Direct Practice Field Education Contract and Student Evaluation
Help Document

How to Use

The purpose of this document is to provide Field Instructors and Direct Practice students with suggestions and prompts to assist in the development and evaluation phases of the Practicum Contract. By no means are these the only work plan ideas or evaluation points that you should use – these are only suggestions.

Each contract should be individualized for the student and agency; these suggestions are general and therefore, not specific to any particular agency setting.

As you know, several years ago the Council on Social Work Education shifted to a focus on competency based social work field education. Students are now required to be evaluated on what they can do, not only on what they know. CSWE outlined the original competencies in 2008, revised them in 2015 and OU School of Social Work has used them to outline 13 competency areas for practicum. (CSWEs Educational Policy and Accreditation Standards - competencies) These are the sections in the field education contract that are labeled A through M.

This document is arranged with hyper-links so that specific sections of the contract can be accessed quickly. Be aware that the competency statement often changes between the first and second contract, as do the practice tasks and the work plan suggestions so a thorough reading of each contract is recommended.

The Work Plan suggestions provide examples of assignments or tasks for the student to engage in specific to that competency. You are certainly encouraged to develop your own but if you have difficulty, you may use these suggestions to provide a starting point. Some are quite specific and may be helpful.

The evaluation prompts are intended to encourage the Field Instructor and student to think specifically about what the student has achieved and areas for improvement. Rather than simply reiterating the competency that the student has achieved, how their competency is developing and specific examples and observations of their work are encouraged. Learning and demonstrating the competencies is a developmental process; as the student moves through the practicum, their understanding of concepts and application of social work skills should increase.

Please give the Field Education Office feedback about the usefulness of this document. We would appreciate it!

Anne and Henry Zarrow School of Social Work Field Education Office
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Direct Practice Contract 5816 and 5826

A – 1 and 2 SUPERVISION: Exhibit personal responsibility for effective use of supervision and consultation; develop a practice of soliciting, receiving, accepting and utilizing constructive feedback to improve practice; incorporate supervision into a developmental progression towards autonomous social work practice.

Practice Tasks
1. Utilize supervision for feedback and ongoing development of the field education contract.
2. Prepare for supervision with questions, cases, concerns and issues to analyze, critique, and discuss.
3. Use supervision to explore and integrate differential use of self in professional relationships.
4. Actively seek out and utilize supervisory feedback to evaluate and improve practice.
5. Use supervision to integrate classroom learning in the practice setting.

Plan for Supervision:
1. Supervisory conference will be held weekly for a minimum of one hour a week.
2. Group supervision will be provided up to 2 times per month in place of individual supervision.
3. Individual supervision time will be available as needed and must be arranged with the field instructor in advance if possible.
4. Student will present for supervision on time or communicate with the supervisor regarding their need to present late or be absent.
5. Student will present to supervisory conference with questions, cases, concerns and issues prepared to contribute to the conference agenda and discussion.

Evaluation
1. Did the student come prepared for supervision with questions? Was there a common theme to their questions?
2. Did the student ask questions of field instructor at other times?
3. How was feedback accepted? Did the student act on the feedback given?
B – 1 and 2 PROFESSIONAL BEHAVIOR: Exhibit personal responsibility for professional behavior.

Practice Tasks
School required professional behavior standards are set forth in the *Anne & Henry Zarrow School of Social Work Academic and Professional Behavior Policy*. This policy can be found in the *Master of Social Work Handbook* and in the *Field Practicum Manual*, both of which are located on the school website: www.ou.edu/socialwork

Work Plan suggestions:
1. Review Anne and Henry Zarrow School of Social Work Academic and Professional Behavior policy.
2. Student will read agency policies and procedures.
3. Student will attend the NASW OK State Conference.
4. Student will learn about the culture of the agency – both spoken and unspoken.
5. Student will communicate areas of weakness or discomfort to supervisor and seek additional supports as needed.
6. Student will dress appropriately for work environment.
7. Student will be punctual with regard to attendance, assignments and all documentation.

Evaluation
1. Did the student read the policies of the school as well as the agency?
2. Does the student conduct themselves in a professional manner, i.e. proper language, dress, interactions are polite and respectful, etc.
3. Did the student learn and function within the culture of the agency? If not, why not? Was this addressed?
4. Did student identify areas of weakness and ask for additional support?
5. Was the student punctual and complete assignments in a thorough competent manner?
VALUES AND ETHICS: Apply social work values and ethical standards to social work practice.

Practice Tasks

1. Articulate how the values embraced by the social work profession guide work with vulnerable and/or oppressed client populations at the practicum site.
2. Identify personal values as they reflect or conflict with the values of the profession, i.e. respect for the strengths, dignity and worth of every individual; non-judgmental attitude; the right to self-determination; the right to a just share of society’s resources, etc.
3. Recognize, resolve, or manage personal values in ways that allow professional values and ethics to guide practice.
4. Demonstrate the ability to understand and articulate the differences between personal, professional and organizational values and points of view.
5. Articulate with field instructor how to remain appropriately and effectively involved in the delivery of services when not approving of the client’s behavior or choices.
6. Recognize ethical dilemmas when they occur in practice.

