

DEPARTMENT OF  
UNDERGRADUATE SOCIAL WORK  
WEST CHESTER UNIVERSITY



2016- 2017  
STUDENT HANDBOOK AND  
FIELD MANUAL

Revised August, 2016

BSW Program Accredited by the Council on Social Work Education through 2019

Undergraduate Social Work Department  
114 W. Rosedale Avenue  
WEST CHESTER UNIVERSITY  
West Chester, PA 19383

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Council on Social Work Education Educational Policy and Accreditation Standards (EPAS):	
<a href="http://www.cswe.org/File.aspx?id=81660">http://www.cswe.org/File.aspx?id=81660</a> WCU Campus Map:	
<a href="http://www.wcupa.edu/campusmap/">http://www.wcupa.edu/campusmap/</a>	
Academic Calendar and Important Dates:	
<a href="http://wcupa.edu/registrar/calendar/">http://wcupa.edu/registrar/calendar/</a>	
ADA Classroom Modification Appeals Procedure:	
<a href="http://www.wcupa.edu/INFORMATION/OFFICIAL.DOCUMENTS/Undergrad.Catalog/acadaffr.htm#ada">http://www.wcupa.edu/INFORMATION/OFFICIAL.DOCUMENTS/Undergrad.Catalog/acadaffr.htm#ada</a>	
Policy on Disruptive Classroom Behavior:	
<a href="http://www.wcupa.edu/TLAC/nfo/documents/PolicyonDisruptiveClassroomBehavior.pdf">http://www.wcupa.edu/TLAC/nfo/documents/PolicyonDisruptiveClassroomBehavior.pdf</a>	

# UNDERGRADUATE SOCIAL WORK STUDENT HANDBOOK

## INTRODUCTION

West Chester University is located in Chester County, Pennsylvania, about twenty-five miles west of Philadelphia. It is one of fourteen institutions serving Pennsylvania and out-of-state students. The Undergraduate Social Work Program was founded in 1970 and is located in the College of Education and Social Work. The Undergraduate Social Work Program is accredited by the Council on Social Work Education through the year 2019 and seeks to maintain the high standards required to remain accredited.

The Undergraduate Social Work Department offices are located at 114 W. Rosedale Avenue in West Chester. The building houses faculty and staff offices, a conference room, and a computer resource room.

During the 2013-14 academic year, the University launched a satellite BSW program in Philadelphia. The campus is located at 701 Market Street in Center City. The program has the same curriculum and standards as the West Chester campus, but is offered in a part-time format. The Philadelphia BSW program is designed to meet the needs of degree completers and working professionals with classes that are offered in the evening. All policies and procedures outlined in this handbook apply to Philadelphia-based students as well as those based in West Chester.

Social Work majors are prepared as entry-level generalist social workers upon graduation with a Bachelor's (BSW) degree from West Chester University. Our graduates are highly regarded by the social service community and are successful in finding jobs as entry-level generalist practitioners in urban, suburban, and rural contexts. Our graduates traditionally get jobs in the fields of child welfare, aging and adult services, residential and in-home services, homeless and housing services, community mental health, crime victims' assistance, and social justice advocacy. Moreover, students are prepared for graduate study for the Masters in Social Work (MSW) upon successful completion of the BSW Program and, if eligible, may qualify for the one-year Advanced Standing MSW program of study.

Changing demographic, practice and funding contexts demand that future social workers demonstrate the ability to work in a diversity of setting with diverse individuals, families, groups, and communities. In taking 60 credits of social work coursework that include three semesters of field practicum, students learn to view difference as a strength rather than to perpetuate negative stereotypes about diverse groups in society. Particular emphasis is placed on the unique contributions and potential of groups of people who have suffered from discrimination, oppression, or restricted opportunity based upon their race, ethnicity, religion, immigration status, gender expression, sexual orientation, physical, mental, or intellectual ability, and socioeconomic status.

In addition to developing competency in social work practice skills, students must develop competency in written communication, research, and critical-thinking. The curriculum is designed to help students integrate theory with practice; to this end, students write papers, engage in service-learning assignments, complete a research and policy practice project, and learn to evaluate their own practice. Professors and field instructors assist students in thinking through their questions and suggest sources of information as they relate to practice in each course.

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## **Non-Discrimination**

The Social Work Department conducts all aspects of the educational program without discrimination on the basis of race, color, gender, age, creed, ethnic or national origin, religion, disability, political affiliation, gender expression, or sexual orientation.

## **THE UNDERGRADUATE SOCIAL WORK PROGRAM**

### **Generalist Social Work Practice**

The primary objective of the undergraduate social work department is to develop students' competence in generalist social work practice with individuals, families, groups, organizations, communities, and larger societal systems.

The curriculum has been designed to ensure a high-quality educational experience. Consistent with the program's mission and goals, both classroom learning and a range of required field activities systematically expose students to entry-level generalist practice with multiple-sized social systems. Attention is paid to assisting students with the integration of curriculum content and experiences, and with taking increasing responsibility for evaluation of their own professional development and personal growth.

The BSW Program at West Chester University defines generalist practice as practice that is grounded in a liberal arts foundation upon which a generic and integrated social work knowledge base is developed, and informed by social work values. From this grounding, generalist practitioners utilize a professional problem solving process to engage, assess, broker services, advocate, counsel, educate, and organize with and on behalf of clients and client systems. Generalist practitioners work with individuals, families, groups, communities and organizations in a variety of social work and host settings. They view clients and client systems from a strengths perspective in order to recognize, support, and build upon the uniqueness of all groups of people as well as the innate capabilities of all human beings. Finally, generalist practitioners evaluate service outcomes in order to continually improve the provision and quality of services most appropriate to client needs. Generalist social work practice is guided by the NASW Code of Ethics and is committed to improving the well-being of individuals, families, groups, communities and organizations and furthering the goals of human rights and social justice in a global society. [Informed by the Association of Baccalaureate Social Work Program Director's definition of Generalist Practice as cited in Mizrahi, T.M. & Davis, L.E. (2008). *The Encyclopedia of Social Work* (20<sup>th</sup> ed.). Washington, DC: NASW Press; New York: Oxford University Press.]

