

Undergraduate Field Education Contract and Student Evaluation Help Document

How to Use

The purpose of this document is to provide Field Instructors and undergraduate students with suggestions and prompts to assist in the completion 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 can be individualized for the student and agency; these suggestions are general and no 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 Anne and Henry Zarrow 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 help document is arranged and hyperlinked 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.

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, specific examples 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 OU Field Education Office feedback about the usefulness of this document. We would appreciate it!

OU Field Education Office

A-1 and 2 SUPERVISION

Practice Tasks
Plan for Supervision
Evaluation

B-1 and 2 PROFESSIONAL BEHAVIOR

Practice Tasks
Work Plan suggestions
Evaluation

C-1 AND 2 PROFESSIONAL CONTEXT

C – 1 Practice Tasks
Work Plan Suggestions
Evaluation
C – 2 Practice Tasks
Work Plan suggestions
Evaluation

D-1 PROFESSIONAL IDENTITY

Practice Tasks
Work Plan suggestions
Evaluation

D-2 PROFESSIONAL IDENTITY

Practice Tasks
Work Plan suggestions
Evaluation

E-1 VALUES AND ETHICS

Practice Tasks
Work Plan suggestions
Evaluation

E-2 VALUES AND ETHICS

Practice Tasks
Work Plan suggestions
Evaluation

F-1 DIVERSITY

Practice Tasks
Work Plan suggestions
Evaluation

F-2 DIVERSITY

Practice Tasks
Work Plan suggestions
Evaluation

G-1 CRITICAL THINKING

Practice Tasks
Work Plan suggestions
Evaluation

G-2 CRITICAL THINKING

Practice Tasks

Work Plan suggestions

Evaluation

H-1 HBSE/THEORY

Practice Tasks

Work Plan suggestions

Evaluation

H-2 HBSE/THEORY

Practice Tasks

Work Plan suggestions

Evaluation

I-1 PRACTICE

Practice - Preparation-1

Practice Tasks

Work Plan suggestions

Evaluation

Practice – Engagement - 1

Practice Tasks

Work Plan suggestions

Evaluation

Practice – Assessment – 1

Practice Tasks

Work Plan suggestions

Evaluation

Practice – Intervention - 1

Practice Tasks

Work Plan suggestions

Evaluation

Practice – Evaluation – 1

Practice Tasks

Work Plan suggestions

Evaluation

Practice - Preparation – 2

Practice Tasks

Work Plan suggestions

Evaluation

Practice – Engagement – 2

Practice Tasks

Work Plan suggestions

Evaluation

Practice – Required Assessment – 2

Practice Tasks

Work Plan suggestions

Evaluation

Practice – Intervention – 2

Practice Tasks

Work Plan suggestions

Evaluation

Practice – Evaluation – 2

Practice Tasks

Work Plan suggestions

Evaluation

J- 1 and 2 PROFESSIONAL COMMUNICATION

Practice Tasks

Work Plan Suggestions 1 and 2

Evaluation 1 and 2

K - 1 RESEARCH

Practice Tasks

Work Plan suggestions

Evaluation

K – 2 RESEARCH

Practice Tasks

Work Plan suggestions

Evaluation

L – 1 SOCIAL POLICY

Practice Tasks

Work Plan suggestions

Evaluation

L – 2 SOCIAL POLICY

Practice Tasks

Work Plan suggestions

Evaluation

M – 1 HUMAN RIGHTS AND SOCIAL JUSTICE

Practice Tasks

Work Plan suggestions

Evaluation

M – 2 HUMAN RIGHTS AND SOCIAL JUSTICE

Practice Tasks

Work Plan suggestions

Evaluation

Undergraduate Contract 4315 and 4325

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.

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 learn about the culture of the agency – both spoken and unspoken.
4. Student will communicate areas of weakness or discomfort to supervisor and seek additional supports as needed.
5. Student will dress appropriately for work environment.
6. 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?

C-1 and 2 PROFESSIONAL CONTEXT: Function within the structure of organizations and service delivery systems

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?

C-1 Practice Tasks

1. Articulate the mission and history of the practicum facility, program or unit, and how its structure has evolved over time.
2. Identify the social service delivery system(s) of which the practicum site is a part.
3. Communicate effectively within the agency structure; adhere to agency protocol.
4. Demonstrate knowledge of relevant community resources.

Work Plan suggestions:

1. Define the agency and professional values which help guide their work with clients.
2. During supervision, the student will identify personal values and discuss them with the instructor.
3. Review the NASW code of ethics as well as discuss any ethical dilemmas as needed.
4. Discuss how NASW code of ethics applies to agency.
5. 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. Does the student understand mission and core values of the agency? How can you tell?
2. Is the student open to sharing their own struggles with personal versus professional boundaries?
3. Can the student discern what is required by different settings or tasks within the agency?
4. With regard to other agencies can the student articulate the 'culture' of those agencies and how it differs from the agency where they are placed?