Work Plan suggestions

1. Student will refer to the NASW Code of Ethics and discuss how the values embraced by the social work profession guide work with clients with FI during weekly meetings.
2. Student will continually reflect on their values and if they determine that they do not align with social work values, student will discuss the incongruence with FI arriving at strategies to manage my personal values.
3. During supervision meetings, student and FI will discuss issues that student encounters through personal, professional, and organizational lenses.
4. Student will explain how they will remain appropriately and effectively involved in the delivery of services when not approving of the client's behavior or choices.
5. I will recognize dilemmas in practice by referring to the NASW Code of Ethics

Evaluation

1. What did the student identify as an area of conflict between agency policy and the Code of Ethics? Were they able to talk about and tolerate the ambiguity sometimes present?
2. What personal reactions did the student have to clients or situations? How did they manage their responses?
3. Did the student articulate any specific situations where their personal values conflicted with the Code of Ethics or social work values?
C – 2 VALUES AND ETHICS: Implement strategies for applying ethical principles to decision-making processes in social work practice.

Practice Tasks
1. Identify licensing /legal/regulatory standards that apply to the practice of social work at the practicum site.
2. Demonstrate the ability to use an ethics filter when sorting out complex practice situations involving multiple requirements and standards (client well-being, practice guidelines and protocols, relevant legal statutes, funding mandates, regulatory oversight, research based knowledge, practice wisdom, etc.)
3. Demonstrate the ability to thoughtfully discuss ethical dilemmas with appropriate professional staff.
4. Use ethical principles to solve ethical dilemmas and arrive at principled practice decisions.
5. Demonstrate tolerance of ambiguity in the process of resolving ethical dilemmas.

Work Plan suggestions
1. Identify a situation where there is conflict between what should happen ethically and what the client prefers.
2. Discuss with FI the question: What is the difference between morality and ethics?
3. Identify a situation with multiple choices in terms of next steps; discuss the scenario with the FI and determine if the most ethical choice is the best choice.

Evaluation
1. In working with clients in this setting, what social work values did the student feel were compromised? How did they function within the setting while tolerating that struggle?
2. In creating intervention plans how did the student manage client self-determination when they may not have agreed with the clients’ goals?
3. What were the student’s observations regarding non-social work professionals in the agency? Were they able to compare and contracts social work values and practices with values and practices of other disciplines?
**D - 1 PROFESSIONAL IDENTITY:** Identify as a professional social worker in the practice setting and ensure client access to all social work services.

Practice Tasks
1. Distinguish the social work perspective from the perspectives of other professional approaches.
2. Describe the social worker’s scope of professional responsibility and authority at the practicum site.
3. Discuss with field instructor any personal challenges or concerns with assuming this level of responsibility and authority.
4. Demonstrate professional roles and context-appropriate professional boundaries with clients, colleagues, and other service providers.
5. Demonstrate familiarity with clients'/target population’s needs and concerns related to receiving services.
6. Advocate for client access to applicable support and social work services.

Work Plan suggestions
1. Student will discuss the social worker's role and professional responsibility with FI. If there are challenges or concerns about level of practice competency student will bring concerns to FI.
2. Student will demonstrate appropriate boundaries with clients and colleagues though monitoring communication and interaction.
3. Student will advocate for clients with the FI, agency and colleagues about needed support and services. Student will provide well researched and well thought-out rationale.

Evaluation
1. Did the student articulate their role as a social worker to other professionals? If so, did it enhance professional relationships?
2. How did the student maintain their social work perspective when working with a multi-disciplinary teams?
D – 2 PROFESSIONAL IDENTITY: Identify as a professional social worker in interdisciplinary relationships within the practice setting and in the human services community

Practice Tasks
1. Identify as a social worker in interdisciplinary relationships and in the community.
2. Serve as a representative of the social work profession during professional activities and events both within and outside the practicum site.
3. Demonstrate professional roles and context-appropriate professional boundaries with clients, colleagues, and other service providers.
4. Practice personal reflection and self-correction to assure continual professional development.
5. Identify and understand one’s own professional strengths, challenges, and limitations.
6. Identify a learning process that can be incorporated into a career-long plan to address these strengths, challenges, and limitations.

Work Plan suggestions
1. Student will attend meetings outside the practicum that provide exposure to other disciplines. Student will discuss experience with FI identifying differences between social work perspective and the perspectives of other disciplines.
2. Student will identify a specific challenge or specific skill that they want to develop and creates a strategy for development and tracking progress.
3. Student will participate in the evaluation process by rating themselves and providing the evidence to support their rating.

Evaluation
1. Does the student embrace the role of lifelong learner? Can you give an example?
2. Can the student articulate their strengths and areas for improvement professionally and objectively?
3. Does the student understand and articulate the importance of community service and lifelong learning?
E – 1 PROFESSIONAL CONTEXT: Recognize and respond to the evolving organizational, community, and societal contexts of social work practice.

This section of the Education Contract situates direct social work practice in a broad context: the economy, culture, larger human services system and the sociopolitical environment both derived from and impacting policy, services formation, and practice.

Professional Context discussion: Social work is provided in a wide variety of settings. Each setting and system requires different professional skills as well as different interactional skills. This competency is assessing the students’ ability to be flexible. For example: if the student has to interact with children and their parents, can they move back and forth between these type interactions? Can they discern the behavior required and appropriate for each? When they are in an advocacy situation can they interact in a way that makes them successful even if they are angry and outspoken?

Practice Tasks
1. Demonstrate an awareness of how changing locales, populations, scientific and technological developments, organizational structures, the economy and emerging societal trends impact services and social work practice at the practicum site.
2. Identify how the site has gone about being informed, resourceful, and productive in responding to these changes.
3. Identify programs/services, relevant to these changes, which have been or are being developed by the agency.
4. Identify how the site is being reactive to these changes, i.e. responding in ways that are not productive to the provision of quality social services.
5. Identify societal trends that affect personal biases towards related services.