### **Mission of the Undergraduate Social Work Department**

The mission of the undergraduate social work program is to prepare students for beginning social work practice and lifelong learning. To this end, the program teaches the knowledge, values, and skills of generalist social work, with an emphasis on self-evaluation, critical thinking, information literacy, and understanding the intersections of people and their environments. Students apply micro, mezzo, and macro frameworks for assessment and intervention through experiential learning that includes two field placements over the course of three semesters. The program prepares students to adhere to the ethical standards of social work, to advocate for social and economic justice, and to promote the strengths and well-being of diverse individuals, families, groups, organizations and communities. Students graduate with the core competencies appropriate to entry-level generalist social work as well as the foundation for graduate social work education.

### **Goals of the Undergraduate Social Work Program at West Chester University**

Goals for the Undergraduate Social Work Program are linked to core practice competencies as set forth in the Council on Social Work Education's 2015 Educational Policy and Accreditation Standards (EPAS). With the liberal arts as its foundation, BSW graduates are prepared to engage in entry-level social work practice through mastery of these nine core competencies. As such, it is our goal that by completion of the program, students will be prepared to:

1. Engage in evidence-based entry-level social work practice with individuals, families, groups, communities and organizations within a multicultural society (Competencies 1, 2, 3, 4, 5, 6, 7, 8, 9)
2. Practice according to the principles, values, and ethics that guide the social work profession (Competency 1).
3. Influence social policies with the goal of alleviating poverty, oppression, and social injustice as well as advocating for human rights (Competencies 1, 2, 3, 4, 5)

4. Identify and affect the bio-psycho-social, spiritual, and cultural functioning of people (Competencies 6, 7, 8, 9)
5. Evidence practice from a culturally-competent perspective which recognizes, appreciates and applies the knowledge of diverse cultures, particularly those that differ from one's own (Competency 2, 4).

### **EPAS Core Competencies**

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Engage Diversity and Difference in Practice

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

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

Competency 5: Engage in Policy Practice

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

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

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

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

### **Program Goals, Core Competencies, and Generalist Practice**

The Bachelor of Social Work Program at West Chester University implements its goals via its curriculum and organization of its resources. All aspects of the program focus on preparing students for effective beginning generalist social work practice. Faculty recruitment, student recruitment and retention, curriculum development, and administrative planning and advocacy are directed toward these objectives. As shown below, there is consistency between the BSW program's goals, the nine core competencies delineated in the 2015 EPAS, and the program's working definition of generalist social work practice. Each goal is listed, along with a short narrative that describes the corresponding competencies.

1. *Engage in evidence-based entry-level social work practice with individuals, families groups, communities and organizations within a multicultural society.*

The first program goal is consistent with several core competencies specified in the 2015 EPAS. In order to engage in evidence-based entry-level social work practice with client systems of all sizes, students must: demonstrate ethical and professional behavior (Competency 1); apply critical thinking to inform judgements and engage in research-informed practice and practice-informed research (Competency 4), both of which are consistent with the program goal's use of the term "evidence-based;" engage in policy practice to advance social and economic well-being and to deliver effective social work services (Competency 5) which prevents the false dichotomization of policy and practice and emphasizes the systems orientation of generalist practice; and engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities (Competencies 6, 7, 8, 9), which delineates the steps in the generalist intervention model consistent with the program goal's use of the term "entry-level social work practice."

2. *Practice according to the principles, values, and ethics that guide the social work profession.*

The second program goal is consistent with the first competency specified in the 2015 EPAS. Social workers must make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context. The National Association of Social Workers' (NASW) Code of Ethics as well as the International Federation of Social Workers' (IFSW) Statement of Principles provide guidelines for professionals, but do not offer clear-cut answers to resolve challenging and often ambiguous ethical dilemmas in practice. Students must learn the professional social work principles, values, and ethics, but they must also learn to think critically and apply their knowledge and values with discernment.

3. *Influence social policies with the goal of alleviating poverty, oppression, and social injustice as well as advocating for human rights.*

The third program goal is consistent with four core competencies specified in the 2015 EPAS. In order to influence social policies with the goal of social justice and human rights, social workers must: use and translate research evidence to inform and improve practice, policy and service delivery (Competency 4); engage diversity and difference in practice (Competency 2) in order to understand the life experiences of poverty and oppression that are a consequence of difference, and seek to redress them through the advancement of human rights and social and economic justice (Competency 3); engage in practice-informed research and research-informed practice (Competency 4) to advocate for just social policies based in client experiences as well as the research evidence; and engage in policy practice to advance social and economic well-being (Competency 5), which is the practical application of social work knowledge and values in the broader arena of legislative advocacy.

4. *Identify and affect the bio-psycho-social, spiritual, and cultural functioning of people.*

The fourth program goal is consistent with the final four core competencies specified in the 2015 EPAS. In order to both identify and affect the intersecting bio-psycho-social, spiritual and cultural spheres that impact individual functioning, social workers must apply their knowledge of human behavior and the social environment to engage with clients and constituencies, assess, intervene and evaluate outcomes in practice (Competencies 6,7,8,9)). In responding proactively to the environments that impact clients and workers alike, social workers are flexible enough to adapt to changing service-environments but also have the knowledge, values, and skills to create change in environments that do not support the adaptive functioning of people.

5. *Evidence practice from a culturally-competent perspective which recognizes, appreciates and applies the knowledge of diverse cultures, particularly those that differ from one's own.*

The fifth program goal is consistent with the competency devoted to the engagement of diversity and difference in practice (Competency 2), as well as Competencies 6 through 9. Educating social workers for a dynamic and multicultural society requires focused attention to the impact of difference, and whether that difference creates privilege and power or social and economic oppression and marginalization. A culturally-competent perspective starts with self-evaluation and self-knowledge and builds towards not only an understanding of others, but a valuation of difference. Moreover, a culturally-competent perspective appreciates and applies the knowledge of diverse cultures at multiple levels of practice and is not relegated to the individual client-worker engagement. A culturally-competent perspective is applied at mezzo and macro levels of practice as well, which is consistent not only with the program's mission and goals, but the principles of generalist practice as well.