C-2 Practice Tasks

1. Assess agency culture in terms of its impact on achieving agency goals.
2. Assess the adequacy of agency resources for achieving agency goals.
3. Assess how organizational policies relate to organizational functioning.
4. Identify organizational changes that have affected client groups.
5. Compare the formal and informal decision-making process within the agency.

Work Plan suggestions:

1. Review agency mission statements; strategic plans and organizational charts and discuss with FI how the agency culture impacts the agency's goals.
2. Discuss with FI how cases/clients flow through the organization, what policies apply to the different organizational units and whether the process is functional for achieving agency goals or if there is a need for change.
3. Observe the formal and informal decision-making processes within the agency and discuss your observations with the FI.
4. Visit resource sites as applicable to agency.
5. Research and articulate to the FI the need (at both the client and systemic levels) for which the agency was developed.

Evaluation

1. Can the student identify examples of informal decision making within the agency?
2. Can the student describe the culture of the agency? How do they function within this culture?
3. What role does public policy and local government play in the service provision of the agency? Are they allies? Do they provide any oversight or monitoring?

D-1 PROFESSIONAL IDENTITY: Demonstrate the ability to understand the role of the social worker.

D-1 Practice Tasks

1. Define a professional relationship and how it differs from other helping relationships.
2. Define the role of a professional social worker in relationship to other professional roles.
3. Identify various social work practice roles assumed by social workers at the practicum site (advocate, broker, therapist, administrator, educator, etc.).
4. Describe the social worker's scope of professional responsibility and authority at the practicum site.
5. Demonstrate an understanding of professional roles and boundaries both within the practicum organization and in other contexts related to agency services.
6. In supervision, identify how one's own biases and life experiences affect the development of professional relationships, including work with clients and colleagues; demonstrate the ability to modify one's behavior accordingly.
7. Recognize times when self-reflection, self-monitoring, and self-correction are needed to assure professional development.

Work Plan suggestions:

1. Research and read journal articles or other literature that focus on the professional role of the social worker.
2. When available, work as part of a multidisciplinary team to become familiar with and understand the different roles and relationships.
3. Identify and discuss with FI the level and appropriateness of self-disclosure within the professional relationship with the client.
5. Student will understand the role of the social worker in relation to other professionals within the agency.
6. Define the responsibility of the social worker within this setting (what is within the social workers parameters and what is not)
7. Describe how the specific agency social worker interacts with other services in the community.
8. Maintain membership with NASW and attend opportunities as available.
9. Discuss with supervisor how social media can impact one professionally.
10. Discuss the role of self-disclosure in this setting.

Evaluation

1. Can the student articulate the difference between their role and the roles of other professionals?
2. Does the student utilize technology appropriately and within the guidelines of the organization?
3. Can the student describe the difference between their "personal self" and their "professional self"?
4. Does the student practice within the social work parameters of the agency?

D-2 PROFESSIONAL IDENTITY: Establish and maintain professional roles and boundaries during the assessment process.

D-2 Practice Tasks

1. Articulate the difference between professional role and personal experience during the assessment process.
2. In supervision, identify how one's own biases and/or life experiences impact the assessment process; demonstrate the ability to modify one's behavior accordingly.
3. Identify various ways professional boundaries can be compromised in the assessment process.
4. Accurately maintain and convey the operative extent of client confidentiality.
5. Demonstrate the ability to know when to seek out supervision during the assessment process.

Work Plan suggestions:

(May repeat work plan suggestions from first semester)

1. Talk with FI about discomfort during the assessment process as a way to develop the skill of self-reflection.
2. Talk with FI about what information not gathered from the client in the process and why.
3. Utilizing the experience from the I-1 and I-2 practice activities, articulate to the FI what you believe to be the difference between the professional role & personal experience in the assessment process; discuss how your own biases and or life experiences could impact the assessment.
4. In documenting the assessment, note specific areas or topics where you gained new insight into the client or a bias was illuminated to you. Talk specifically with FI about this insight and how it can impact the assessment process. (similar to #3)

Evaluation

1. Has the student discussed any instances during interactions with clients that they were unsure of if or how they should use disclosure?
2. Can the student cite instances when confidentiality is not adhered to?
3. What biases has the student become aware of while in the practicum? Does the student understand the importance of supervision in managing such biases? Can you give an example?

E-1 VALUES AND ETHICS: Demonstrate an understanding of the value base of the profession; and its ethical standards and principles.