Work Plan suggestions
1. Student will research national, and when appropriate international, trends that impact their client and services to the client.
2. Identify 3 major changes in the demographics of the clients of the agency in the last 3 years. How have these changes impacted what services are offered?
3. Student will research referrals frequently made by the agency / programs by engaging with the appropriate staff members including personnel that they interact with regularly as well as front reception staff. They will select four of these referral sources and research them further to discover how they make a referral to them, where they send the client, what services are offered for the client.

Evaluation
1. Is the student able to articulate national trends that impact clients of the agency? What trends are they?
2. Is the student able to understand how the agency and the clients thereof have changed over the last few years? Can they project future changes that might occur?
3. Does the student bring items for discussion to supervision that illustrate their awareness of the larger context of practice? (ex: research, events that prompt a social work response, new legislation)
**E – 2 PROFESSIONAL CONTEXT:** Recognize and respond to the evolving organizational, community, and societal contexts of social work practice.

**Practice Tasks**
1. Identify changes needed to improve the quality of site related social services, both in the community and at the practicum site.
2. Collaborate with colleagues and clients in an effort to improve the delivery of services.
3. Develop strategies to implement the changes.

**Work Plan suggestions**
1. Identify a service that the agency does not provide but that clients could benefit from. Explore the appropriateness of this agency developing this service. Does another agency in the community provide this?
2. Research whether or not the agency solicits feedback or evaluations from those they serve. If not, explore with FI if this is something that is appropriate within this setting.
3. Seek out several clients with whom to have a conversation about agency services; solicit evaluative information.
4. Attend a community meeting where service gaps are identified and solutions offered.

**Evaluation**
1. Does the student understand the scope of client needs?
2. Does the student understand the challenges faced by agencies in this current political and economic climate?
3. Is the student able to advocate for the client from an informed position presenting alternatives and solutions to what service is lacking?
F- 1 HUMAN RIGHTS AND SOCIAL JUSTICE: Apply knowledge of oppression and engage in practices that advance social, economic, and political justice in working with diverse populations and organizations.

Practice Tasks
1. Demonstrate awareness and understanding of the forms, mechanisms and effects of oppression, discrimination and historical trauma to guide treatment planning and interventions with clients at the practicum site.
2. Identify strategies of change utilized by the practicum site that advance social and economic justice.
3. Develop and apply knowledge of culturally appropriate, effective, empowering change strategies that promote social justice and client autonomy.

Work Plan suggestions
1. Student will develop knowledge about the forms, mechanisms and effects of oppression, discrimination specific to the population. Student will then use supervision to integrate this information into practice.
2. Student will identify strategies of change utilized by the practicum site that advance social and economic justice though individual research and conversations with colleagues.
3. Student will research culturally appropriate, effective, empowering change strategies that promote social justice and client autonomy though reading articles and attending appropriate trainings/conferences.
4. Research about social work limitations in the setting that hinder a holistic approach to treatment and may encourage discrimination. Observe such interactions while serving clients and attending agency events/meetings.

Evaluation
1. Is student able to identify practices within the agency and/or community that could be oppressive or discriminatory? Did they offer alternatives to these practices?
2. Did the student critically evaluate the practices of the agency developing an awareness of the original intent rather than simply critiquing them on the surface?
3. Does the student have a particular at-risk population or vulnerable group that they advocate for in a more passionate manner? Is there a reason for this? Is the student able to reflect upon this, discerning possible reasons this group prompts this in them?
**F - 2 HUMAN RIGHTS AND SOCIAL JUSTICE:** Advocate for human rights and social, economic, and political justice.

**Practice Tasks**
1. Assess agency practice for barriers to equal opportunity, access and treatment.
2. Evaluate the efficacy of existing site programs and services in promoting justice and preventing/alleviating the economic and social inequalities which are relevant to the practicum site.
3. Identify practicum site involvement with constituents to create/support change efforts that effectively increase the social, cultural, political and economic empowerment of vulnerable and marginalized populations. Participate to whatever extent possible in these efforts.
4. Develop and apply advocacy skills to advance justice for diverse populations in the community, or served by the practicum site.

**Work Plan suggestions**
1. Student will further develop knowledge about the historical trauma experienced by client population.
2. Student will identify barriers to social and economic justice that are further enforced at the practicum site. This will be discussed honestly and professionally with FI.
3. Student will suggest culturally appropriate, effective, empowering change strategies to promote social justice and client autonomy at the practicum site.

**Evaluation**
1. Is the student willing and eager to advocate for resources for clients? If not, where does the barrier lie; within the student or the larger agency or community context?
2. Does the student identify resources that the clients lack and how these might be developed?
3. Does the student think critically and creatively about solutions?
G - 1 SOCIAL POLICY: Analyze the implications of policy on client problems.

Practice Tasks
1. Demonstrate the ability to analyze sociopolitical factors that impact the lives and problems of practicum site clients.
2. Identify the structural/societal sources and uses of power and authority that shape policy and services formation at the practicum site.
3. Articulate the implications of policies and policy change in the lives of clients.
4. Demonstrate the ability to articulate the parameters of a specific agency policy to clients.
5. Analyze how that specific agency policy is derived from a broader social policy.

Work Plan suggestions
1. Student will research and analyze sociopolitical factors that influence the lives of clients through discussions with colleagues, research articles, and training.
2. Student will analyze macro and mezzo influences of power and authority that shape policy and services at the agency.
3. Student will discuss the implication of any proposed policy change with FI.
4. Student will demonstrate ability to explain a specific agency policy to clients through observation by FI during interaction.
5. Student will demonstrate analysis of policy influences though a discussion with FI.