### **Assessing One's Aptitude and Motivation for a Career in Social Work**

We provide our students with extensive opportunities to assess their motivation for a career in social work and their aptitude for the profession in both academic and fieldwork areas. Through informal discussions with faculty, agency staff, fellow students, classroom discussion, field seminar and independent papers or projects, students are challenged to re-examine their attitudes, expectations and motivations. The Undergraduate Social Work faculty members spend time talking with students individually and in small groups about their capacities and abilities and how they fit with their interest areas in the social work field. This continuing emphasis on self-awareness and self-direction is brought about through classroom assignments focusing on one's own personal philosophy of helping, role-plays, simulations, audio and videotaping in the classroom (with verbal and written feedback), oral course evaluations, meetings preparing students for field, weekly field instruction with agency field instructors, and final written field evaluations and conferences. All students meet with an undergraduate faculty advisor regularly and discuss their aptitude and motivation for a career in Social Work and review their current transcript and G.P.A.

Our focus is to help students see that they are part of the change system in the social work profession. To be effective in such a role, one must have self-awareness about one's prejudices, strengths, challenges, unique skills and talents. Students are consistently given the message that challenges are opportunities for further growth.

Our students learn that self-evaluation is essential for effective, professional social work practice. In expecting feedback from students on our teaching style, course content, assignments, and program, we both model and maintain our philosophy that we all need continuous evaluation and feedback. Only through feedback, educational resources, and lifelong learning can we change and grow to our fullest potential.

## **THE STRUCTURE OF THE BACCALAUREATE SOCIAL WORK PROGRAM**

The Baccalaureate Social Work Program at West Chester University has two phases for the delivery of the undergraduate social work program. As declared undergraduate social work majors, the first year is classified as the ***"Pre-Candidacy"*** track for majors. The last three years of the social work major is the ***"Professional Social Work Foundation"*** track for majors. The ***professional social work*** phase begins in the second year and combines academic course work and field practice. The Bachelor in Social Work (BSW) is conferred on undergraduates who complete all the academic requirements of the program and West Chester University. The BSW is recognized as the first professional level of social work practice. ***Certain criteria are, therefore, established for admission to and continued matriculation in the professional program.*** These policies and procedures are outlined in this handbook and the West Chester University Undergraduate Course Catalog, which all students receive when admitted to the University.

The admissions standards strengthen the baccalaureate program by providing close monitoring of the students' academic progress. Also, this procedure clearly outlines the academic requirements for students' admission and continued matriculation in the department.

### **Study Abroad Opportunities**

Students interested in international study abroad opportunities can consult with the University's office of international programs, their academic advisor, and social work faculty. While it is generally recommended that students complete cross-cultural programs prior to the junior year, the Department has developed a partnership with the Center for Global Education in Cuernavaca, Mexico where students can complete the junior spring semester coursework and field placement abroad. Having bilingual, bicultural competency is highly valued by the Department, the social work profession, and future employers, particularly if students are proficient in Spanish. Students interested in the Social Work in a Mexican Context Program can visit the department webpage, speak with their academic advisor, and/or contact Dr. Michele Belliveau for further information at [mbelliveau@wcupa.edu](mailto:mbelliveau@wcupa.edu).



## **Undergraduate Social Work Requirements**

In compliance with the Council on Social Work Education (CSWE), the national accrediting body for social work, the Program only accepts upper division social work courses from accredited programs, which correspond with the West Chester University Undergraduate Social Work Program. No social work credits are granted for life or work experience. Applicants must meet University requirements for admission. Students must also achieve the professional standards of behaviors that were adopted by the Undergraduate Social Work Department (see Undergraduate Social Work Professional Behavior Standards). The following is our sequence of BSW courses:

### **First Year**

#### Fall

SWO 200 - Intro to Social Welfare (3)  
SWO 225 - Race Relations (3)

#### Spring

SWO 220 – Introduction to Generalist Practice (3)  
SWO 300 – Family Systems (3)

### **Second Year**

#### Fall

SWO 332 – Social Welfare Policies & Services (3)  
SWO 350 – Human Beh. In the Social Environ. I (3)

#### Spring

SWO 320 – Generalist Practice I (3)  
SWO 351 – Human Beh. In the Social Environ. II (3)

### **Third Year (students apply for candidacy by 10/1; Students must pass a competency exam by end of spring to move to senior field and seminar)**

#### Fall

SWO 321 - Generalist Social Work Practice II (3)  
SWO 431 – Methods of Social Inquiry (3)

#### Spring

SWO 375 – Field Experience I (6)  
SWO 395 – Junior Seminar (3)  
SWO 432 – Advanced Policy Practice (3)

### **Fourth Year**

#### Fall

SWO 495 - Senior Seminar I (3)  
SWO 450 -Field Experience II (6)

#### Spring

SWO 496 - Senior Seminar II (3)  
SWO 451 - Field Experience III (6)

### **ELECTIVES may vary semester to semester**

SWO 421 - Mental Health and Social Work (3)  
SWO 423 - Child Welfare Practice and Policy (3)  
SWO 491 – Human Sexuality (3)  
SWO 410 - Independent Study (3)  
SWO 490 - Topical Seminar (3)

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## **POLICIES AND PROCEDURES**

### **Admission to the Undergraduate Social Work Program**

Students must meet all University requirements for admission to West Chester University.

A student may declare the social work major at any time, although it is better to declare the major as early as possible in order to take the pre-candidacy social work, general education, and liberal arts courses in a timely manner.

### **Transfer Students**

Individuals who have been enrolled in any post-secondary institution after graduation from high school and/or have attended West Chester University on a non-degree basis must apply as transfer students.

