring for the designation of new leadership team members/officers. The governing board, i.e., Leadership Team consists of four or more students who occasionally share the responsibilities of a single position. The Leadership Team meets with the Faculty Advisor on a regular basis.
The Student Social Work Organization: Voices that Challenge was founded by students in the SW 318 Policies, Programs & Issues course (1992). The Constitution and Mission Statement were adopted December 10, 1992; founding Co-Presidents were Kathryn Mahoney and Jeannine Rybak. The title of the organization was adapted to: Social Work Organization: Standing With Others in Spring, 2007. (President: Susan Wood Hull)

Budget

The Social Work Organization has a Student Activities account number with the College and receives a basic budget at the beginning of each academic year from student activity fees. If there is a surplus in the Student Services budget, the Dean of Students or the Director of Student Activities informs the faculty and the student president that additional funds may be requested. SWO funds which are left over at the end of an academic year must be requested to roll over into the next academic year by the Faculty Advisor.

Additional funds are awarded to a student organization that achieves the Founder’s Day Community Service Award. At various times, student organizations can earn an additional $100 for completing and submitting all paper work to the Student Activities Office.

Activities

SWO has been involved in the following types of programs:

- “Meet ‘n Greet” socials to develop bonds of friendship and introduce new majors to each other and to the Organization.
- Celebrate “March as Social Work Month.”
- “Senior Farewell” socials to celebrate the achievements of those who are graduating from the Program; retreat programs for Social Work majors;
- Induction ceremonies: Omicron Eta Chapter of the national Phil Alpha Social Work Honor Society. (Chapter founded in February, 2008)
- Alum-Student Dialogues: alumnae reunions and networking events for alumnae and students
- Volunteer outreach events with the College and Cleveland area community service agencies;
- Community service drives: for the homeless, women in shelters, needs for persons in sobriety programs, children in foster care, e.g., clothing, toiletries, children’s books and school supplies.
- Information sessions about the social work profession with guest speakers;
- Sponsorship of student attendance at professional meetings in the community;
- Support of and collaboration in college-wide events and programs.

Students have the opportunity to earn academic credit for participating in selected projects and events of the SWO, when these activities are recognized by the social work faculty/instructor. The Social Work Organization has been honored on a consistent basis for its exemplary community service projects at the College Community event Founder’s Day.

Leadership Development

The Social Work Organization is a major opportunity for social work majors to develop
leadership skills, to connect with Student Activities’ programming on campus, with the campus Student Government’s members and to represent the majors on the Social Work Program’s Advisory Board.

The Social Work Organization offers the students the opportunity to:
1. Give input into all aspects of the Social Work Program, taking an active role in shaping program policies and procedures;
2. Represent student ideas and experiences in the program at the Advisory Board.
3. Organize extracurricular activities, both social and intellectual;
4. Be a forum within which all special interests of students can be heard;
5. Work together to share and allocate resources, provided to their Organization through student activities programming.
6. Raise the awareness of the social work profession within the Ursuline College community;
7. Increase appreciation for the values of social work in the general community through their participation in leadership activities;
8. Develop leadership skills as a social work professional; and

The Social Work Organization broadens the student experience of the Social Work Program by enriching student interaction and by extending the mission of the Program into the Ursuline College community and Greater Cleveland.

**Social Work Organization: Mission and Constitution**

**SWO: Mission Statement**
In harmony with the Ursuline College emphasis on critical thinking, mature judgment and choice, and commitment to continued learning, the Social Work Organization provides opportunities for its membership to put principles learned in social work into action. The goals of the Social Work Organization are to provide support for social work majors and to raise an awareness of social welfare concerns among the Ursuline College community. The Organization acts as a vehicle for its members to develop leadership skills and to participate in service activities and educational experiences. Students of diverse racial, religious and economic backgrounds will have the opportunity to work together toward these goals in an atmosphere of respect, fairness and courtesy.

**SWO: Constitution**

**Preamble**
We, the students of Ursuline College majoring in Social Work, do hereby establish this constitution in accordance with the powers granted us by the administrative authorities of Ursuline College.

**Article I: Name:** The name of this organization shall be the Social Work Organization (SWO) of Ursuline College.

**Article II: Purpose** The purpose of the Social Work organization is (1) to provide support for students majoring in Social Work; (2) to raise an awareness of social welfare concerns among the Ursuline College community.

**Article III: Membership**
Section 1. Membership is open to all students and alumni of Ursuline College.

Section 2. All students declaring a major in social work are ipso-facto members.

Section 3. Active membership is made up of all students who have participated in two meetings during the current academic year and those who have expressed an interest to the officers.

Article IV: Officers’ Section

Section 1. Officers: The government of the Social Work Organization shall be vested in the officers. Their titles shall be president or co-presidents, vice-president, in the absence of co-presidents, secretary, and treasurer.

Section 2: Powers and Duties

The president, or co-presidents, of the Social Work Organization shall be the official representative(s) of the organization; she/he shall have, in conjunction with the treasurer, the power to authorize the necessary disbursements of SWO funds, to call meetings when deemed necessary, to preside over all meetings, to report activities regularly to the Faculty Advisor and the Director of Campus Programming, and to appoint chairperson and members of all committees.

b. The vice-president shall assist the president in fulfillment of her/his duties and preside in her/his absence. The vice president shall be coordinator of all committees.

c. The secretary shall preside in the absence of the president and the vice-president: shall maintain a central file for SWO, shall record and issue the minutes of a meeting before the day of the next scheduled meeting, shall keep a list of all active members and a record of attendance at meetings.

d. The treasurer shall preside in the absence of the president, vice-president, and secretary: shall set up an annual budget in cooperation with the Business Office: shall submit bi-annual financial statements to the active membership: and shall keep a permanent and continuing record of all official expenditures of SWO.

Section 3: Qualifications: All officers must be in good standing with Ursuline College and active members in the organization for at least one semester.

Section 4: Terms of Office: The term of office for all elected officers is one academic year. If re-elected an officer may serve more than one term.

Section 5: Provision for Removal from Office

a. An elected officer may be removed from office after three unexcused absences or if not performing the duties of her/his office. A two-thirds majority vote of active members must be attained to take this action.

b. If an officer wants to resign her/his office for any reason, this can be accomplished by a formal letter of resignation to the remaining officers.
Article V: Committees:
Committees may be formed for specific functions within the organization. All committee chairpersons shall report to the officers.

Article VI: Meetings
Section 1. Meetings of the active membership will be scheduled at least once every 4 to 6 weeks. An announcement shall be made in advance to the active membership by means of posting.
Section 2. At each meeting of SWO reports shall be given by the officers, new and old business discussed, and announcements made.
Section 3. A two-thirds vote of active membership shall be required for action.