Evaluation
1. Student will attend NASW OK Legislative Day.
2. Can the student identify public entities and regulations that impact their clients and agency?
3. Can the student identify policies that have a negative impact on clients and their ability to reach their goals? (ex: Social Security disincentives for working)
G - 2 SOCIAL POLICY: Demonstrate leadership in critiquing policy and advocating for policy change.

Practice Tasks
1. Evaluate the efficacy of existing social and site policies in promoting justice and preventing/alleviating economic and social inequalities relevant to the practicum site.
2. Identify ways the practicum site is engaged in influencing policy formulation and change.
3. Identify changes needed to make policy more responsive to practicum site client needs.
4. Identify the role of direct social work practice in policy development.

Work Plan suggestions
1. Student will identify one policy that they believe should be changed. Create a document proposing the change and the rationale. Present to FI and/or administrator.
2. Student will identify a policy developed by the agency and one developed by an accrediting body. They will discuss the 2 policies with the FI identifying dynamics such as: is there a difference in enforcement between the 2? Does one policy “fit” with the agency culture better than the other? Are both the policies relevant to the agency, its’ services and its clients?
3. Identify pending legislation that impacts the agency and/or clients. Explain the legislation to stakeholders, describing impact on clients and/or agency. Offer alternatives if there is action to be taken regarding the legislation.

Evaluation
1. Can the student articulate the link between public policy and agency policies and funding?
2. Can the student articulate challenges in the lives of clients secondary to public policy changes or rigidity?
3. Does the student see that one role of social workers is to impact policy? Can they identify how this can be done? What special considerations would there be if the social worker was employed by the state, county, or city government?
**H-1 DIVERSITY**: Apply knowledge of the profound impact of ‘difference’ upon the life experiences of the client; communicate understanding of this knowledge to the client throughout the practice process.

**Practice Tasks**
1. Articulate with field instructor insight regarding life experiences of the “different” client.
2. Recognize personal biases and values while working with diverse populations.
3. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse individuals and groups.
4. Demonstrate the ability to listen to clients until they feel understood.
5. Generate verbal and nonverbal practice skills that appropriately communicate insight and understanding of the impact of “difference” in life experiences.
6. Communicate information about diverse client groups to other professionals.

**Work Plan suggestions**
1. Student will discuss insight gained about the life experiences of the "different client" with preceptor and supervisor.
2. Student will become aware of their own experiences related to privilege and articulate how this impacts their perspective with the FI.
3. Student will recognize biases and work to eliminate any influence of them in practice though self-reflection and use of supervision.
4. Student will listen to clients until they feel understood, this will be observed by preceptor.
5. Student will develop and demonstrate practice skills, and communicate insight and understanding of the impact of the various life experiences of offenders.

**Evaluation**
1. Student demonstrated sensitivity to a client with (insert specific barrier) barrier. The student was able to think creatively about their service needs.
2. Did the student use supervision to brainstorm about individuals or families with particular challenges or barriers?
3. Did student encounter a client that had a divergent life experience than theirs? How did the student process this encounter?
4. Did the student have to put aside their biases to work with a particular client? Did they process this in supervision?
H-2 DIVERSITY: Apply a culturally sensitive approach when working with diverse clients and communities.

Practice Tasks
1. Apply insight regarding the life experiences of diverse clients to the development of interventions that are culturally sensitive and appropriate.
2. Practice with methodological approaches, skills, and techniques that reflect an understanding of the role of culture in the helping process.
3. Demonstrate the role of ‘cultural learner’ and appreciation of the client as ‘informant.’
4. If possible at the practicum site, advocate for and/or participate in education and training programs that advance cultural competence within or outside the site.

Work Plan suggestions
1. Identify poetry, music or any other form of art created by individuals that share the experience of the clients. Allow this art to educate your view of clients.
2. Attend a church service, community event, or other function in a neighborhood where you are the “minority”. Articulate experience to FI and determine impact on your beliefs or biases.

Evaluation
1. Does the student articulate what they have learned from their clients?
2. What research has the student done to learn about the culture of their clients? How have they modified their practice?
3. Has the student advocated for their client with another agency?
4. Has the student provided education to others in cultural competence?
**I–I PRACTICE: HBSE/THEORY:** Utilize multiple theoretical frameworks to understand ‘person in environment’ in the application of social work practice with clients.

**Practice Tasks**
1. Articulate multiple theoretical frameworks used in social work practice that are relevant to the practicum site.
2. Select and apply appropriate theoretical frameworks to guide assessments and interventions with clients.
3. Critically analyze the extent to which practicum site frameworks are compatible with a person-in-environment understanding of human development and behavior.

**Work Plan suggestions**
1. Student will review and apply in supervision, relevant social work perspectives in conjunction with the practicum i.e. person in environment, systems theory, nature vs nurture, and the strengths perspective.
2. The student will review and apply in supervision relevant human development theories such as Erikson (psychosocial dev.), Piaget (cognitive dev.), Kohlberg (moral dev.), Levinson (lifespan dev.), Maslow (hierarchy of needs) etc.
3. Student will apply theory while providing individual and group therapy.

**Evaluation**
1. What theoretical models has the student be exposed to?
2. What theoretical models has the student applied to practice components?
3. Has the student successfully completed a psychosocial assessment? Are there areas for further skill development?
**I–2 PRACTICE: HBSE/THEORY**: Demonstrate the ability to critique the effectiveness of theoretical approaches in social work practice with clients.

**Practice Tasks**
1. Evaluate the strengths, weaknesses, and potential effectiveness of different theoretical approaches for each client.
2. Determine which theories provide best practice for specific clients and clinical practice situations.
3. Articulate one’s own personal strengths and limitations in utilizing various clinical/practice theories.