Practice Tasks

1. Identify how the values embraced by the social work profession (respect for the strengths, dignity and worth of every individual; non-judgmental attitude; cultural sensitivity; the right to self-determination and a just share of society's resources, etc.) guide work with vulnerable and/or oppressed client populations at the practicum site.
2. Identify differences and similarities in the values that guide other health and human service disciplines.
3. Identify personal values as they reflect or conflict with the values of the profession.
4. Recognize how personal values may influence professional values and guide practice decisions.
5. Discuss with field instructor practicum site practices as they relate to the NASW Code of Ethics.
6. Understand the ethical and legal obligations involved in fulfilling service roles and responsibilities with clients at the site, and with other professionals and the community.

Work Plan suggestions:

1. Review and discussion of NASW Code of Ethics
2. Review and discussion of agency specific code of ethics or client rights documents.
3. Identify difference in values between the social workers and other staff.
4. Discuss specific ethical dilemmas with supervisor; scenarios, interactions, etc. that have been observed by the student.
5. Work to gain an understanding of the history of oppression and discrimination within target population.
6. During supervision, the student will identify strategies of change that advance social and economic justice as well as apply this knowledge.
7. Visit community resources the agency uses to refer clients to.
8. Identify personal biases with regard to current social issues that clients are struggling with.

Evaluation

1. Is the student familiar with the Code of Ethics? Can they apply at least one section with specificity to a client situation?
2. Can the student articulate with empathy the experiences of clients that have been oppressed or marginalized?
3. Has the student voiced that they are having difficulty working with any particular client? How have they processed this with the FI?
4. Does the student differentiate between personal values and professional values? When those have been in conflict, have they been able to maintain their professional role?

E-2 VALUES AND ETHICS: Demonstrate an understanding of how personal and professional values guide the assessment process.

Practice Tasks

1. Understand and apply the following principles of social work practice to the assessment process: self-awareness, appropriate empathy, beginning where the client is, non-judgmental attitude, and client self-determination.
2. Identify personal values that may influence the assessment process.
3. Demonstrate ethical behavior in professional communication and documentation during the assessment process.
4. Identify differences and similarities in the values that guide the assessment processes of other agencies and institutions that serve practicum site clients.

Work Plan suggestions:

(May repeat work plan suggestions from first semester)

1. Identify personal values or biases that are not reflected in the agency assessment process, i.e. eliminating barriers versus missing 2 appointments results in termination.
2. Document the assessment information in a professional, non-judgmental manner reflecting the clients' needs and strengths.
3. Learn about other assessment processes in other agencies; compare and contrast it with the practicum placement agency to identify different philosophies and values.

Evaluation

1. Has the student voiced discomfort with parts of the assessment process as being in conflict with social work values?
2. Has the student's personal values been in conflict with social work values? How do they process this? Is it seen as a learning opportunity? Are they welcoming or rigid?
3. Has the student kept social work values in the forefront during the assessment process? If not, have they brought it to supervision?
4. Have they become aware of other agencies whose practices become obstacles to clients? Or whose assessment process is more of an obstacle than a way to learn about the client?

F-1 DIVERSITY: Practice without discrimination, with respect and with knowledge and skills related to age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, and sexual orientation.

Practice Tasks

1. Identify special concerns, within the agency context, related to meeting the needs of the populations mentioned above.
2. Communicate an understanding of the importance of "difference" in shaping life experience.
3. Consider, explore and evaluate life experiences of clients and colleagues that may be similar or different from one's own.
4. Recognize and discuss critically, thoughtfully, and professionally, clients' unfamiliar cultural practices.
5. Articulate and demonstrate ability to work with special populations and clients who are experiencing discrimination in some form.

Work Plan suggestions:

1. Attend various different cultural awareness seminar, events and/or training discuss integration into work setting.
2. Seek out clients with diverse backgrounds from one another and from yourself.
3. During supervision, the student will discuss personal biases with FI using research on the unconscious bias.
4. When working with client, student will actively listen and demonstrate appropriate use of empathy and compassion.
5. Discuss eligibility criteria and process of agency and identify any possible barriers to services.
6. Evaluate the different "cultures", ethnicities, religions, etc. that impact the lives of clients and how it shapes the engagement process for the social worker.
7. Assess the agency client demographics in comparison to the larger community. Does it reflect the community? If not, why?
8. Articulate how they "present themselves as learners to the client"; what did they learn?

Evaluation

1. Can the student articulate the impact of oppression and discrimination on their specific clients? Do they remain sensitive to this as they engage with their client? Do they express empathy and compassion?
2. Does the student feel they have learned from their client? If so, how do they articulate it?
3. Is the student able to understand and articulate how demographics of an agency staff can impact services?

F-2 DIVERSITY: Assess client systems without discrimination and with respect, knowledge and skill.