Article VII: Elections
Section 1. Election of officers shall take place in the spring of each academic year to fill positions in the fall of the following year.
Section 2. All candidates shall be self-nominated.
Section 3. Election procedure
  a. Membership of SWO shall be informed of all dates, times, and places which concern elections.
  b. Candidates shall submit nominations to the officers. In the case of more than two nominations for the same office, a primary election shall be held to determine the two final nominees.
  c. Counting of ballots shall be done by a committee of officers not seeking re-election. If all officers are seeking re-election, the committee shall consist of members not seeking election. This counting shall be done in the presence of the SWO advisor.

Article VIII: Finances
An annual budget will be given by Campus Programming and extra funding may be petitioned from the Student Government Association. Additional funds necessary for activities may be obtained through fundraising.

Article IX: Advisor:
There shall be one or more advisors from the faculty of the Social Work Department of Ursuline College.

Article X: Ratification
Section 1. The constitution shall be ratified by a two-thirds vote of the active membership.
Section 2. A representative of Student Services shall have a copy of the constitution for approval.

Article XI: Amendment Procedures Section
Section 1 Amendments may be initiated in the form of a petition signed by 10 percent of the active membership or introduced by an officer.
Section 2. All amendments must be passed by a two-thirds majority of the active membership

Each semester the leadership team is re-examined in light of the student’s ability to serve on the Team, given their academic schedule and other obligations. The Faculty Advisor submits the information to the Office for Student Activities.

**Fall 2014-2015**  
**President:** Jeri Hildebrand, **Vice President:** Shanell Harris, **Team Member:** Christine Sanders.

**Fall 2013-2014**  
President: Marsha Hanley  
Vice-President: Jeri Hildebrand  
Team: Akima Gilliam, Shanell Harris, Christine Sanders

**Fall 2012-2013**  
President: Nancy L. Wilson  
Vice-President: Marsha Hanley  
Team: Diana Castellon, Jeri Hildebrand, Akima Gilliam

**Fall 2011-2012**  
President: Rebecca Bittala  
Vice President: Susan Postle  
Sec/Treas.: Desire’e Greer  
Team: Tonya Bates, Joanne Mercer, Diana Castellon

**Fall 2010-2011**  
President: Ashly Blanton  
Vice President: Rebecca Bittala  
Sec/Treas.: Desire’e Greer

**Spring 2010**  
President: Denise Wittig  
Co-Vice Presidents: Jackie Allen  
Secretary/Treasurer: Ashly Blanton

**Fall 2009**  
President: Denise Wittig  
Vice President: Stephanie Milosic  
Secretary/ Treasurer: Jamie Orr

**2008 -2009**  
President: Mae Bennett  
Vice President: Robyn Manchick  
Secretary/Treasurer: Audra Kirchmeir

**2007-2008**  
President: Sue Wood; Vice President: Robyn Manchick;  
Secretary/Treasurer: Audra Kirchmeir

________________________________________________________________________
Social Work Program Assessment Plan

Introduction: Assessment Plan

The assessment plan of the Social Work Program (see Accreditation Standard 4) requires a yearly June review. This review includes gathering data on student learning using appropriate assessment measures and rubrics. Recommendations for any curricular or Program changes are summarized in the June Annual Assessment Report. Curricular changes are implemented by the faculty based on the assessment process. Dr. Cooney and Professor Zimmerman Wilson, in dialogue with field instructors and adjuncts, consider recommendations for revisions in courses and curricular changes. Input from field instructors, adjuncts, the advisory board, and students is utilized in adapting courses to address changing practice or emergent issues in practice.

Current Assessment Plan: September 2012 – Present

On April 24, 2008, the Council on Social Work Education (CSWE) Board of Directors passed the current Educational Policy and Accreditation Standards (EPAS) document. This document requires all accredited social work programs to incorporate ten (10) competencies as outcome measures of students' knowledge and skills. These competencies are operationalized and measured through forty-one (41) identified practice behaviors that students may exhibit in their social work courses and assignments and in their field placements.

Successful acquisition of these competencies is measured through specific practice behaviors demonstrated by students and the analysis of the data in relation to benchmarks established by the Program.

The EPAS 2008 document differentiates between the implicit curriculum (the educational environment that is unique to each institution) and the explicit curriculum (the instructional program and courses); assessment of both areas is necessary. Therefore, the Social Work Faculty members have reviewed the learning context of the institution and its mission to clarify what and how students learn within their professional program of study. Factors related to the implicit are described below.

In our attempt to assess student learning outcomes in relation to the ten core competencies and requisite practice behaviors, the Social Work faculty has developed an assessment model that includes the factors related to the implicit curriculum and measures of student learning across the explicit curriculum areas as defined in EPAS 2008. Guidelines from CSWE recommend the use of summative data for assessment of student learning and the use of two or more measures for each practice behavior to improve reliability and validity of the data gathered.

A. Explicit Curriculum: The Ursuline College Social Work Assessment Plan consists of three (3) instruments used to measure the forty-one (41) practice behaviors of the ten (10) core competencies of the Social Work Program and the CSWE-EPAS 2008 document. These measures are taken during the last semester of the student’s course of study in social work. The three measures are described below:
A. **SW 412, Field Placement Integrative Seminar: Case Study**  
\( N = \) (students enrolled in SW 412, Field Placement II, Integrative Seminar)

**Benchmark:** Rating of “3” or higher on the following scale:
- 5 – Advanced Competence  
  (Above Average Knowledge or Skill)
- 4 – Competent  
  (Average Knowledge or Skill)
- 3 – Emerging Competence  
  (Moderate Knowledge or Skill)
- 2 – Insufficient Progress  
  (Beginning Knowledge or Skill)
- 1 – Unacceptable Progress  
  (Not Knowledgeable or Skilled at All)

This case study is given as a final project for the SW 412, Field Placement II Integrative Seminar. Each case study is evaluated by the social work faculty to determine the level of competence (on the 41 practice behaviors/ten competencies) demonstrated in writing by the student’s response to the case study. When possible the case studies are also evaluated by adjuncts/other faculty in a blind review process. Students must receive a rating of 3 or higher on the majority of practice behaviors for each competency in order to meet the competency.

**Benchmark:** 90% of the students in field placement must receive a rating of “3” or higher on the practice behaviors.

B. **SW 412, Field Placement: Final Evaluation**  
\( N = \) (students enrolled in SW 412, Field Placement II)

**Benchmark:** Rating of “3” or higher on the following scale:
- 5 – Advanced Competence  
  (Above Average Knowledge or Skill)
- 4 – Competent  
  (Average Knowledge or Skill)
- 3 – Emerging Competence  
  (Moderate Knowledge or Skill)
- 2 – Insufficient Progress  
  (Beginning Knowledge or Skill)
- 1 – Unacceptable Progress  
  (Not Knowledgeable or Skilled at All)

**Final Field Evaluation:** Data are gathered from the Final Evaluation of the Field Placement which is completed by the Field Instructor in April/May at the completion of the student’s 480 hours in the agency. The Final Evaluation is based on the student’s ability to demonstrate the 41 practice behaviors as these relate to the Learning Contract activities, assignments, and experiences outlined in the Fall semester of the Field Placement. The ten core competencies are assessed through the evaluation of 41 practice behaviors (that are demonstrated by the student) which
are given a numerical rating. Ratings are given on each practice behavior. Students must receive a rating of 3 or higher on the majority of practice behaviors for each competency in order to meet the competency.