**Work Plan suggestions**
1. Student will articulate which theory they believe is most relevant in assessing a client in the agency.
2. Student will articulate which theory is most applicable to working directly with clients in this agency.
3. Student will identify which human behavior theory is least appropriate for use in the agency because it supports a non-strengths based assessment of clients.

**Evaluation**
1. *May continue evaluation prompts from I-1.
2. Is student able to discern which theoretical approach is best in use with the clients of the agency? Is the student able to articulate ‘why’ this is the best approach?
3. Is the student able to think critically about use of theory?
**J-1 RESEARCH**: Use research findings to inform social work assessments and interventions.

**Practice Tasks**
1. Identify empirically-based knowledge/research findings relevant to social work practice at the practicum site.
2. Utilize research findings to identify appropriate assessment procedures, select effective client interventions/strategies, and monitor practice effectiveness.
3. Identify the site’s existing utilization of empirical methods of practice evaluation.

**Work Plan suggestions**
1. Student will research relevant social work practices related to the agency’s clients by looking into articles, books, or other material pertinent to the topic.
2. Student will locate research related to client population and determine whether the findings of said research are applicable.
3. Student will identify Best Practices and Evidence Based Practices to enhance social work practice in the agency.

**Evaluation**
1. Has the student used research to learn more about clients and what approaches might be appropriate?
2. Has the student critically analyzed assessment procedures and offered feedback?
3. Has the student identified Best Practices and Evidence Based Practices that would be appropriate for the agency and the clients? Have they been able to incorporate them into their intervention strategies with clients?
J-2 RESEARCH: Use practice experience to inform scientific inquiry.

Practice Tasks
1. Identify empirically-based knowledge/research findings relevant to social work practice at the practicum site.
2. Utilize research findings to identify appropriate assessment procedures, select effective client interventions/strategies, and monitor practice effectiveness.
3. Identify the site’s existing utilization of empirical methods of practice evaluation.

Work Plan suggestions
1. Student will research the agency’s use of data to improve their services and procedures.
2. If the agency participates in formal research, student will learn about the research project and participate if possible.
3. Student will evaluate via qualitative information, their own provision of services.
4. Student will review any ‘satisfaction surveys’ completed by clients and make an assessment regarding its usefulness.

Evaluation
1. What methods has the student used to evaluate their own practice or the services at the agency? (Client surveys? Agency Data? Comparing local data with national data? Please specify)
2. Has the student inquired about the data the agency collects? If so, were they able to review the data? What were their conclusions?
K - 1 CRITICAL THINKING: Apply critical thinking skills, logic, scientific inquiry, and reasoned discernment to professional judgment in social work practice.

Practice Tasks
1. Analyze and evaluate agency models of assessment, prevention, intervention and evaluation in terms of their appropriateness for the agency’s clients and target systems
2. Analyze the degree to which the agency assessment process adequately yields information that guides intervention planning
3. Identify multiple possible responses to client problems and evaluate the consequences of the identified responses.

Work Plan suggestions:
1. Student will identify one service provided by agency and research similar agencies and how they provide the same service. (ex.: case management) Determine which method is most effective and offers the fewest obstacles to clients. Determine which method allows the client more autonomy and self-determination.
2. Talk with other professionals in the agency and determine a challenge they face in providing services, for example: clients drop out of services. Ask for their reason it occurs. Gather data, if available, from the agency and read journals and research about this dynamic. Student will then articulate their own professional position regarding the issue based upon the information they have gathered and their own observations.

Evaluation
1. Can student articulate multiple sources of information when making decisions or completing Work Plan suggestion #1?
2. Does the student seek out multiple sources of information when developing a client assessment and/or intervention plan?
3. Can the student articulate multiple intervention options and determine possible outcomes of each?
**K - 2 CRITICAL THINKING**: Use creative synthesis of knowledge for effective practice decision making.

**Practice Tasks**
1. Distinguish, appraise, and integrate multiple sources of knowledge, including empirically supported knowledge and practice wisdom, for effective decision making.
2. Use well-reasoned practice conclusions and solutions, testing them against relevant criteria and standards.
3. Apply critical thinking to communicate professional judgment to other professionals in both oral and written format.
4. Cultivate and use a “critical third eye,” the ability to be an observer and evaluator of one’s own thinking, actions and consequences.

**Work Plan suggestions**
1. Student will critique their work with one client (or group) determining what components impacted the course of treatment during the semester. Student will assess what decisions they made or external occurrences changed the course of treatment or had a significant impact on the treatment.
2. Using Bloom’s pyramid, student will evaluate their critical thinking practice with a particular client. They will identify components of the pyramid that were included and/or omitted.

**Evaluation**
1. Can student evaluate their own practice and identify areas for further work and skill development?
2. Is student responsible and professional in their self-assessment? Do they know when to seek out consultation with a supervisor? Do they see the value in constant assessment of their own skills?
3. In interacting with other professionals (both social work and other) does the student evaluate the assessment or interpretation of data independently rather than relying on the judgement of the other professionals?
L–1 PRACTICE: Apply the knowledge and skills of an integrated and contextualized social work perspective to practice with individuals, families and groups; progress towards independent work with clients, based upon self-monitoring and select utilization of informed supervisory guidance and consultation.