Applicants whose secondary school credentials would not warrant admissions consideration must complete the equivalent of one full academic year prior to attempting a transfer. A minimum cumulative Grade Point Average (GPA) of 2.5 is required for transfer consideration. However, the University's modified rolling admissions policy gives priority to applicants with the strongest academic credentials. Specific information may be obtained from the Office of Admissions.

Transfer applicants for the fall semester should begin the application process early in the preceding spring semester, preferably by February 1, despite the recommended May 1 deadline. Spring semester applications should be completed by October 1. If enrollment limits are met before these dates, admissions will be closed.

The Registrar's Office conducts a transfer analysis and West Chester University credits equivalence is assigned; the student is then referred to the Social Work Department for advisement. The undergraduate program director (chairperson) will review the general education requirements, which have already been evaluated and accepted by the University. The undergraduate program director (chairperson) has a two-fold purpose (1) to review social work courses that are transferred to the University; and (2) to advise those courses needed for completion of the social work major.

In compliance with the Council on Social Work Education, the national accrediting body for social work, the program only accepts upper-division social work courses from accredited programs that correspond with West Chester University BSW program sequencing. No social work credits are granted for life experience.

If the following criteria are met, the student is accepted:

A) Students from accredited BSW programs will receive credit for all social work courses that they have successfully completed, if the course is similar in content and in sequence to the WCU social work department.

B) Students from non-accredited programs shall have their previous coursework evaluated by the transfer analyst.

C) Required social work courses are accepted from non-accredited programs as electives.

D) No social work course with a grade of C- or below will be accepted.

E) Not all required social work courses will be accepted, unless the student transfers from an accredited social work program.

F) The Social Work Program will not accept transfer credits for field placement and seminars since they are concurrent in the BSW program. (Credits will be accepted as elective courses.)

G) All other social work courses not meeting the requirements of the program may be accepted as SWO 199 course credit hours.

After determining acceptance to the Program, students are scheduled for classes, given an electronic copy of the Student Handbook/Field Manual in a Department-issued flash drive, an advisor is assigned and an outline of courses is given to the student to take each semester to fulfill social work graduation requirements at West Chester University.

This process occurs year round, but the highest numbers of transfer students enter during the summer.

Transfer students must also apply for candidacy, completing the required information.

The University requires that transfer students complete at least 30 credit hours at the Institution (please see the Undergraduate Catalogue for an explanation of the residency requirement).

**Please note: The Undergraduate Social Work Department offers some Pre-candidacy Social Work courses in the summer to assist transfer students to begin as a junior when they enter West Chester University in the fall. It is crucial that all transfer students be advised by the Undergraduate Program Chair as soon as they are admitted to the university.**

### **Internal Transfers (Change of Major)**

The Chairperson meets with all WCU students who have obtained a GPA of 2.5 or higher, and are interested in changing their major to social work in order to discuss interest, expectations, the requirements of the Social Work Program, the profession, and to customize a package that allows for credit from coursework already completed, maintaining standards for social work education. Particular attention is paid to degree candidates from other disciplines since they usually have worked predominantly on general education courses. Students must have obtained the minimum GPA required of 2.5 before they transfer into the department. Students are given a copy of the Student Handbook and are made aware of Social Work Program policies and the courses needed to complete the major. Other procedures are discussed and an advisor is assigned at this time. Internal transfer students must apply for candidacy, completing the required information.

*Readmission.* On occasion, BSW students are readmitted to the University after a long hiatus from school. All accepted students that are returning to complete their BSW degree must meet with the Chair of the Department, and if appropriate, the Director of Field Education prior to coming back into the program.

### **Undergraduate Social Work Candidacy Application**

Students must submit a complete Candidacy Application (no partial applications accepted) to the Chair of the Candidacy Process, following the candidacy application instructions, by October 1<sup>st</sup> of the third year. Incomplete applications will not be accepted and may place in jeopardy the student's ability to move into the junior field experience. Please obtain a Candidacy Packet from the Department web page, Department D2L site, or the Undergraduate Social Work Office.

#### The Candidacy Application must include the following:

- The following documents: Verification of Liability Insurance (handed in as part of the candidacy application), Criminal Background Check and Child Abuse History Clearance (to be stored by student and available upon request by potential field placement site)
- A candidacy application Personal Data form
- A copy of the student's "My WCU" unofficial transcript – a list of courses student has taken to date (a GPA of 2.5 or better is required)
- A signed form acknowledging that the student understands the professional behaviors expected prior to entering a field practicum
- A completed and signed volunteer certification form (attached) or similar letter verifying volunteer experience of a minimum **20** hours within the past **three** years. The volunteer requirement for students that have worked in a professional setting or have completed a community college human services practicum will be waived.

- Letter of recommendation for candidacy by someone (non-family member) who student worked with, supervised student, volunteered with, or who can honestly recommend that the student has the qualities to be a good social worker.
- **Personal Statement:** A paper typed in 12 font, using APA style to format your paper professionally (i.e. cover letter, abstract, proofread for grammar) that addresses all of the following points: *Submit to D2L*
  - a. State your reasons for wanting to be a social worker. Explain how you feel you can make a difference as a social worker.
  - b. Express what you have learned about yourself with regards to all of the following (you **MUST** discuss all of the following categories and integrate the knowledge, values and theories you have covered in your introductory social work courses). Please cite at least one theory that you learned in your social work classes – the theory can be taken from your text or a journal article. This means that you will also need to cite the reference within text and list this reference on a reference page at the end of your paper:
    - racism
    - sexism
    - homophobia/heterosexism
    - ageism
    - classism
    - ableism (discrimination against people who experience physical and/or mental challenges).
  - c. Describe how you intend to contribute to the leadership of the Social Work Department and/or the WCU community (for example, Social Work Club, Phi Alpha, and other related clubs, organizations & activities)

The Chair of the Candidacy Process and faculty review applications and recommend all candidates to the director/chair of the undergraduate social work program. Letters of acceptance/non-acceptance will be mailed to the student from the director of the undergraduate social work department by December 1.