Practice Tasks

1. Describe one's own stereotypes and biases toward diverse cultures and population groups.
2. Articulate how those stereotypes and biases might impact an assessment
3. Conduct assessments with respect and skill and critique the outcome in relation to non-discrimination.
4. Identify how the standardized agency based assessment process is or is not sensitive to diversity.

Work Plan suggestions :

(May repeat work plan suggestions from first semester)

The purpose of this competency is broader reaching than the previous. Look at larger systems while continuing to remain aware of biases.

1. Accompany a client (if possible) to an appointment at another agency and observe the culture paying close attention to furnishings, client access to restrooms, information, phones, etc., staff attitude toward clients, posters and their content, etc. Reflect on your internal response to the environment. If appropriate ask the client about their experience at the agency.
2. Through research, determine if the client and staff composition at the practicum agency reflective of the larger community or city.
3. Complete the intake packet as if you are seeking services and be attentive to your own experience. Share and discuss with FI.
4. Work with a family from a culture different than your own to complete the I-1 and I-2 Practice activities.
5. (Children's agencies) Discuss with PI the difference in burdens of proof for Indian and non-Indian children for adjudication and termination of parental rights; reasons for the differences; and how you feel about the differences.
6. In personal reflection, explore your stereotypes and biases toward other cultures & how these could impact an assessment/intervention process. In supervision, discuss your thoughts with the PI.

Evaluation

1. Did the student step outside their 'comfort zone' to join a client at an appointment to an agency? What were their reactions? Did it increase their understanding of oppression?
2. Did the student work with a client or family from a difference country, religion, sexual orientation, etc.? Was it challenging or not? Did they raise these issues in supervision for processing?
3. Was the student generally willing to share their biases? Were they willing to work on strategies to manage these biases when working with clients?

G-1 CRITICAL THINKING: Apply critical thinking skills within the context of professional social work practice.

Practice Tasks

1. Identify your initial belief system with regard to practicum site clients, client problems, and client services.
2. Engage field instructor in discussion when your belief system is challenged by new information, circumstances or when you feel uncomfortable.
3. Demonstrate ability to raise important questions and problems in social work and to formulate them clearly and precisely.

Work Plan suggestions:

1. Evaluate the assessments, interventions, and preventions the agency uses with clients and discuss with FI during supervision.
2. Develop intervention plans and intervention strategies and discuss them with FI to analyze the consequences of each strategy.
3. Research define and explore the concept of critical thinking.
4. During supervision discuss critical thinking skills used working with students to address needs.
5. Seek out alternative forms of literature (poems, short stories, etc.) to begin to understand a client perspective that is new to you. Discuss in supervision.
6. Identify current social justice issues that may be connected to your clients' experiences.
7. Identify specific beliefs that impede your ability to "start where the client is".
8. Review and discuss any situations related to client complaints or grievances. Look at the situation from their perspective and discern what the larger mezzo or macro issues might be.

Evaluation

1. Does the student incorporate multiple sources of information to better assess their client? Do they incorporate a strengths based approach alongside a traditional medical model approach?
2. Has the student sought out literature to deepen their knowledge of the clients served at the agency?
3. Is the student willing to consider other viewpoints and perspectives from both clients and professionals?
4. Has the student been able to challenge any current agency practice and state their reasons why it should be changed?

G-2 CRITICAL THINKING: Distinguish multiple sources of knowledge, including research based knowledge and practice wisdom, in the assessment process.

Practice Tasks

1. Gather and assess relevant information using abstract concepts to synthesize and interpret client information effectively.
2. Critique the assessment process.
3. Demonstrate awareness of how other service providers interpret client data in order to authorize services.

Work Plan suggestions:

1. (May repeat work plan suggestions from first semester)
2. Observe 1-2 other assessments and process with the colleague(s) that administered them; discuss how they interpret the assessment information and process.
3. Research journals on current theories that are relevant to the client population at the agency, i.e. new brain research regarding dementia or Alzheimer's, current best practices with regard to trauma identification and assessment, etc.
4. Discuss with FI how this research impacts your assessment of the client.
5. Utilizing the experience from the I-1 and I-2 Practice activities, discuss with the FI the meaning for the relevant information you gathered and its implications for the child/family: identify information that is lacking and the impact of the lack of information on decision making.
6. Based on interview completed for E-2 Values & Ethics, discuss with FI how the specific agency utilizes client data to make service decisions.
7. During shadowing and other activities, make notes of questions regarding why certain things were done, what information you believe is lacking and what steps are next.
8. (children's agency if applicable) Critically analyze and discuss perception and effects (negative and positive) of current working relationships between DHS/CASA/Sunbeam/YWCA and the larger children and family services system in Oklahoma City. Identify strategies for strengthening those relationships.