Practice - Preparation-1

Practice Tasks
1. Identify and become familiar with specialized knowledge and skills needed to practice in the practicum placement’s area of social work practice. Some Examples: Child Welfare (knowledge of the legal system) Schools (safety plans, IDEA) Mental Health (DSM, psychotropic medication) Veterans (privacy training, PTSD/TBI framework) Medical (medical terminology) Drug & Alcohol Prevention (assessment tools) Special Training (crisis intervention, suicide assessment, etc.)
2. Actively prepare for work with clients by collecting, organizing and interpreting client information.
3. Affectively prepare for action with clients.
4. Seek supervisory guidance as necessary.

Work Plan suggestions:
1. Student will learn what reference materials guide agency professionals’ treatment planning with clients and become familiar with the content.
2. Student will review client information before interacting with them and clarify any that is unclear with the FI or other professional.
3. Student will be attentive, alert and engage in active listening with client. They will present as a professional and work to put the client at ease.

Evaluation
1. Does the student appear “prepared” to work with clients and focused on the interaction?
2. Does the student ask clarifying questions prior to meeting with the client?
3. Is the student familiar with agency services so they can articulate them to the client? Do they also articulate the confidentiality policy or any other relevant policy?
Practice – Engagement – 1

Practice Tasks

1. Demonstrate ability to develop and maintain strengths based relationships and processes with a variety of client systems.
2. Identify special engagement needs of diverse agency clients
3. Demonstrate ability to explain to clients the “big picture,” i.e. the context of your engagement with them, the nature of your role, how the process of continued engagement will work and what is known about what to expect.
4. View self as a "learner" and clients as "informants."
5. Apply basic interviewing skills (active listening, appropriate use of empathy & compassion, differential use of self, language that is affirmative, constructive and encouraging, etc.) to respectfully engage diverse client systems; recognize and demonstrate other interpersonal skills as needed when working with clients.
6. Generate verbal and nonverbal skills that communicate insight and understanding of the impact of difference in life experiences.
7. Develop a mutually agreed upon focus of work and desired outcomes.
8. Accurately convey the operative extent of client confidentiality.

Work Plan suggestions:

1. Student will develop rapport with clients during the initial contact phase.
2. Student will be respectful and will utilize proven interviewing techniques in order to gather information and to establish a rapport with each client.
3. Student will utilize the strengths approach with clients.
4. Student will encourage client to articulate their perspective and educate student about their experiences and needs.
5. Student modify verbal and nonverbal communication to fit the client's needs. (example: clients with sensory challenges, clients that lack literacy abilities, etc.)
6. Student will be able to explain the agency's policies and procedures and will communicate the rights of consumers to each client the student comes into contact with. Student will explain confidentiality using layman’s terms and ask the client to sign any needed release of information forms.
7. Student will engage the client in a discussion of desired outcomes being aware not to bias the client and document these outcomes and steps to achieve the outcomes.
8. Student will understand and identify engagement needs of diverse clients and their families.
9. Student will process the interaction with the FI. The student will accept feedback professionally and eagerly.
10. Student will collaborate other professionals to provide the best services for client.

Evaluation

1. Is the student able to engage effectively with a new client? Do they have any particular skill or ability during the engagement phase? Are their skill areas that need further work?
2. Has the student engaged with any clients that have communication challenges or to which the student had to greatly modify their approach?
3. Is the student able to engage with clients in a consistent manner or does it change depending upon the demographic of the client? If yes, are they aware of this?
4. Has the student been open to feedback about the interactions observed by FI?
Practice - Assessment-1

Practice Tasks
1. Demonstrate familiarity with requirements of the specific assessment process.
2. Utilizing a person-in-environment perspective, work collaboratively with clients to assess specific problems, strengths, limitations, challenges, coping patterns, motivation, assets and opportunities.
3. Demonstrate effective use of engaging skills when performing assessments.
4. Demonstrate ability to use both close-ended and open-ended questions and an understanding of when each is more effective.
5. Recognize and distinguish between verbal and non-verbal communication as expressed by clients during the assessment process.
6. Demonstrate ability to translate data collection into the assessment form or format.
7. Develop mutually agreed upon goals and objectives.
8. Identify and select appropriate intervention strategies.
9. Demonstrate effective oral and written communication of the assessment process and outcome.
10. Define the assessment outcome with implications for both micro and macro change.

Work Plan suggestions:
1. Student will meet with clients to gather information about personal and environmental stressors. Student will approach sensitive issues with respect and enable client to set the pace, being respectful of the clients right to decline to answer questions.
2. Student will utilize theoretical knowledge, best practices to create a summation of the assessment that can be used in service planning. Student will demonstrate the ability to utilize critical thinking and write professionally.
3. Student will work with clients directly to develop individualized treatment plans in a process that is client focused.
4. Student will develop and maintain rapport with the client throughout the assessment process as reflected in the client participation and involvement in the process.
5. Student will reflect upon client’s experiences and thereby develop suggestions for the agency that will make services more effective.

Evaluation
1. Can the student use motivational interviewing techniques to complete the client assessment?
2. Is the student able to gather information in a way that is sensitive to the client?
3. Can the student discern what information is important or vital and which is not?
4. Can the student include the client in the assessment process in a way that empowers the client to be self-reflective and validated?
Practice - Intervention-1

Practice Tasks
1. Initiate actions to achieve organizational goals.
2. Help clients resolve problems.
3. Demonstrate ability to execute micro/mezzo tasks working directly with clients.
4. Demonstrate ability to execute macro tasks on behalf of clients.
5. Implement prevention intervention strategies that enhance client system capacities.
6. Apply knowledge of resources appropriate to client systems.
7. Facilitate appropriate referrals, transitions and endings with the agency.