Please note: Problematic background check reports may be cause to deny the student a field placement. If a student is concerned about something that might appear on their record, they should discuss any concerns in advance with the Director of Field Education.

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## **Standards of Professional Behavior**

The BSW Program takes seriously the development of professional behavior in the students. Therefore, standards of profession have been developed and are integrated into the curriculum in stages. These standards are considered a percentage of the grade for each respective course. Students who do not satisfactorily meet these expectations are discussed at faculty meetings. A plan is developed to assist the student in achieving satisfactory performance of the standards.

The standards are as follows:

### **Standards of Professional Behavior**

#### **SWO 200**

- **Professional Behavior:**

Exhibits behaviors which are in compliance with program policies, institutional policies, professional ethical standards, and societal laws in classroom, field, and community. Appearance, dress, and general demeanor reflect a professional manner. Shows potential for responsible and accountable behavior by knowing and practicing within the scope of social work, respecting others, being punctual and dependable, prioritizing responsibilities, attending class regularly, observing deadlines, completing assignments on time, keeping appointments or making appropriate arrangements, and accepting supervision and criticism in a positive manner. Social work students works effectively with others, regardless of level of authority. Advocates for themselves in an appropriate and responsible manner and uses proper channels for conflict resolution. Shows a willingness to receive and accept feedback and supervision in a positive manner, as well as use such feedback to enhance professional development.

- **Self Awareness:**

Exhibits knowledge of how one's values, attitudes, beliefs, emotions and past experiences affect thinking, behavior, and relationships. Accurately assesses one's own strengths, limitations, and suitability for professional practice. Shows awareness of self and how one is perceived by others. Reflects on one's own limitations as they relate to professional capacities. Is willing to examine and change behavior when it interferes in working with clients and other professionals.

#### **SWO 225**

- **Professional Behavior**

- **Self Awareness**

#### **SWO 300**

- **Professional Behavior**

- **Self Awareness**

- **Communication Skills:**

Demonstrates sufficient written and oral skills to comprehend information and communicate ideas and feelings.

a) Written: Writes clearly, uses correct grammar and spelling, and applies appropriate writing style, including American Psychological Association (APA) referencing, appropriate source citation, and documentation. Demonstrates sufficient skills in written English to understand content presented in the program and to complete adequately all written assignments, as specified by faculty.

b) Oral: Communicates effectively and sensitively with other students, faculty, staff, clients, and professionals. Expresses ideas and feelings clearly and demonstrates a willingness and an ability to listen to others. Demonstrates sufficient skills in spoken English to understand content presented in the program,

to complete adequately all oral assignments, and to meet the objectives of field placement experiences, as specified by faculty.

### **SWO 220**

- **Professional Behavior**
- **Self Awareness**
- **Communication Skills**
- **Interpersonal Skills:**  
Demonstrates the interpersonal skills needed to relate effectively to other students, faculty, staff, clients, and professionals and to fulfill the ethical obligations of the profession. These include compassion, empathy, altruism, integrity, and demonstration of respect for and consideration of others. Takes appropriate responsibility for own actions and considers the impact of these actions on others.

### **SWO 320, 321, 332, 350, 351**

- **Professional Behavior**
- **Self Awareness**
- **Communication Skills**
- **Interpersonal Skills**
- **Cognitive Skills**  
Exhibits sufficient knowledge of social work and clarity of thinking to process information and apply it to appropriate situations in classroom and field. Demonstrates grounding in relevant social, behavioral, and biological science knowledge and research - including knowledge and skills in relationship building, data gathering, assessment, intervention, and evaluation of practice. Exhibits ability to conceptualize and integrate knowledge and apply that knowledge to professional practice.
- **Stress Management**  
Demonstrates ability to deal with current life stressors through the use of appropriate coping mechanisms. Handles stress effectively by using appropriate self-care and developing supportive relationships with colleagues, peers, and others.
- **Emotional and Mental Capacities**  
Uses sound judgment. Seeks and effectively uses help for medical or emotional problems that interfere with scholastic and professional performance. Engages in counseling or seeks out support and help if personal problems, psychosocial distress, substance abuse, or mental health difficulties do any of the following:
  - Compromise scholastic and other performance
  - Interfere with professional judgment and behavior
  - Jeopardize the best interests of those to whom the social work student has a professional responsibility (as outlined in the current Codes of Ethics by the National Association of Social Workers (NASW) and the PA State Board of Social Worker Examiners for Social Work Licensure).

### **SWO 375, 395, 431, 432, 450, 451, 495, & 496**

- **Professional Behavior**
- **Self Awareness**

- **Communication Skills**
- **Interpersonal Skills**
- **Cognitive Skills**
- **Stress Management**
- **Emotional and Mental Capacities**

- **Professional Commitment:**

Exhibits a strong commitment to the goals of social work and to the ethical standards of the Profession, as specified in the NASW Code of Ethics and the Code of Ethics for Social Work Licensure in Pennsylvania. Demonstrates commitment to the essential values of social work that includes the respect for the dignity and worth of every individual and their right to a just share of society's resources (social justice).

- **Ethical Obligations:**

Current behavior and classroom performance demonstrate adherence to the ethical expectations and obligations of professional practice, noted in the NASW Code of Ethics and the Code of Ethics for Social Work Licensure in Pennsylvania. Ethical behaviors include:

- Adherence to the NASW Code of Ethics and the Code of Ethics for Social Work Licensure in PA.
- Disclose history of charges and/or convictions of an offense that is contrary to professional practice.
- Systematic evaluation of clients and their situations in an unbiased, factual way.
- Suspension of personal biases during interactions with others.
- Comprehension of another individual's way of life and values.
- Empathic communication and support of the client as a basis for a productive professional relationship.
- Appreciation of the value of diversity.
- Effective and nonjudgmental relation to and work with others who are different from oneself.
- Appropriate service to all persons in need of assistance, regardless of the person's age, class, race, religious beliefs, gender, disability, sexual orientation, and/or value system.
- No imposition of personal, religious, sexual and/or cultural values on clients.
- Demonstration of respect for the rights of others.
- Commitment to client's rights to freedom of choice and self-determination.
- Maintenance of confidentiality as it relates to human service, classroom activities, and field placement.
- Demonstration of honesty and integrity by being truthful about background, experiences, and qualifications; doing one's own work; giving credit for the ideas of others; and providing proper citation of source materials.
- Demonstration of clear, appropriate, and culturally sensitive boundaries. Does not sexually harass others; make verbal or physical threats; become involved in sexual relationships with clients, supervisors, or faculty; abuse others in physical, emotional, verbal, or sexual ways; or participate in dual relationships where conflicts of interest may exist.