**Benchmark:** 90% of the students in field placement must receive a rating of “3” or higher on the practice behaviors.

**C. SW 412, Field Placement Integrative Seminar: Student Self-Efficacy Survey**

**N =** (students enrolled in SW 412, Field Placement II)

**Benchmark:** Rating of “3” or higher on the following scale:

- 5 – Advanced Competence  
  (Above Average Knowledge or Skill)
- 4 – Competent  
  (Average Knowledge or Skill)
- 3 – Emerging Competence  
  (Moderate Knowledge or Skill)
- 2 – Insufficient Progress  
  (Beginning Knowledge or Skill)
- 1 – Unacceptable Progress  
  (Not Knowledgeable or Skilled at All)

**Student Self-Efficacy Survey:** Students complete the Self-Efficacy Survey in the last semester of their Field Placement, approximately six weeks prior to the completion of the Final Field Evaluation by their Field Instructor. Students self-assess the level of their ability to demonstrate each of the 41 practice behaviors. Students must rate themselves at a 3 or higher on a majority of the practice behaviors clustered for each competency in order to meet the competency

**Benchmark:** 90% of the students must receive a rating of “3” or higher on the practice behaviors.

The **summative data** obtained from these measures are used by the Social Work Program in assessing student learning in relation to the core competencies and practice behaviors and to inform the Program faculty regarding needed changes in the curriculum, policies, and Program to enhance student learning and development.

In addition to the above measures, the Social Work Program faculty members complete three additional **formative assessments** to assist with professional and academic advising, to assess student readiness for Field Placement, and to further evaluate the curriculum and academic processes of the Program.

Each social work student enrolled in a Social Work Course will be assessed using the Classroom Behavior Assessment which evaluates potential indicators related to professionalism, colleagueship, and engagement. The faculty will use this assessment to inform recommendations made to students regarding their work at developing a professional demeanor as they prepare for work with clients and professional social workers (colleagues). The scores on this instrument will be compiled for department records and for individualized academic planning for each student as they complete courses in the Social Work Program.
In SW 302, Generalist Practice I and SW 434, Research Methods students are also assessed on several of the practice behaviors and core competencies to determine their readiness for Field Placement through their completion of a Case Study assignment and their Research Proposal. As a cohort, information from these assessments provides data to the Program regarding curricular areas that may need to be strengthened and/or adjusted.

**Classroom Behavior Assessment Tool**

The *Classroom Behavior Assessment tool*, which is completed every semester that a student is enrolled in a social work course, is also used to assist students in looking at their classroom behavior as it relates to professional skills and behaviors. The Classroom Behavior Assessment tool is completed on each student each semester to gather formative data regarding classroom behaviors that may be linked to professional behaviors in social work. The instrument attempts to gather data on such areas as: professionalism, colleagueship, and engagement. Specifically, students are assessed on the following professional behaviors: level of engagement in the class; initiative, reliability, dependability, attendance, level of participation, classroom behavior, respect, communications, and preparation (prepared for the class work). In the advising appointment faculty advisors and students have the opportunity to review the Classroom Behavior Assessment to look for strengths and limitations relative to these behaviors. The Classroom Behavior Assessment matrix is in Appendix I-B (p. 79)

Social Work faculty members meet with students at each registration period by sign-up sheets for personal appointments, by phone, and by e-mail. Each faculty member is in charge of her own calendar for student registration and academic advising. Faculty phone numbers and e-mail addresses are available to students on their course syllabi so that students may contact their advisors. The Faculty Directory section of the Ursuline College website provides faculty contact information as well.

At the initial advising session, students are given copies of their Audit Sheets and are expected to bring their plan with them at each registration appointment. Students are responsible for updating their Audit form. MyUrsuline, the academic student database, provides access to advisee’s electronic unofficial transcripts. Unofficial transcripts are used in the advising/registration meeting with students to update the academic plan. Each social work faculty advisor keeps the students’ advising records in a locked file in her office. All records and letters associated with the students’ academic progress are copied to the academic advisor.

Program’s course descriptions with pre-requisites for course sequencing are in the Ursuline College Catalog. Students in *SW 101: Introduction to Social Work* review the Social Work curriculum plan with the instructor, Dr. Kathleen Cooney. Students are able to access the Academic Audit sheet in the Social Work Student Handbook, which is posted online on the Social Work webpage for the College. Students are given an explanation of the Social Work Program’s academic and professional policies at several points in the Program:

- Initial contact with the Program Course registration prior to each semester
- In *SW 101: Introduction to Social Work*
- During *SW 302: Generalist Practice I*, and
- The application process for the professional program.
- Academic advising is an ongoing process for students. As academic advisors, the faculty members are also responsible for writing letters of recommendations for students and alumnae for graduate school or employment. Students also identify advisors as professional references in their search for employment.

The Classroom Behavior Assessment Tool is also known as:
Rubric: Professionalism, Colleagueship & Engagement.
APPENDIX I

1. Appendix A: Social Work Audit Sheet for the Academic Plan..........................77
2. Appendix B: The Classroom Behavioral Assessment Tool..............................78
3. Appendix C: Forms: Formal Process Requesting Admission to the Professional Level of the Social Work Program
   - Admission Form Cover Letter to the Student.........................................81
   - Form A: Course Work Summary..............................................................82
   - Form B: Self-Appraisal Inventory............................................................83
   - Form C: Application to the Social Work Program.....................................84

APPENDIX II: Field Placement Information Forms

1. Appendix D: Field: Student Information Form.............................................1
2. Appendix E: Field Placement Learning Contract and Evaluation Form.............3
3. Appendix F: Student Evaluation of Field Instructor and Field Site..................11
4. Appendix G: Field Placement Time Sheet......................................................15

APPENDIX III: Professional References

Appendix H: Code of Ethics - National Association of Social Workers.................16

Appendix I: Code of Ethics - NABSW:
   National Association of Black Social Workers.............................................36