Work Plan suggestions:
1. Select intervention plans that best fit the clients in collaboration with the client.
2. Consult with other agency/team staff to gather missing information or feedback on proposed intervention.
3. Become familiar with community resources to provide appropriate referrals as needed based on a Micro perspective.
4. Become familiar with community partners to advocate on behalf of clients promoting a mezzo perspective.
5. Refer clients and parents to appropriate resources if needed.
6. If needed resources are not present in the community determine how to work with client to get needs met: go outside the community, modify existing resource, advocate that the resource be created, etc.
7. Discuss with FI, the social work role versus the role and work of the client. Be attentive to empowering the client rather than “doing for” them.

Evaluation
1. Is the student able to engage the client in the development of the intervention plan? How is this evident?
2. Is the student able to identify resources that are missing or to whom the client needs to be referred?
3. How does the student encourage the client to take responsibility for their own plan?
4. Who else in the agency has the student consulted with to develop the intervention plan?
5. Is the student able to document the plan in a professional manner that fits within agency guidelines?
Practice - Evaluation-1

Practice Tasks
1. Critically monitor, analyze and evaluate intervention effectiveness.
2. Utilize evaluation feedback to confirm, update or alter intervention strategies.
3. Incorporate evaluation information into ongoing practice behavior.
4. Practice personal reflection, self-monitoring and self-correction to assure continual professional development.

Work Plan suggestions:
1. Student will follow-up on clients progress to identify the effectiveness of interventions used.
2. Student will use critical think skills to evaluate effectiveness of interventions developed in treatment plan.
3. Questions, concerns and feedback will be discussed weekly during supervision. Student will integrate feedback to improve.
4. Use any evaluation feedback to help improve practice behavior as well as practice personal reflection, self-monitoring, and self-correction.

Evaluation
1. Does the student evaluate their practice with specific clients on an on-going basis? If they become aware of new information or new insight, do they modify their practice?
2. Does the student seek feedback from other professionals and the FI?
3. Does the student seek feedback from the client?
4. Has the student continued to research new ways or approaches in working with clients even though the plan is complete and evaluation has begun?
Practice – Preparation - 2

Practice Tasks

1. Identify and become familiar with specialized knowledge and skills needed to practice in the practicum placement’s area of social work practice. Some Examples: Child Welfare (knowledge of the legal system) Schools (safety plans, IDEA) Mental Health (DSM, psychotropic medication) Veterans (privacy training, PTSD/TBI framework) Medical (medical terminology) Drug & Alcohol Prevention (assessment tools) Special Training (crisis intervention, suicide assessment, etc.)

2. Actively prepare for work with clients by collecting, organizing and interpreting client information.

3. Affectively prepare for action with clients.

4. Seek supervisory guidance as necessary

Work Plan suggestions
(May repeat work plan suggestions from first semester)

Evaluation

1. Has the student’s understanding of clients become more informed since last semester? Has the student’s perception of the client become more holistic?

2. What systems has the student come in contact with during their work with clients?

3. What specialized assessment and treatment knowledge has the student gained?
Practice - Engagement – 2

Practice Tasks
1. Demonstrate ability to develop and maintain strengths based relationships and processes with a variety of client systems.
2. Identify special engagement needs of diverse agency clients.
3. Demonstrate ability to explain to clients the “big picture,” i.e. the context of your engagement with them, the nature of your role, how the process of continued engagement will work and what is known about what to expect.
4. View self as a "learner" and clients as "informants."
5. Apply basic interviewing skills (active listening, appropriate use of empathy & compassion, differential use of self, language that is affirmative, constructive and encouraging, etc.) to respectfully engage diverse client systems; recognize and demonstrate other interpersonal skills as needed when working with clients.
6. Generate verbal and nonverbal skills that communicate insight and understanding of the impact of difference in life experiences.
7. Develop a mutually agreed upon focus of work and desired outcomes.
8. Accurately convey the operative extent of client confidentiality.

Work Plan suggestions
(May repeat work plan suggestions from first semester)

Evaluation
1. Does the student exhibit more confidence when engaging a client the first time?
2. What particular skills has the student developed over the practicum period? What skills do they need to focus on in the future?
Practice - Required Assessment Assignment-2

Practice Tasks
  1. Demonstrate familiarity with requirements of the specific assessment process.
  2. Utilizing a person-in-environment perspective, work collaboratively with clients to assess specific problems, strengths, limitations, challenges, coping patterns, motivation, assets and opportunities.
  3. Demonstrate effective use of engaging skills when performing assessments.
  4. Demonstrate ability to use both close-ended and open-ended questions and an understanding of when each is more effective.
  5. Recognize and distinguish between verbal and non-verbal communication as expressed by clients during the assessment process.
  6. Demonstrate ability to translate data collection into the assessment form or format.
  7. Develop mutually agreed upon goals and objectives.
  8. Identify and select appropriate intervention strategies.
  9. Demonstrate effective oral and written communication of the assessment process and outcome.
 10. Define the assessment outcome with implications for both micro and macro change.

Work Plan suggestions:
(May repeat work plan suggestions from first semester)

Evaluation
  1. Is the student able to integrate multiple sources of knowledge as they complete the assessment?
  2. Is the student able to gather sensitive information when necessary while communicating respect to the client?
  3. Is the client’s “voice” clearly heard in the assessment and then intervention plan?
Practice - Intervention-2

Practice Tasks
1. Initiate actions to achieve organizational goals.
2. Help clients resolve problems.
3. Demonstrate ability to execute micro/mezzo tasks working directly with clients.
4. Demonstrate ability to execute macro tasks on behalf of clients.
5. Implement prevention intervention strategies that enhance client system capacities.
6. Apply knowledge of resources appropriate to client systems.
7. Facilitate appropriate referrals, transitions and endings with the agency.
8. Negotiate, mediate, and advocate for clients.