### **Additional Standards: Use of Technology and Social Media**

#### **Electronic Devices in the Classroom**

Computers may be used to support learning activities in the classroom. These include such activities as taking notes and accessing course readings under discussion. However, non-academic use of laptops and other devices is distracting and disrupts the learning process for everyone. Emailing, texting, social networking, and use of

the internet for non-academic reasons, in the classroom, are also inappropriate and unprofessional. The use of cell phones during class time is prohibited; cell phones should be set on silent before class begins. In case of an emergency, please step out of the room to take the call. If a student does not meet these expectations, they may lose participation points, or may be asked to leave the class.

### **Electronic Devices in at the Field Site**

Emailing, texting, social networking, cell phone use and any other use of electronic devices, including computers, for non-field related reasons is unprofessional and not permitted. Inappropriate use of electronic devices at the field site can result in removal from the field practicum. If it is a practice of your field site to use email to communicate with clients, you should only use the email address that was assigned to you by your field site. All emails and texts whether to clients or other professionals should be communicated professionally and in a manner that maintains the client's confidentiality. You should not use or give your personal email or phone number to your clients.

### **Social Media**

The Undergraduate Social Work Department recognizes the everyday uses of social media. It can be a great tool for staying connected and informed however it is important to use it professionally. Confidentiality in the field extends to Facebook, Twitter, Blogs, and other forms of social media. It is an ethical violation to share information about your work with clients, including pictures, or confidential information about your field site on social media sites unless it is part of your role at your field site and all of the necessary release of information forms have been signed. When referring to the Undergraduate Social Work Department, your field site, clients, colleagues, classmates or client populations, you should use respectful, professional language without misrepresenting or misleading information. In addition, it is important that you represent yourself accurately and identify yourself as a student/intern.

When using social media, it is important to maintain good professional boundaries. You should not "friend" your current or former clients. If you receive a "friend" request from a client, you will need to have conversation with your client to inform them on why you cannot "friend" and the importance of maintaining appropriate boundaries.

### **Web Searches**

It is not unusual for clients to become curious about the professionals who work with them. Hence, you should set your security settings so that your clients cannot obtain access to your personal social media sites. Since there are limitations to the security of the internet and social media, you should make sure that you are represented on the web in a professional manner. It would not be appropriate for you to do a web search on your client without your client's informed consent.

### **Evaluation of Student Development**

The pre-candidacy courses, [Intro to Social Welfare (200) Race Relations (225), Family Systems (SWO 300) and Intro to Generalist Practice (220)], have been designed to invite students to reflect on their own values and attitudes, and whether these are consistent with the social work profession. These are also known as "gatekeeping" courses in that they provide an opportunity for the student and professor to examine together the suitability of the student for the social work profession. The values and attitudes addressed in each of these courses are depicted in the table below.

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## INTRODUCTORY GATE KEEPING COURSES

<u>Course</u>	<u>Content Addressed</u>
Introduction to Social Welfare (SWO 200)	Exploration of Professional and Personal Values Social Work Profession and Services History of Social Work and Social Justice Introduction to Contemporary Social Problems Global Awareness
Race Relations (SWO 225)	Discrimination Institutional and Internalized Racism Oppression of Diverse Groups Cultural Competence Self-Reflection and Awareness
Family Systems (SWO 300) Assessment	Family Systems Theory Intergenerational and Structural Models of Personal/Family/Cultural Value Systems Normative Versus Non Normative Stressors
Introduction to Generalist Practice (SWO 220)	Personal and Professional Values Interviewing Process Role Conflict and Resolution Bio/Psy/Soc/Spiritual/Cultural Assessment The Roles of a Generalist Practitioner The Helping Process Beginning Skills of Social Work Oral Histories Critical Thinking Ethical Dilemmas: Conflicts and Decision Making

### **Gatekeeping: An Ongoing Process**

Student progress, both academic achievement and the development of professional behavior, is monitored and evaluated in several ways:

- 1) Faculty meetings devoted to student review at least once per semester.
- 2) Student-Faculty Advisory Meetings (students are assigned an advisor upon acceptance into the major). Face-to-face advising meetings are required at least once per semester with the social work advisor.
- 3) Course performance evaluation. The program standards of professional behavior have been integrated into the relevant course objectives are counted as a percentage of the course grade.
- 4) Field evaluation completed in both the junior and senior year.
- 5) Successful completion of the candidacy process and competency exam in the junior year.

### **Termination for Academic Reasons**

The Undergraduate Social Work Program endorses all West Chester University rules on termination of students based on academic performance (see *WCU Undergraduate Catalogue* and *Ram's Eye View*). In summary, the Academic Standards Policy has three categories: Good Academic Standing - maintain a 2.00

GPA for all work taken at the University; Probation and Dismissal are actions taken by the University when a student's GPA falls below an acceptable level at the end of a semester or summer term.

In addition, the following Undergraduate Social Work Program policy on termination of majors for academic performance is meant to supplement the University policy:

- ❖ Students must maintain an overall GPA of 2.5 or higher.
- ❖ Students must receive a grade of C or better in SWO 320, 321, 375, 395, 450, 451, 495, and 496.
- ❖ Students who receive less than a 2.5 (cumulative) average are not able to graduate with a BSW degree.
- ❖ Students may retake courses only twice. If after the third time a student fails to receive a C grade, the student will be terminated from the Program.