Evaluation

1. Has the student been able to compare and contrast the styles of different social work or other professionals? Can they articulate the difference?
2. Has the student identified literature that has impacted their assessment of a client?
3. Can the student think creatively about intervention plans and how to support the client in ways that are new?
4. Does the student articulate concerns about the larger service system and obstacles clients encounter? Do they offer creative solutions that address micro, mezzo and macro level issues?

H-1 HBSE/THEORY: Identify theoretical frameworks utilized in the agency setting to understand individual and organizational development and behavior.

Practice Tasks

1. Explore and list theoretical frameworks used for practice within the agency setting.
2. Critically analyze the extent to which the site's theoretical frameworks are compatible with a person-in-environment perspective.

Work Plan suggestions:

1. Student will discuss with FI the multiple theoretical frameworks used in the setting as well as apply the frameworks with clients.
2. Develop an intervention plan for client based upon agreed upon goals.
Identify with FI what theories are being reflected in the plan.

Evaluation

1. Does the student verbalize the application of person in environment theory?
2. Can the student complete a genogram and talk about the individual in this context?
3. Especially in a setting with children, can they articulate the child's stage of development?
4. (example: Erikson)
5. Is the student able to articulate the theoretical base of the agencies practice? What theory does the agency come closest to practicing within?

H-2 HBSE/THEORY: Demonstrate application of theoretical frameworks utilized in the assessment process.

Practice Tasks

1. Identify the appropriate theoretical framework(s) used to guide the assigned assessment process.
2. Demonstrate use of knowledge about client/client system development and behavior in the assessment process.
3. Critically analyze the extent to which the assessment process incorporates identification of client system strengths and coping patterns.

Work Plan suggestions:

(May repeat work plan suggestions from first semester)

1. In supervision, apply 2 theories (person in environment, Erickson, etc.) to the assessment process and compare how the theories impact the assessment.
2. Research other assessment models. Compare and contrast with the agency model.

Evaluation

1. Can the student articulate how the outcome of the assessment process impacts the intervention plan and its perspective of the client's strengths? For example, will a 'traditional' medical model assessment convey a client's resourcefulness or other strengths? How does the student insure that the clients' strengths have a prominent place in the assessment process?
2. Can the student articulate what their own assessment might say were they the ones being assessed using a strengths based approach? If a medical model approach was used? If they were being assessed using the Erikson model of development?

I-1 PRACTICE: Apply the knowledge and skills of an integrated and contextualized social work perspective to practice with systems of all sizes – individuals, families, groups, organizations and communities.

Practice - Preparation-1

Practice Tasks

1. Actively prepare for work with clients by collecting, organizing and interpreting client system information.
2. Affectively prepare for action with client systems.
3. Demonstrate the ability to know when to seek out supervisory guidance.

Work Plan suggestions:

1. Become familiar with agency policies
2. Understand role of community partners.
3. Spend time preparing for client before meeting with them as well as seek supervision for guidance when needed.
4. Become aware of affective impact and the bias it creates in working with clients.
5. Review any documents related to the client before meeting with them. If indicated consult with any appropriate colleagues or supervisor about questions or concerns before meeting with the client.
6. Be alert and present with the client and process the interaction with the FI.

Evaluation

1. Does the student approach the client prepared and up-to-date on latest information?
2. Has the student processed interactions with clients during supervision? Do they verbalize their feelings about the work?
3. Does the student appear organized and professional in preparing to meet the client?
4. Do they identify ways to modify their practice and approach the next client differently?

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 engage X # or X type of clients or groups at x agency developing supportive, professional relationships. FI will observe X 3 of interactions or sessions per semester.
2. Student will process the interaction with the FI. The student will accept feedback professionally and eagerly.
3. 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.
4. Student will explain the parameters of the supportive relationship and the agency services to ensure the client is clear about what to expect.
5. Student will explain confidentiality using layman's terms and ask the client to sign any needed release of information forms.
6. Interview clients as well as modify verbal and nonverbal communication to fit the client's needs.
7. Navigate relationship between members of a multidisciplinary team demonstrating the unique role as of social worker.
8. Understand and identify engagement needs of clients and their families.
9. Practice use of basic interviewing skills to respectfully engage diverse client systems.
10. Recognize and demonstrate other interpersonal skills as needed when working with clients.
11. Collaborate with the clients and other professionals to provide the best services for client.
12. Keep client information confidential at all times.

Evaluation

1. What did you (the FI) observe about the student's interactions with clients?
2. What does the student report about the engagement process? Are they comfortable? Do they report individualizing their approach to clients at the first meeting?
3. Does the student engage with families? Do they do visits in their homes? Does the student report these are going well?
4. How does the student engage other professionals in the agency? Are they successful at building positive relationships to benefit the clients?