Work Plan suggestions
(May repeat work plan suggestions from first semester)

Evaluation
1. Is the student able to articulate interventions that occur at the micro, mezzo and macro level? Does the student take responsibility for their part of the plan while empowering the client to take action on their own behalf?
2. Is the student able to identify organizational components that impede or assist the client toward their goals?
3. Can the student document the assessment and plan in a professional manner that is adherent to agency practices?
Practice - Evaluation-2

Practice Tasks
1. Critically monitor, analyze and evaluate intervention effectiveness.
2. Utilize evaluation feedback to confirm, update or alter intervention strategies.
3. Evaluate the degree to which selected interventions do or do not build client autonomy
4. Incorporate evaluation information into ongoing practice behavior.
5. Practice personal reflection, self-monitoring and self-correction to assure continual professional development.

Work Plan suggestions:
(May repeat work plan suggestions from first semester)
1. Student will follow-up on clients progress to identify the effectiveness of interventions used.
2. Student will use critical think skills to evaluate effectiveness of interventions developed in treatment plan. Questions, concerns and feedback will be discussed weekly during supervision.
3. Student will integrate feedback to improve.
4. Use any evaluation feedback to help improve practice behavior as well as practice personal reflection, self-monitoring, and self-correction.

Evaluation
1. How has the student used evaluative information to modify their practice?
2. Can the student evaluate their own performance and take responsibility for doing so? How is this reflected?
3. Does student seek out other professionals and ask for their feedback on their practice?
M - 1 and 2 PROFESSIONAL COMMUNICATION: Apply critical thinking skills, social work ethics, professional discernment and judgment in communicating with, about or in behalf of client systems – in both oral and written format.

Practice Tasks
1. Demonstrate appropriate, focused, and well-organized oral communication skills with clients, and at agency and community meetings.
2. Demonstrate ability to organize and record client data accurately, in appropriate formats, utilizing professional terminology.
3. Demonstrate appropriate, focused and well organized written communication skills in composing reports and professional correspondence.

Work Plan suggestions:
1. Student will conduct interviews with clients and complete psychosocial assessments per agency practice.
2. Student will verbally present a well-organized client assessment and plan for intervention to other professionals.
3. Student will document therapeutic group interactions, when possible, utilizing professional language.
4. Student will be aware of and demonstrate the ability to write professional, well-organized reports, letters and emails.

Evaluation
1. Is the student able to articulate client information correctly and professionally, in both written and oral forms?
2. Can student communicate with other professionals in a manner that benefits clients and communicates respect?
3. Does the student keep records of client interactions and work so that they are prepared when they meet with clients or other professionals?
4. Is the student professional and courteous in all communication with other professionals and clients?
Educational Policy and Accreditation Standards

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

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

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

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

EPAS describe four features of an integrated curriculum design: (1) program mission and goals; (2) explicit curriculum; (3) implicit curriculum; and (4) assessment. The Educational Policy and Accreditation Standards are conceptually linked. Educational Policy describes each curriculum feature. Accreditation Standards (in italics) are derived from the Educational Policy and specify the requirements used to develop and maintain an accredited social work program at the baccalaureate (B) or master’s (M) level.
1. Program Mission and Goals

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

Educational Policy 1.1—Values
Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence,\(^1\) human rights, and scientific inquiry are among the core values of social work. These values underpin the explicit and implicit curriculum and frame the profession’s commitment to respect for all people and the quest for social and economic justice.

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

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

1.0.1 The program submits its mission statement and describes how it is consistent with the profession’s purpose and values and the program’s context.
1.0.2 The program identifies its goals and demonstrates how they are derived from the program’s mission.

\(^1\) These six value elements reflect the National Association of Social Workers *Code of Ethics.*
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\(^2\) and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;\(^3\)
- 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

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factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers

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

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

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

- understand the forms and mechanisms of oppression and discrimination;
- advocate for human rights and social and economic justice; and
- engage in practices that advance social and economic justice.

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

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

- use practice experience to inform scientific inquiry and
- use research evidence to inform practice.
Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.
Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers

- utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
- critique and apply knowledge to understand person and environment.

Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers

- analyze, formulate, and advocate for policies that advance social well-being; and
- collaborate with colleagues and clients for effective policy action.

Educational Policy 2.1.9—Respond to contexts that shape practice.
Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers

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

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

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

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

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

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

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

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

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

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

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

B2.0.4 Provides a rationale for its formal curriculum design demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field (EP 2.0).

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

Accreditation Standard M2.0—Curriculum

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

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

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

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

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

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

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

Accreditation Standard 2.1—Field Education

The program discusses how its field education program

2.1.1 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.5

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

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

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

Educational Policy 3.5—Resources

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

Accreditation Standard 3.5—Resources

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

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

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

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

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

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

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 each of its competencies. The plan specifies procedures, multiple measures of each practice behavior, and benchmarks employed 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 summary data and outcomes for the assessment of each of its competencies, identifying the percentage of students achieving each benchmark.

4.0.3 The program describes the procedures it employs to evaluate the outcomes and their implications for program renewal. It discusses specific changes it has made in the program based on specific assessment outcomes.

4.0.4 The program uses Form AS 4 (B) and/or Form AS4 (M) to report its most recent assessment outcomes to constituents and the public on its website and routinely updates (minimally every 2 years) these postings.

4.0.5 The program appends copies of all assessment instruments used to assess the program competencies.