Students are informed of the minimum grade point average expectations and are advised. If it appears that students are struggling, they should see their advisor immediately. A student who is falling below the University and/or Department's required GPA will meet with their academic advisor to develop an academic recovery plan. Students that are unable to maintain the minimum grade point average for social work of 2.5 are notified if they 1) must repeat a course; 2) are unable to progress into the next sequence of courses and/or 3) must select another major other than social work. If a student does not maintain a 2.5 after two consecutive semesters, they will be transferred out of the social work major. If it becomes necessary for a student to change majors because of their inability to perform at the expected level, the Chairperson meets with them to provide academic guidance to locate another major that is suitable for the academic and professional needs of the student and facilitates the internal transfer.

### **Grading Criteria**

While grading is done by each individual faculty member according to criteria specified in course syllabi, the following criteria is used as a guide to help students understand the evaluation process (and to conduct their own self-evaluation (criteria below adapted from Dr. Rick Voss' self-evaluation assignment criteria, WCU Undergraduate Social Work Department):

#### An "A" student may be described as follows:

- (1). Attends all class sessions punctually and stays throughout
- (2). Is noticeably "involved" in terms of energy output and apparent intellectual involvement.
- (3). Helps others to understand and becomes involved.
- (4). Remains enthusiastic throughout the term.
- (5). Is responsible to small group in shared assignments.
- (6). Goes beyond the requirements in thought, energy, and generosity.

#### A "B" student may be described as follows:

- (1). Attends all class sessions punctually and stays throughout.
- (2). Is usually "involved" in terms of energy output and apparent intellectual involvement.
- (3). Does not become impatient and discouraged.
- (4). Occasionally asks questions relative to own lack of understanding.
- (5). Completes materials and assignments on time.
- (6). Completes required assignments neatly and with a display of care and thought.

#### A "C" student may be described as follows:

- (1). Tends to be occasionally later for class and may be absent.
- (2). Uses only that amount of energy and thought to complete the work.
- (3). Is generally only interested in self and not others.
- (4). Usually has assignments completed on time.
- (5). Uses a minimum of time and thought in completing assignments.

(6). Is suspicious of the learning process and does not become involved. Often shows reluctance in completing assigned problems.

A=Mastery of the essential elements and related concepts plus demonstrated excellence or originality.

B=Mastery of the essential elements and related concepts.

C=Acceptable knowledge of the essential and related concepts.

D=Minimal knowledge of a sampling of related concepts only.

F=Unsatisfactory progress.

### **Grade Appeals and Violations of Academic Integrity**

The BSW Program adheres to the University Policies on Grade Appeals and Violations of Academic Integrity (see WCU Undergraduate Catalog). In addition, the Program's gatekeeping mechanism is in accordance with the University's position on "Maintenance of Academic Standards: Probation and Dismissal." If a situation arises that a student's academic performance, field performance and/or adherence to the NASW Code of Ethics and Professional Values and/or the Program's Standards of Professional Behavior has not been remedied by the above process, the student may be counseled by the appropriate faculty advisor and/or the Director to seek another degree program. The advisor and/or the Director will assist in facilitating this process.

Students have the right to discuss and/or appeal this process. To do so, students should (in the following order):

- (1) Contact their Faculty Advisor
- (2) Contact the Director/Chair of the Undergraduate Social Work Program
- (3) Contact the Dean of the College of Education and Social Work
- (4) Request a hearing as outlined in the *Ram's Eye*

Students who have a grade of NG (incomplete) and/or a grade of D+ or below in required social work courses (C- in 300-level practice courses) must repeat these courses and achieve a satisfactory grade before entering both the junior and senior field placement. Not achieving at least a 2.5 cumulative average in all social work required courses is considered grounds for dismissal from the Social Work Program.

### **Grievance Procedures Related to a Field Practicum**

Social work students should take the following steps in the order listed with regard to any grievance related to field practicum:

- Step 1: Discuss the grievance with the person immediately involved; if not resolved,  
Step 2: Discuss the grievance with Faculty Field Liaison; if not resolved,  
Step 3: Discuss the grievance with Director of Field Education; if not resolved,  
Step 4: Discuss the grievance with Director/Chair of the Undergraduate Social Work Department  
Step 5: If the grievance is related to a grade, the student follows the procedures outlined in Student Handbook/Field Manual and the *Ram's Eye*.

### **Termination for Unprofessional Behavior**

Although professional behavior is a part of the student evaluation process for each course, it is necessary to also have a policy that more generally addresses non-academic performance or behavior that is inconsistent with the profession's values and ethics.

Occasionally, while students have performed well in class, there are other concerns about the student's suitability for social work that emerge and these are also discussed at the regular faculty meetings designated for student review. In such a case, the student is discussed as specified above, and an appropriate plan of action is developed. While this is handled on a case-by-case basis depending on the concern, the procedure is typically in the following sequence:

- (1). Discussion at a faculty meeting.
- (2). Meeting with the student and appropriate faculty member, field director, Chair, or advisor. At this time, the student provides their perspective on the issue
- (3). A plan is developed and agreed upon to rectify the behavior, with clear stipulations to be met by the student within a specified period of time.
- (4). If the behavior continues, the student and Chairperson meet in order to review options other than social work and/or attempt to resolve the dispute. *At any time during the process, if the student is not satisfied with the result, they may request a meeting with the Chair, Associate Dean, or Dean.*
- (5). If the behavior warrants dismissal from the BSW program and/or is a serious violation of the Program's standards and therefore a breach of standards of professional ethics (as outlined in the University's violation of academic integrity policy), the Chair will refer the matter to the Dean's Office and the appropriate official university body such as the University Judicial Affairs Board.

**IMPORTANT TO NOTE:** Students may be removed from their field practicum immediately for any of the following reasons:

- ❖ Serious breach of the Field Education Agreement
- ❖ Physical, mental or academic incapacity that seriously interferes with the work required in field placement
- ❖ Intentional breach of social work ethics as detailed in the NASW Code of Ethics
- ❖ Request from the field practicum site due to concerns about the student's ability to perform the expectations of the field site

If there is a need to remove a student from the field placement for any of the above reasons, the faculty will address the concern, following the above procedure, in an expedited way in order to resolve the issue.