Practice - Assessment-1

Practice Tasks

1. Work collaboratively with client systems to assess strengths, assets, problems and limitations.
2. Develop mutually agreed upon intervention goals and objectives.
3. Select appropriate intervention strategies.

Work Plan suggestions:

1. Use observations and assessments with clients in order to guide intervention and treatment plans.
2. Demonstrate effective use of engaging skills when assessing clients.
3. Assess and report the client's strengths.
4. Interview appropriately with each client by asking open and close ended questions as well as identify all forms of communication used by the client.
5. Collaborate with the clients to form goals and objectives.
6. Develop treatment and plan documenting process towards goals.
7. Identify and use appropriate intervention strategies.
8. Discuss case load progress during weekly supervision.
9. Student will be able to move the supportive relationships forward through respect and development of trust from the client.
10. Observe client assessment done by other professional and offer to write, organize and interpret client data.
11. Do a family genogram and Eco map as part of an assessment with a client or after the session.

Evaluation

1. Does the student understand what information is important and what is not?
2. Can they engage with sensitivity around difficult topics such as sexual abuse?
3. In documenting and reporting on the assessment, is the client's "voice" heard?
4. Does the student understand the need for research to further their understanding of the client and identify possible interventions?
5. Does the student understand the impact of personal biases on the assessment process? Can they identify any biases they may have?
6. Do they bring to supervision any concerns they have about the clients' safety?

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. In collaboration with the client, select an intervention plan that best addresses the client's goals.
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. When reporting possible intervention strategies, is it clear the student has collaborated with the client?
2. Can the student identify or seek out appropriate resources for clients?
3. Does the student assist the client in connecting with resources? Do they provide assistance if needed or expect the client to do it independently? Or do they do too much **for** the client?
4. Does the student think critically about the consequences of each intervention? Are they able to discern when to modify the intervention plan?

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 thinking 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 follow-up with clients to determine if the intervention has been successful or if it needs to be modified?
2. Can the student critique their own role in the process? Can they identify where they might have done something different to improve the outcome?
3. Can the student think creatively about modification of the plan? Can they create other alternatives with the client?

Practice - Preparation – 2

Practice Tasks.

1. Actively prepare for work with clients by collecting, organizing and interpreting client system information.
2. Affectively prepare for action with client systems.
3. Demonstrate the ability to know when to seek out supervisory guidance

Work Plan suggestions

1. Become familiar with agency policies
2. Understand role of community partners.
3. Spend time preparing for client before meeting with them as well as seek supervision for guidance when needed.
4. Become aware of affective impact and the bias it creates in working with clients.
5. Review any documents related to the client before meeting with them. If indicated consult with any appropriate colleagues or supervisor about questions or concerns before meeting with the client.
6. Be alert and present with the client and process the interaction with the FI.

Evaluation

1. Does the student approach the client prepared and up-to-date on latest information?
2. Has the student processed interactions with clients during supervision? Do they verbalize their feelings about the work?
3. Does the student appear organized and professional in preparing to meet the client?
4. Do they identify ways to modify their practice and approach the next client differently?

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

1. Student will engage X # or X type of clients or groups at x agency developing supportive, professional relationships. FI will observe X 3 of interactions or sessions per semester.
2. Student will process the interaction with the FI. The student will accept feedback professionally and eagerly.
3. 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.
4. Student will explain the parameters of the supportive relationship and the agency services to ensure the client is clear about what to expect.
5. Student will explain confidentiality using layman’s terms and ask the client to sign any needed release of information forms.
6. Interview clients as well as modify verbal and nonverbal communication to fit the client's needs.
7. Navigate relationship between members of a multidisciplinary team demonstrating the unique role as of social worker.
8. Understand and identify engagement needs of clients and their families.
9. Practice use of basic interviewing skills to respectfully engage diverse client systems.
10. Recognize and demonstrate other interpersonal skills as needed when working with clients.
11. Collaborate with the clients and other professionals to provide the best services for client.
12. Keep client information confidential at all times.

Evaluation

1. What did you (the FI) observe about the student’s interactions with clients?
2. What does the student report about the engagement process? Are they comfortable? Do they report individualizing their approach to clients at the first meeting?
3. Does the student engage with families? Do they do visits in their homes? Does the student report these are going well?
4. How does the student engage other professionals in the agency? Are they successful at building positive relationships to benefit the clients?

Practice - Required Assessment Assignment-2

Practice Tasks

1. Demonstrate familiarity with requirements of the specific assessment process.
2. Utilizing an ecological perspective, demonstrate ability to assess specific strengths, problems and challenges, coping patterns, motivation and opportunities faced by the client system.
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. Demonstrate effective oral and written communication of assessment process and outcome.
8. Define the assessment outcome with implications for both micro and macro change.
9. Identify and select appropriate intervention strategies.