Appendix I - A: SOCIAL WORK AUDIT SHEET FOR THE ACADEMIC PLAN

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
<th>Grade</th>
<th>If transfer, from where?</th>
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<tbody>
<tr>
<td>SW 101 Intro. to Social Work</td>
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<td>PS 101 Intro. to Psychology</td>
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<td>SO 103 Intro to Sociology</td>
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<td>SW 240 Human Behavior &amp; Social Environ</td>
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<td>SW 318 Policies, Programs and Issues</td>
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<td>SW 360A-E Special Topics</td>
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<td>OR SW 488 Special Topics</td>
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<td>One of the following:</td>
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<td>PH 350 Ethical Values,</td>
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<td>OR PH 260 Bioethics,</td>
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<tr>
<td>OR SW 360B Ethics and the Helping Professions</td>
<td>_____</td>
<td>_____</td>
<td>_________________________</td>
</tr>
<tr>
<td>SW 302 Generalist Practice I</td>
<td>_____</td>
<td>_____</td>
<td>_________________________</td>
</tr>
<tr>
<td>SW 401 Generalist Practice II</td>
<td>_____</td>
<td>_____</td>
<td>_________________________</td>
</tr>
<tr>
<td>SW 402 Generalist Practice III</td>
<td>_____</td>
<td>_____</td>
<td>_________________________</td>
</tr>
<tr>
<td>MAT 212 Statistics</td>
<td>_____</td>
<td>_____</td>
<td>_________________________</td>
</tr>
<tr>
<td>SW 338 Sociological Theory</td>
<td>_____</td>
<td>_____</td>
<td>_________________________</td>
</tr>
<tr>
<td>SW 434 Research Methods</td>
<td>_____</td>
<td>_____</td>
<td>_________________________</td>
</tr>
<tr>
<td>SW 411 Field Placement I (6)</td>
<td>_____</td>
<td>_____</td>
<td>_________________________</td>
</tr>
<tr>
<td>SW 412 Field Placement II (6)</td>
<td>_____</td>
<td>_____</td>
<td>_________________________</td>
</tr>
<tr>
<td>Total 55 Credits</td>
<td>_____</td>
<td>_____</td>
<td>_________________________</td>
</tr>
</tbody>
</table>

*Insert Electives here:*

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
### Appendix I - B: The Classroom Behavioral Assessment Tool

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attendance and Participation</strong></td>
<td></td>
</tr>
<tr>
<td>Student is prompt and regularly attends class</td>
<td>4</td>
</tr>
<tr>
<td>Student is late to class (or leaves early)</td>
<td>3</td>
</tr>
<tr>
<td>once every two weeks and regularly attends class</td>
<td>2</td>
</tr>
<tr>
<td>Student has poor attendance of classes</td>
<td>1</td>
</tr>
<tr>
<td><strong>Level of Engagement in Class (Professionalism)</strong></td>
<td></td>
</tr>
<tr>
<td>Student proactively contributes to class by offering ideas and asking questions more than twice per class</td>
<td></td>
</tr>
<tr>
<td>Student contributes more than once per class</td>
<td></td>
</tr>
<tr>
<td>Student rarely contributes to class by offering ideas and asking questions that are irrelevant to the discussion topics</td>
<td></td>
</tr>
<tr>
<td><strong>Initiative, Reliability, and Dependability (Professionalism)</strong></td>
<td></td>
</tr>
<tr>
<td>Student follows instructions, as given in syllabus, emails, and classroom for assignments/tasks; asks clarifying questions; is adaptable to change of directions; and achieves the goal, as directed.</td>
<td></td>
</tr>
<tr>
<td>Student follows instructions on the majority of assignments and tasks; seeks clarification, and incorporates changes to tasks and achieves most of the goals, as directed.</td>
<td></td>
</tr>
<tr>
<td>Student follows instructions on some of the assignments and tasks; at times seeks clarification, and incorporates changes to tasks and achieves some of the goals, as directed.</td>
<td></td>
</tr>
<tr>
<td>Student does not follow the format given for assignments; tends not to ask for assistance from the instructor; is overly dependent on others for information on assignments; consistently misses the main goal of an assignment.</td>
<td></td>
</tr>
<tr>
<td><strong>Behavior (Professionalism)</strong></td>
<td></td>
</tr>
<tr>
<td>Student almost never displays disruptive behavior in</td>
<td></td>
</tr>
<tr>
<td>Student rarely displays disruptive</td>
<td></td>
</tr>
<tr>
<td>Student occasionally displays disruptive</td>
<td></td>
</tr>
<tr>
<td>Student frequently displays disruptive</td>
<td></td>
</tr>
<tr>
<td>Rubric: Professionalism, Colleagueship &amp; Engagement</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Ursuline College Social Work Program (April 2013)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rubric: Professionalism, Colleagueship &amp; Engagement</th>
<th>Preparation</th>
<th>Respect: Relational skills with fellow students and instructor (Professionalism)</th>
<th>Communication: Relational skills with fellow students and instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student is <strong>almost always</strong> prepared for class with assignments &amp; class materials. Has read the assigned material and is prepared to discuss</td>
<td>Student is <strong>usually</strong> prepared for class with assignments &amp; class materials. Comments are informed but lack completeness of comprehensive preparation.</td>
<td>Student's response to peers and instructor with <strong>respect and openness</strong> to the process of group problem solving</td>
<td>Student <strong>listens</strong> when others talk, both in groups and in class. Student <strong>builds off</strong> of the ideas of others</td>
</tr>
<tr>
<td>Student is <strong>rarely</strong> prepared for class with assignments &amp; class materials.</td>
<td>Student is <strong>almost never</strong> prepared for class with assignments &amp; class materials.</td>
<td>Student's response to peers and instructor <strong>occasionally lacks the necessary elements of respect and openness</strong> in the process of group problem solving</td>
<td>Student <strong>listens</strong> when others talk, both in groups and in class.</td>
</tr>
<tr>
<td>Student is <strong>almost never</strong> prepared for class with assignments &amp; class materials.</td>
<td></td>
<td>Student’s response to peers and instructor <strong>lacks the necessary elements of respect and openness</strong> in the process of group problem solving</td>
<td>Student <strong>does not listen</strong> when others talk, both in groups and in class. Student <strong>interrupts</strong> when others speak.</td>
</tr>
</tbody>
</table>

Adapted from: TeAch-technology.com

TOTAL:
Appendix I - C: Forms

Formal Process for Requesting Admission to the Professional Level of the Social Work Program

ADMISSION FORM COVER LETTER TO THE STUDENT

This form is an overview of the requirement of making formal application to the professional coursework in the Social Work Program. You will be advised in SW 302 Practice I of when the admissions process needs to be completed.

Dear Student:

At this time in the Social Work Program you are asked to make a formal application to the professional course work of field placement and the second and third practice courses. As you prepare to seek formal admission to the Social Work Program at Ursuline College, please go address each aspect of the following checklist to successfully complete the steps of the admission process.

1. Provide two letters of recommendation from persons who know you well enough to comment on the following areas:

   a. your strengths as a beginning social work professional;
   b. your limitations as a beginning social work professional;
   c. your interactive skills in resolving conflicts;
   d. your leadership abilities;
   e. problem-solving skills; and
   f. your ability to manage time and stress.