Work Plan suggestions:

1. Complete process recordings on X # of interactions.
2. Use an agency assessment form or create an outline for the assessment to insure it includes needed information
3. Utilize observations of non-verbal communications to increase sensitivity to areas of discomfort or ease for the client; modify process as indicated.
4. Discuss with FI the impact of taking notes or relying on memory for the assessment.
5. Complete assessment in correct agency format using professional language, terms and observations.
6. Discuss with FI any implications that the process and assessment have on micro and macro change.
7. Identify relevant theories and intervention strategies. Think critically about which is preferred based on agency philosophy, services available, social work values and ethics.

Evaluation

1. Does the student understand the assessment process and demonstrate the ability to complete an assessment with some independence?
2. Can the student document with assessment in professionally?
3. Can the student identify their critical thinking behind any assessment conclusions they draw? Do they apply theory? "Gut reactions"?
4. Are they able to ask discern when to ask follow-up questions after a client responds to a question? Are they able to ask difficult questions if needed?

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.

Work Plan suggestions:

1. In collaboration with the client, select an intervention plan that best addresses the client's goals.
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. When reporting possible intervention strategies, is it clear the student has collaborated with the client?
2. Can the student identify or seek out appropriate resources for clients?
3. Does the student assist the client in connecting with resources? Do they provide assistance if needed or expect the client to do it independently? Or do they do too much **for** the client?
4. Does the student think critically about the consequences of each intervention? Are they able to discern when to modify the intervention plan?

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. 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. 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. Does the student follow-up with clients to determine if the intervention has been successful or if it needs to be modified?
2. Can the student critique their own role in the process? Can they identify where they might have done something different to improve the outcome?
3. Can the student think creatively about modification of the plan? Can they create other alternatives with the client?

J-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 learn how to form client notes accurately and professionally as well as use appropriate oral communication skills with clients.
2. Student will document and communicate professionally in intervention plans, case notes and reports on clients.
3. Student will develop a literature review regarding topics that reflect what clients are struggling with.
4. Student will present an oral report of work with at least one client in multidisciplinary team or in a case consultation setting.

Evaluation

1. Does the student use written communication professionally?
2. Does the student communicate orally in a professional manner?
3. Does the student ask questions when in a meeting with other professionals? Do they stay engaged in discussion whether or not they are working with the client being discussed?
4. Does the student accept feedback regarding communication issues?

K-1 RESEARCH: Use critical thinking to evaluate research studies applicable to practice.

Practice Tasks

1. Demonstrate familiarity with research relevant to the client population and practicum setting.
2. Identify best practices applicable to clients at the practicum site.
3. Utilize research findings to identify intervention possibilities applicable to clients at the practicum site.

Work Plan suggestions:

1. Student will identify empirically based knowledge relevant to clients and agency.
2. Student will be given evidence based practices and interventions to use on clients as well as identify the current use of methods used for practice evaluation within the agency.
3. Student will assess other supports and their impact when collecting and interpreting data.
4. Student will present and oral report of overall findings of research.

Evaluation

1. Does the student do literature reviews and seek out information about how to serve their particular client population more effectively?
2. Does the student know what an evidence based practice is and how to find the information about each one?
3. Does the student integrate research into their supervision meetings?

K-2 RESEARCH: Evaluate the assessment process based on research relevant to the client population and setting.

Practice Tasks

1. Critically analyze research relevant to the client population and practicum setting and apply one research source to improve the assessment process
2. Based upon research findings, identify important client information that is not routinely sought in the assessment process.
3. Develop empirically answerable questions based on problems and needs which have been encountered or identified in the client assessment process.

Work Plan suggestions:

1. Student will identify empirically based knowledge relevant to the practicum agency.
2. Student will seek out evidence based practices and interventions to use with clients as well as identify the current use of methods used for practice evaluation within the agency.
3. Student will develop a literature review on a topic that is relevant to the clients/agency.
4. Student will present and oral report of overall findings of research.
5. Student will pose a question and propose a method for a hypothetical research project.

Evaluation

1. Does the student articulate the importance of research without prompting from FI?
2. Has the student been able to report how their practice has been impacted by research they have read about?
3. Has the student demonstrated a professional 'curiosity' and study that enriches their critical thinking?

L-1 SOCIAL POLICY: Demonstrate an awareness of the impact of social policy on practice.

Practice Tasks

1. Identify a social policy that impacts the agency.
2. Discuss the history and rationale for this policy.
3. Identify how this policy and other policies influence practice at the practicum site.

Work Plan suggestions:

1. Student will study state and/or federal regulations with regard to provision of services to clients.
2. Articulate how the regulations impact clients.
3. Research educational legislations relevant to 1-2 specific policies.