2. Complete the following attached forms:

   a. Form A: Course Work Summary
   b. Form B: Self Appraisal Inventory
   c. Form C: Application to the Social Work Program

3. Other

Thank you for applying to the Social Work Program.
# Application to the Social Work Program

**Form A: COURSE WORK SUMMARY**

<table>
<thead>
<tr>
<th>Name of Student</th>
<th>Date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Student ID Number</th>
<th></th>
</tr>
</thead>
</table>

For the following courses, give your grade and the semester in which the course was taken:

<table>
<thead>
<tr>
<th>Professional Foundation Courses</th>
<th>Semester</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. SO 103: Principles of Sociology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. PS 101: Introduction to Psychology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. SW 101: Introduction to Social Work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. SW 216: Social Welfare as a Social Institution</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. BI 130: Human Biology: Birth through Aging</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. SW 240: Human Behavior &amp; the Social Environment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. MAT 212: Statistics/Lab</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. SW 318: Policy, Program Issues</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. SW 338: Sociological Theory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. SW 434 Research Methods (in process at the time of application)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Grade Average in Program**

**Academic GPA**

_____________
In the letters of recommendation, your referents were asked to comment on the following areas:

1) your strengths and limitations as a beginning social work professional,
2) your interactive skills in resolving conflicts,
3) your leadership abilities,
4) your problem-solving skills and
5) your ability to manage time and stress.

At this time, please describe yourself in relation to these criteria by giving some examples of how you have functioned in situations that reflect your behavior with regard to these criteria.

A. An example of a situation that reflects some of the strengths I bring to the social work field is:

B. An example of a situation that reflects some of my limitations or areas where I can see future growth, development or strengthening is:

C. An example of a situation in which there was conflict. I handled the conflict in the following way:

D. An example of a situation in which I see myself taking a leadership role is:

E. An example of a situation where someone asked you for help, or where a problem needed to be solved. What was the problem? Describe how you responded.

F. How do I address my responsibilities in terms of time management?

Write a short narrative regarding the path to your decision to become a Social Work Professional. If you need to supplement this space with another page, please add it.
### APPENDIX I FORM C

**FORM C: APPLICATION to the SOCIAL WORK PROGRAM**

<table>
<thead>
<tr>
<th>Name:</th>
<th>Date:</th>
</tr>
</thead>
</table>

**Date of Admission to Ursuline College:**

<table>
<thead>
<tr>
<th>Address:</th>
</tr>
</thead>
<tbody>
<tr>
<td>City:</td>
</tr>
<tr>
<td>---</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Home phone:</th>
<th>Cell phone:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work phone:</td>
<td>Residence Hall Phone:</td>
</tr>
<tr>
<td>Email address:</td>
<td>Student ID number:</td>
</tr>
</tbody>
</table>

The following information is being used for statistical purposes only.

<table>
<thead>
<tr>
<th>U.S. citizen</th>
<th>Yes</th>
<th>No</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
</table>

The following information helps us to describe the composition of the Social Work Program. This is an optional section.

<table>
<thead>
<tr>
<th>Ethnic Group:</th>
<th>White, Non-Hispanic:</th>
<th>Black, Non-Hispanic:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Latina/o:</td>
<td>Native American:</td>
<td></td>
</tr>
<tr>
<td>Asian/Pacific Islander:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Religious Affiliation:</th>
<th>Catholic:</th>
<th>Islamic:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jewish:</td>
<td>None:</td>
<td></td>
</tr>
<tr>
<td>Protestant:</td>
<td>(specify):</td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td>(specify):</td>
<td></td>
</tr>
</tbody>
</table>

**General information:**

I have pled guilty to, or was convicted of:

<table>
<thead>
<tr>
<th></th>
<th>Any felony (including theft offense and drug abuse offense)</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corruption of a minor</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Sexual imposition</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

I am making formal application to the Social Work Program at Ursuline College. I agree to an interview with the appropriate faculty.

| Name: | Date: |
APPENDIX II D
Social Work Department Field Placement Forms

Student Information Form

Name: __________________________________ Date: __________________

Present Address: ____________________________ Permanent Address: ____________________________

__________________________________________ ________________________________

Phone Number: ____________________________ Permanent Phone Number: ____________

Date of Birth: ______________________________

Expected Date of Graduation from Ursuline College: ____________________________

Education: Colleges attended prior to admission to Ursuline:

College Name: ______________________________
Dates of Attendance: ____________________________
Degree(s): ______________________________

College Name: ______________________________
Dates of Attendance: ____________________________
Degree(s): ______________________________

Employment History:
(Paid and Volunteer)

Agency/Organization Name: ______________________________
Time Employed: ______________________________
Responsibilities: ______________________________

Agency/Organization Name: ______________________________
Time Employed: ______________________________
Responsibilities: ______________________________

Agency/Organization Name: ______________________________
Time Employed: ______________________________
Responsibilities: _____________________________________________

Additional Information:
Student Identification Number: _____________________________
Driver's License:  ____ yes  ____ no
In case of Emergency, Notify:

______________________________________________________________________________
(Name)

______________________________________________________________________________
(Address)

______________________________________________________________________________
(Phone Number)

Student Signature: _____________________________
Date: _____________________________

Student Information

Student: _________________________________  Date: ________________

Phone Number ____________________________
Address ________________________________

Agency Information

Agency's Name: __________________________________________________________

Agency Address: __________________________________________________________
Phone: ________________________________

Field Instructor: __________________________________________________________

Number of Hours per week: _______  Academic Year of Placement: _____________

The Ursuline College Social Work Program has established ten Core Competencies which are based on guidelines in the Council on Social Work Education’s (CSWE) Educational Policy of 2008. Field instructors and students in consultation with the field education director are required to review each Core Competency and to identify tasks, assignments, and activities within the placement setting which would assist the student in their learning across that competency. The field instructor and student are asked to periodically review the learning contract to evaluate the student’s learning and performance. The evaluation sections are completed at the end of each semester in December and May of the academic year of the placement.

Rating scale:

5 – Advanced Competence (Above Average Knowledge or Skill)
4 – Competent (Average Knowledge or Skill)
3 – Emerging Competence (Moderate Knowledge or Skill)
2 – Insufficient Progress (Beginning Knowledge or Skill)
1 – Unacceptable Progress (Not Knowledgeable or Skilled at All)

Core Competencies and Requisite Behaviors

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

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

___________________________________________

___________________________________________

Skills/Practice Behaviors | Mid-Point Evaluation | Final Evaluation
---|---|---
1a. advocate for client access to the services of social work | | |
1b. practice personal reflection and self-correction to assure continual professional development | | |
1c. attend to professional roles and boundaries | | |
1d. demonstrate professional demeanor in behavior, appearance, and communication | | |
1e. engage in career-long learning | | |
1f. use supervision and consultation | | |

**B. Apply social work ethical principles to guide professional practice.**

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision making. Social workers are knowledgeable about the value base of the profession, its ethical standards and relevant law.

Tasks, activities, and assignments:

___________________________________________

___________________________________________

___________________________________________

Skills/Practice Behaviors | Mid-Point Evaluation | Final Evaluation
---|---|---
2a. recognize and manage personal values in a way that allows professional values to guide practice | | |
2b. make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles | | |
2c. tolerate ambiguity in resolving ethical conflicts | | |
2d. apply strategies of ethical reasoning to arrive at principled decisions | | |
C. Apply critical thinking to inform and communicate professional judgments.  
Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.

Tasks, activities, and assignments:

<table>
<thead>
<tr>
<th>Skills/Practice Behaviors</th>
<th>Mid-Point Evaluation</th>
<th>Final Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>3a. distinguish, appraise, and integrate multiple sources of knowledge, including research based knowledge, and practice wisdom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3b. analyze models of assessment, prevention, intervention, and evaluation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3c. demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Tasks, activities, and assignments:
<table>
<thead>
<tr>
<th>Skills/Practice Behaviors</th>
<th>Mid-Point Evaluation</th>
<th>Final Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>4a. recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4b. gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4c. recognize and communicate their understanding of the importance of difference in shaping life experiences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4d. view themselves as learners and engage those with whom they work as informants</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**E. Advance human rights and social and economic justice.**
Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.

Tasks, activities, and assignments:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

<table>
<thead>
<tr>
<th>Skills/Practice Behaviors</th>
<th>Mid-Point Evaluation</th>
<th>Final Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>5a. understand the forms and mechanisms of oppression and discrimination</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5b. advocate for human rights and social and economic justice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5c. engage in practices that advance social and economic justice</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Tasks, activities, and assignments:
G. Apply knowledge of human behavior and the social environment.
Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.

Tasks, activities, and assignments:

___________________________________________
___________________________________________
___________________________________________

H. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development.

Tasks, activities, and assignments:

___________________________________________
___________________________________________
___________________________________________
### Skills/Practice Behaviors

<table>
<thead>
<tr>
<th>Skills/Practice Behaviors</th>
<th>Mid-Point Evaluation</th>
<th>Final Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>8a. analyze, formulate, and advocate for policies that advance social well-being</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8b. collaborate with colleagues and clients for effective policy action</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### I. Respond to contexts that shape practice.
Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively.

Tasks, activities, and assignments:

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

<table>
<thead>
<tr>
<th>Skills/Practice Behaviors</th>
<th>Mid-Point Evaluation</th>
<th>Final Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>9a. continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9b. provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Tasks, activities, and assignments:

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

92
<table>
<thead>
<tr>
<th>Skills/Practice Behaviors</th>
<th>Mid-Point Evaluation</th>
<th>Final Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 (a) Engagement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>substantively and affectively prepare for action with individuals, families, groups, organizations, and communities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>use empathy and other interpersonal skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>develop a mutually agreed-on focus of work and desired outcomes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 (b): Assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>collect, organize, and interpret client data</td>
<td></td>
<td></td>
</tr>
<tr>
<td>assess client strengths and limitations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>develop mutually agreed-on intervention goals and objectives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>select appropriate intervention strategies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 (c): Intervention</td>
<td></td>
<td></td>
</tr>
<tr>
<td>initiate actions to achieve organizational goals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>implement prevention interventions that enhance client capacities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>help clients resolve problems</td>
<td></td>
<td></td>
</tr>
<tr>
<td>negotiate, mediate, and advocate for clients</td>
<td></td>
<td></td>
</tr>
<tr>
<td>facilitate transitions and endings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 (d): Evaluation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>critically analyze, monitor, and evaluate interventions</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Mid-Point Evaluation (December):** Please identify areas for continued work during the second semester of the field placement:

**Midpoint and Final Evaluation:** Please identify the student’s major areas of strengths and limitations as a social work professional:
Mid-Point (December):

Final Evaluation (May):

**Student Comments and/or Response to the Evaluation:**

Mid-Point (December):

Final Evaluation (May):

Learning Contract: **Field Instructor** (sign and date): ________________________________

Mid-Point Evaluation: Field Instructor (initial and date): ________________________________

Final Evaluation: Field Instructor (initial and date): ________________________________

Learning Contract: **Student** (sign and date): ________________________________

Mid-Point Evaluation: Student (initial and date): ________________________________

Final Evaluation: Student (initial and date): ________________________________

Appendix II F
Social Work Department
Student Evaluation of Field Instructor and Field Site

Student: _______________________________ Date: ______________________

Agency (Name/Address):
____________________________________________________________________

Field Education Instructor: ________________________________

Academic Year of Placement: __________________________

Part I: Agency Environment

1. Was there an orientation period? _____ yes _____ no

2. Check those topics that were covered in the orientation period:
   _____ Introduction to staff
   _____ Individual staff responsibilities
   _____ Tour of agency
   _____ Agency structure
   _____ Agency policies and procedures
   _____ Agency goals, objectives, and philosophy
   _____ Agency programs and services
   _____ Client demographics
   _____ Community resources
   _____ In service training sessions

3. To what extent was this orientation process helpful?
   _____ To a great extent  _____ To some extent  _____ Almost not at all

4. In regards to physical setting, I had:
   _____ A place to store materials
   _____ A permanent desk at which to work
   _____ An office of my own
   _____ An office with other people
   _____ Access to a phone
   _____ Access to supplies as I needed them
   _____ A place to conduct confidential business
5. Comment on the following:
   To what extent did you feel physically and psychologically part of the agency staff?

6. Learning opportunities within the Agency:
   A. Did the assignments call for a level of skill appropriate to your development?
      _____ yes _____ Too high _____ Too low

   B. Describe your personal and professional growth in this agency.

   C. To what extent were you able to integrate and apply the academic knowledge you learned in the classroom with actual social work situations?

   D. Did the agency provide opportunities for you to attend in-service training programs?
      _____ yes _____ no

      How often? __________________________________________

Part II: Field Instruction
- How often were regular, planned supervisory conferences held?
  _____ Every week
  _____ Every two weeks
  _____ Other (specify)

      Specify duration of conferences:
      ________________________________________________________
- Please rate your field instructor using the following scale:

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<th></th>
<th>Exceptional</th>
<th>Very Good</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
<th>Not Applicable</th>
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<tr>
<td>A. Facilitated the process of integration into the agency system</td>
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<td>B. Ability of the supervisor to utilize your ideas in developing assignments</td>
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<td>C. Provided constructive feedback on assignments which was helpful to your learning</td>
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<td>D. Encouraged critical assessment appraisal and evaluation of your work with clients and understanding and use of agency policy and procedures</td>
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<td>E. Was accessible to answer your questions and concerns</td>
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<td>F. Was clear and consistent about the expectations of this placement</td>
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<td>G. Was able to structure assignments to build on your previous experience and knowledge</td>
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<td>H. Provided you with the opportunity to work with culturally diverse client systems</td>
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Comments: Please make any comments or examples which would further clarify your ratings.
• How would you rate your field instructor?