Evaluation

1. Was the student able to identify a social policy on their own? Did they know where and how to research it?
2. Is the student able to articulate how the policy impacts clients? Can they identify the positive and negative impacts?
3. Do they understand the role social workers can play with regard to policy development?

L-2 SOCIAL POLICY: Assess how social policy impacts client systems, agencies and communities.

Practice Tasks

1. Assess the impact of a specific social policy on clients within the agency setting.
2. Assess the impact of a specific agency policy on clients within the agency setting.

Work Plan suggestions:

1. Assess the interconnectedness of state/federal regulations and agency policies with regard to 1-2 specific items.
2. Determine how the agency policy reflects the regulation.
3. Determine the impact of both on the client.
4. Outline changes in the regulation and/or policy that could be made to improve access to services, what services are provided, etc.

Evaluation

1. Can the student talk about the interrelatedness of policy and practice to a deeper level than last semester?
2. Can the student identify the impact of policy and regulation on who gets services and why? Can they identify what clients are not being served?
3. Can the student suggest modification to improve policy and what the consequences of the change might be?

M-1 HUMAN RIGHTS AND SOCIAL JUSTICE: Demonstrate an understanding of the forms and mechanisms of oppression and discrimination.

Practice Tasks

1. Understand and communicate the forms and mechanisms of oppression and discrimination that might negatively impact the service population of the practicum site.
2. Recognize the extent to which one's culture and values may oppress, marginalize, and alienate: or, create or enhance privilege and power.
3. Review the agency's stated mission for its impact on social, political and economic justice.

Work Plan suggestions:

1. Student will gather information about historical and personal events that may have impacted 1-2 specific clients; be attentive to vicarious trauma, Adverse Childhood Experiences scale, social media, etc.
2. Identify any steps taken within the agency that advances social and economic justice.

Evaluation

1. Can the student articulate how their client(s) have been marginalized or oppressed? How does that manifest itself in the client?
2. Can the student articulate the impact of privilege or lack of privilege in their own lives? Do they have an awareness of how their experiences could impact their work with the client?
3. Can the student identify how the agency works to make progress in social justice for clients? If there are obstacles preventing the agency from doing this, can the student identify what these obstacles are?

M-2 HUMAN RIGHTS AND SOCIAL JUSTICE: Address relevant issues of oppression and social change when completing an assessment.

Practice Tasks

1. Identify how the standardized agency based assessment process may contribute to or diffuse oppression.
2. Articulate how the assessment process may relate to social change.

Work Plan suggestions:

1. Analyze the agency process for assessment determining any biases or discriminatory questions or messages.
2. If appropriate, work with the client to place their situation in a larger context such as racial profiling.
3. Utilizing the required assessment assignment in Practice-assessment, discuss with FI if the assessment process contributes to or reduces oppression.

Evaluation

1. Can the student discern any discrimination or biases in agency practice? If so, can they think critically about it and arrive at ways to address it?
2. Ask the student to assess how the agency empowers clients to become more independent. By contrast, ask the student to assess how the agency makes clients more dependent upon agency services.
3. Can the student assist clients to see the social justice issues in their lives?



COUNCIL ON SOCIAL WORK EDUCATION

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.

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

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

¹ These six value elements reflect the National Association of Social Workers *Code of Ethics*.

National Association of Social Workers (approved 1996, revised 1999). *Code of Ethics for Social Workers*. Washington, D.C.: NASW.

2. Explicit Curriculum

Educational Policy 2.0—The Social Work Curriculum and Professional Practice

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

Educational Policy 2.1—Core Competencies

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

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

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

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

Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice. Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers

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

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

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

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

Educational Policy 2.1.4—Engage diversity and difference in practice.

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

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

³ International Federation of Social Workers and International Association of Schools of Social Work. (2004). *Ethics in Social Work, Statement of Principles*. Retrieved January 2, 2008 from <http://www.ifsw.org>

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.⁴ In social work, the signature pedagogy is field education. The intent of field education is to connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies.

Accreditation Standard B2.0—Curriculum

The 10 core competencies are used to design the professional curriculum. The program

B2.0.1 *Discusses how its mission and goals are consistent with generalist practice as defined in EP B2.2.*

B2.0.2 *Identifies its competencies consistent with EP 2.1 through 2.1.10(d).*

B2.0.3 *Provides an operational definition for each of its competencies used in its curriculum design and its assessment [EP 2.1 through 2.1.10(d)].*

⁴ Shulman, L. S. (2005, Summer). Signature pedagogies in the professions. *Daedalus*, 52-59.

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,

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

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

4.1.1 *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).*

4.1.2 *The program provides summary data and outcomes for the assessment of each of its competencies, identifying the percentage of students achieving each benchmark.*

4.1.3 *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.*

4.1.4 *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 up-dates (minimally every 2 years) these postings.*

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