Excellent _____  Good _____  Fair _____  Poor _____

4. Would you recommend that students be placed in this agency in the future? Please explain why or why not.

Field Instructor’s comments:

________________________________________

________________________________________

Signature of Student / Date

Signature of Field Instructor / Date

________________________________________

Field Education Director / Date


Reviewed: June, 2007, 2009
APPENDIX II G
Social Work Department
Field Placement Time Sheet

Student: _______________________________  Agency: _______________________________
Field Instructor: _______________________________
Academic Year: _______________________________  Starting date: _______________________________

Each time you arrive at the agency please sign this register according to the time you arrived and left the agency. Please add the hours to maintain a total number of the hours accumulated in the placement. When you have completed one sheet please have your field instructor sign to verify the hours completed and turn the sheet in to the field education director. Students must complete 480 hours of work in their placement agency.

<table>
<thead>
<tr>
<th>Date</th>
<th>Time Arrived</th>
<th>Time Departed</th>
<th>Number of Hours</th>
<th>Total Hours to Date</th>
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____________________________________
Signature of Field Instructor
APPENDIX III: Professional References
Appendix H Code of Ethics
National Association of Social Workers
Approved: 1996 NASW Delegate Assembly
Revised: 1999 NASW Delegate Assembly

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

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

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

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

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

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

The NASW Code of Ethics serves six purposes:

1. The Code identifies core values on which social work’s mission is based.
2. The Code summarizes broad ethical principles that reflect the profession's core values and establishes a set of specific ethical standards that should be used to guide social work practice.

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

4. The Code provides ethical standards to which the general public can hold the social work profession accountable.

5. The Code socializes practitioners new to the field to social work's mission, values, ethical principles, and ethical standards.

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

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.

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

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

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

**Ethical Principles**

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

**Value: Service**

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

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

**Value: Social Justice**

Ethical Principle: Social workers challenge social injustice.

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

**Value: Dignity and Worth of the Person**

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

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

**Value: Importance of Human Relationships**

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

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

**Value: Integrity**

Ethical Principle: Social workers behave in a trustworthy manner.

Social workers are continually aware of the profession's mission, values, ethical principles, 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.
1. **Social Workers' Ethical Responsibilities to Clients**

1.01 **Commitment to Clients**

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

1.02 **Self-Determination**

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

1.03 **Informed Consent**

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

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

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

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

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

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

1.04 **Competence**

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

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

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

1.05 Cultural Competence and Social Diversity

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

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

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

1.06 Conflicts of Interest

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

1.08 Access to Records

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

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

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

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

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

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

1.10  **Physical Contact**

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

1.11  **Sexual Harassment**

Social workers should not sexually harass clients. Sexual harassment includes sexual advances, sexual solicitation, requests for 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 diverse 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 Worker’s Ethical Responses to Colleagues

2.01 Respect

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

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

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

3.02 Confidentiality

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

2.03 Interdisciplinary Collaboration

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

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

2.04 Disputes Involving Colleagues

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

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

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

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

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

2.06 Referral for Services

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

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

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

2.07 Sexual Relationships

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

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

2.08 Sexual Harassment

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

2.09 Impairment of Colleagues

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

(b) Social workers who believe that a social work colleague's impairment interferes with practice effectiveness and that the colleague has not taken adequate steps to address the impairment should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.
2.10 **Incompetence of Colleagues**
(a) Social workers who have direct knowledge of a social work colleague's incompetence should consult with that colleague when feasible and assist the colleague in taking remedial action.
(b) Social workers who believe that a social work colleague is incompetent and has not taken adequate steps to address the incompetence should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.11 **Unethical Conduct of Colleagues**
(a) Social workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues.
(b) Social workers should be knowledgeable about established policies and procedures for handling concerns about colleagues' unethical behavior. Social workers should be familiar with national, state, and local procedures for handling ethics complaints. These include policies and procedures created by NASW, licensing and regulatory bodies, employers, agencies, and other professional organizations.
(c) Social workers who believe that a colleague has acted unethically should seek resolution by discussing their concerns with the colleague when feasible and when such discussion is likely to be productive.
(d) When necessary, social workers who believe that a colleague has acted unethically should take action through appropriate formal channels (such as contacting a state licensing board or regulatory body, an NASW committee on inquiry, or other professional ethics committees).
(e) Social workers should defend and assist colleagues who are unjustly charged with unethical conduct.

3. **Social Workers' Ethical Responsibilities in Practice Settings**

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

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

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

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

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

3.03 Performance Evaluation

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

3.04 Client Records

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

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

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

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

3.05 Billing

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

3.06 Client Transfer

(a) When an individual who is receiving services from another agency or colleague contacts a social worker for services, the social worker should carefully consider the client’s needs before agreeing to provide services. To minimize possible confusion and conflict, social workers should discuss with potential clients the nature of the clients’ current relationship with other service providers and the implications, including possible benefits or risks, of entering into a relationship with a new service provider.
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.
organizations, wisely conserving funds where appropriate and never misappropriating funds or using them for unintended purposes.

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

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

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

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

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

4.05 Impairment
(a) Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility.
(b) Social workers whose personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties interfere with their professional judgment and performance should immediately seek consultation and take appropriate remedial action by seeking professional help, making adjustments in workload, terminating practice, or taking any other steps necessary to protect clients and others.

4.06 Misrepresentation

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

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

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

4.07 Solicitations

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

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

4.08 Acknowledging Credit

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

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

5. Social Workers’ Ethical Responsibilities to the Social Work Profession

5.01 Integrity of the Profession

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

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

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

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

5.02 Evaluation and Research

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

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

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

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

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

(f) When evaluation or research participants are incapable of giving informed consent, social workers should provide an appropriate explanation to the participants, obtain the participants’ assent to the extent they are able, and obtain written consent from an appropriate proxy.

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

(h) Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.
(i) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.

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

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

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

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

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

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

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

6. **Social Workers' Ethical Responsibilities to the Broader Society**

6.01 **Social Welfare**

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

6.02 **Public Participation**

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

6.03 **Public Emergencies**

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

6.04 **Social and Political Action**
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.

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

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.

Social workers should act to prevent and eliminate domination of, exploitation of, and discrimination against any person, group, or class on the basis of race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, or mental or physical disability.
APPENDIX III PROFESSIONAL REFERENCES: Appendix I
Code of Ethics
NABSW: National Association of Black Social Workers

In America today, no black person, expect the selfish or irrational, can claim neutrality in the quest for Black liberation nor fail to consider the implications of the events taking place in our society. Given the necessity for committing ourselves to the struggle for freedom, we as black Americans practicing in the field of social welfare, set forth this statement of ideals and guiding principle.

If a sense of community awareness is a precondition to humanitarian acts, then we as Black social workers must use our knowledge of the Black community, our commitments to its determination, and our helping skills for the benefit for the benefit of Black people as we marshal our expertise to improve the quality of life of Black people. Our activities will be guided by our Black consciousness, our determination to protect the security of the Black community, and to serve as advocates to relieve suffering of Black people by any means necessary.

Therefore, as Black social workers we commit ourselves, collectively, to the interests of our Black brethren and as individuals subscribe to the following statements:

- I regard as my primary obligation the welfare of the Black individual, the Black family, and Black community and will engage in action for improving social conditions.
- I give precedence to this mission over my personal interest.
- I adopt the concept of a Black extended family and embrace all Black people as my brothers and sisters, making no distinction between their destiny and my own.
- I hold myself responsible for the quality and extent of service I perform and the quality and extent of service performed by the agency or organization in which I am employed, as it relates to the Black community.
- I accept the responsibility to protect the Black community against unethical and hypocritical practice by any individual or organizations engaged in social welfare activities.
- I stand ready to supplement my paid or professional advocacy with voluntary service in the Black public interest.
- I will consciously use my skills, and my whole being as an instrument for social change, with particular attention directed to the establishment of Black social institutions.
APPENDIX III: PROFESSIONAL REFERENCES

Appendix G
Council on Social Work Education
Educational Policy and Accreditation Standards and Procedures

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

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

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

EPAS describe four features of an integrated curriculum design: (1) program mission and goals; (2) explicit curriculum; (3) implicit curriculum; and (4) assessment. The Educational Policy and Accreditation Standards are conceptually linked. Educational Policy describes each curriculum feature.

Accreditation Standards (in italics) are derived from the Educational Policy and specify the requirements used to develop and maintain an accredited social work program at the baccalaureate (B) or master’s (M) level.

1. Program Mission and Goals
   Educational Policy 1.0—Program Mission and Goals
   The mission and goals of each social work program address the profession’s purpose, are grounded in core professional values (EP 1.1), and are informed by context (EP 1.2).

   Educational Policy 1.1—Values
   Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work. These values underpin the explicit and implicit curriculum and frame the profession’s commitment to respect for all people and the quest for social and economic justice.

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

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

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

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


2. Explicit Curriculum

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

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

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

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

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

Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice.
Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers:
• recognize and manage personal values in a way that allows professional values to guide practice;
• make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics (Fnt 2) and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;
• tolerate ambiguity in resolving ethical conflicts; and
• apply strategies of ethical reasoning to arrive at principled decisions.


Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.
Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers
• distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
• analyze models of assessment, prevention, intervention, and evaluation; and
• demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

Educational Policy 2.1.4—Engage diversity and difference in practice.
Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers:
• appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.
• recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
• gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
• recognize and communicate their understanding of the importance of difference in shaping life experiences; and
• view themselves as learners and engage those with whom they work as informants.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- **B2.0.1** Discusses how its mission and goals are consistent with generalist practice as defined in EP B2.2.
- **B2.0.2** Identifies its competencies consistent with EP 2.1 through 2.1.10(d).
- **B2.0.3** Provides an operational definition for each of its competencies used in its curriculum design and its assessment [EP 2.1 through 2.1.10(d)].

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- **B2.0.4** Provides a rationale for its formal curriculum design demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field (EP 2.0).
- **B2.0.5** Describes and explains how its curriculum content (knowledge, values, and skills) implements the operational definition of each of its competencies.
Accreditation Standard M2.0—Curriculum
The 10 core competencies are used to design the foundation and advanced curriculum. The advanced curriculum builds on and applies the core competencies in an area(s) of concentration. The program
M2.0.1 Identifies its concentration(s) (EP M2.2).

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

3. Implicit Curriculum

Educational Policy 3.0—Implicit Curriculum: The Learning Environment

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


Educational Policy 3.1—Diversity

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

*Accreditation Standard 3.1—Diversity*

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

3.1.2 The program describes how its learning environment models affirmation and respect for diversity and difference.
3.1.3 The program discusses specific plans to improve the learning environment to affirm and support persons with diverse identities.

**Educational Policy 3.2—Student Development**
Educational preparation and commitment to the profession are essential qualities in the admission and development of students for professional practice. To promote the social work education continuum, BSW graduates admitted to MSW programs are presented with an articulated pathway toward a concentration. Student participation in formulating and modifying policies affecting academic and student affairs are important for the student’s professional development.

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

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

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

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

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

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

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

**Advisement, retention, and termination**

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

3.2.7 The program spells out how it informs students of its criteria for evaluating their academic and professional performance, including policies and procedures for grievance.
3.2.8 The program submits its policies and procedures for terminating a student’s enrollment in the social work program for reasons of academic and professional performance.

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

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

Educational Policy 3.3—Faculty
Faculty qualifications, including experience related to the program’s competencies, and an appropriate student-faculty ratio are essential for developing an educational environment that promotes, emulates, and teaches students the knowledge, values, and skills expected of professional social workers. Through their teaching, scholarship, and service—as well as their interactions with one another, administration, students, and community—the program’s faculty models the behavior and values expected of professional social workers.

Accreditation Standard 3.3—Faculty
3.3.1 The program identifies each full and part-time social work faculty member and discusses her/his qualifications, competence, expertise in social work education and practice, and years of service to the program. Faculty who teach social work practice courses have a master’s degree in social work from a CSWE-accredited program and at least two years of social work practice experience.

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

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

M3.3.3 The master’s social work program identifies no fewer than six full-time faculty with master’s degrees in social work from a CSWE-accredited program and whose principal assignment is to the master’s program. The majority of the full-time master’s social work program faculty has a master’s degree in social work and a doctoral degree preferably in social work.
3.3.4 The program describes its faculty workload policy and discusses how the policy supports the achievement of institutional priorities and the program's mission and goals.

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

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

Educational Policy 3.4—Administrative Structure
Social work faculty and administrators, based on their education, knowledge, and skills, are best suited to make decisions regarding the delivery of social work education. They exercise autonomy in designing an administrative and leadership structure, developing curriculum, and formulating and implementing policies that support the education of competent social workers.

Accreditation Standard 3.4—Administrative Structure
3.4.1 The program describes its administrative structure and shows how it provides the necessary autonomy to achieve the program's mission and goals.

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

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

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

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

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

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

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

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

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

3.4.5 The program identifies the field education director.

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

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

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

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

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

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

Accreditation Standard 3.5—Resources
3.5.1 The program describes the procedures for budget development and administration it uses to achieve its mission and goals. The program submits the budget form to demonstrate sufficient and stable financial supports that permit program planning and faculty development.

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

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

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

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

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

4. **Assessment**

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

Accreditation Standard 4.0—Assessment
4.0.1 The program presents its plan to assess the attainment of its competencies. The plan specifies procedures, multiple measures, and benchmarks to assess the attainment of each of the program’s competencies (AS B2.0.3; AS M2.0.4).

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

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

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

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