The Undergraduate Social Work Program follows the University's policy on Grievance and Appeal Procedures (See *Ram's Eye*).

The results of all evaluation conferences and meetings with the student are recorded in the file of the student. In addition, if a student has a concern about a faculty or staff member, after fully discussing the concerns with the faculty or staff member, the student may make an appointment with the Undergraduate Social Work Director/Chair to address and resolve the concerns. If a student has a concern with the Undergraduate Social Work Director/Chair after fully discussing the concerns with the Director/Chair, the student may make an appointment with the Dean or Associate Dean of the College of Education and Social Work.

### **Student Rights and Responsibilities**

The Undergraduate Social Work Program believes that protection of students' rights and responsibilities is necessary for a vital program. Students have a right to a quality education from faculty who are committed to excellence in learning. Students also have a responsibility to participate actively in all educational areas such as the classroom, Field, Social Work Club, University activities, and the larger community.

Students' rights and responsibilities, as well as programs and services for students, are described in the *Ram's Eye*. A copy of specific student's rights/responsibilities is included in the *Ram's Eye* (<http://www.wcupa.edu/services/stu/ramsEyeView/>). Grade appeals, Termination, and Sexual Harassment are examples of policies found in the *Ram's Eye*. The University offers many programs and services such as a Health Insurance Program and Health Services, Mail Service, Career Planning and Placement Services, Counseling Services, and writing and study assistance (through the Writing Center and Learning Assistance Resource Center), to name a few. Any students' rights specific to the Social Work Department are outlined in the Social Work Student Handbook/Field Manual, which is given to students upon entering the Department.

Any new policies or revisions of existing policy are clarified in Faculty/Student Meetings, posted on the Department website, and available to all students.

## **WEST CHESTER UNIVERSITY POLICIES**

### **A. Evaluations**

1. Faculty teaching below the 400 level should examine student academic progress by means of at least three major evaluations during a semester. However, in a skills-based course, a student's final mark may be determined by either: 1) three major evaluations; or 2) a combination of intermediate evaluations and the final level of skills attained as established by the instructor of department at the beginning of the course. This policy does not apply to unique situations such as off-campus and field experience.
2. Faculty should inform students at the beginning of a course of the nature and number of evaluations.
3. The student is to be notified of the results of each evaluation during the course. Normally, this should be done prior to the next scheduled major evaluation.
4. One major evaluation should be given prior to the end of the eighth week of the semester or its equivalent in summer school.
5. Faculty members are requested to retain the results of all evaluations, including final examinations, for a period of six months before discarding them.

### **B. Final Examinations**

1. Final examinations in a course below the 400 level should be assigned a weight not to exceed 33-1/3 percent of the final mark.
2. In accordance with college policy, no final examinations should be given before the scheduled final examination time.

### **C. Course Information**

By the second class meeting, students in all courses except those given by individualized instruction or independent study, must receive a course syllabus containing at least the following information.

- a) Course name and number
- b) Instructor's name, office location, office telephone number, email address, and scheduled office hours
- c) Required textbook(s)
- d) Student learning outcomes (including General Education goals if course is an approved General Education course)
- f) Evaluation policy
- g) Course outline
- h) Attendance policy
- i) Policies concerning granting of No Grade, violation of academic integrity, and violation of student code of conduct.
- j) ADA policy statement

## **UNDERGRADUATE STUDENT ATTENDANCE POLICY**

Each professor will determine a class attendance policy and publish it in their syllabus at the beginning of each semester. When a student fails to comply with the policy, the professor has the right to assign a grade consistent with their policy as stated in a course. Social work is a profession; therefore, all students must comply with the standards of professional behavior. Excused absences, in accordance with the Excused Absence Policy for University-sanctioned events, will not result in a penalty, provided the student follows this policy. University departments or programs may establish attendance policies to govern their sections as long as those policies fall within these guidelines.

## CURRICULUM

### COURSES

#### Introduction

The academic classroom and field practicum components of the Undergraduate Social Work Department are designed to prepare the student for beginning level professional practice as a BSW social worker, as well as for graduate study. The purpose of the baccalaureate curriculum is to prepare students for beginning professional generalist practice with individuals, families, groups, communities, organizations and societal systems.

The curriculum has been developed from the mission of the institution, to be consistent with the Curriculum Policy Statement and accreditation standards for undergraduate social work programs established by the Council on Social Work Education (see Appendix for the Educational Policy Statement). The social work curriculum is composed of fourteen required social work courses and three courses of field practice. Please consult the Field Education section of this manual for a complete description of the practicum component of our program.

The curriculum design for the Social Work Program reflects an integrative approach to generalist social work practice. Intervention on three levels: the micro (individual), the mezzo (families and small groups), and the macro (agencies, communities, social policies and societal systems) is stressed throughout each core course. The integrative model of social work practice illustrates a multi-level approach to generalist practice with individuals, families, groups, communities, organizations, and societal systems.

**Pre-Candidacy Courses and the First Year** (*note: students in the Philadelphia BSW program will take the courses below on a part-time schedule and may transfer in many of the general education requirements*)

Pre-candidacy social work courses are designed to introduce students to the history and purposes of the social work profession, social work values and ethics, theories that help explain human behavior in the social environment, the generalist intervention model, the role of policy and research in social work practice, the importance of recognizing and appreciating diversity, and principles of social and economic justice. Collectively, they lay a foundation of knowledge, values, and skills towards the achievement of all five program goals and the corresponding nine core competencies. While taking pre-candidacy social work courses, students are also taking specified general education and liberal arts requirements that support the goals and objectives of the program.

**Year One.** Social work students take Introduction to Social Welfare (SWO 200) and Race Relations (SWO 225) in the first semester of their first year. SWO 200 serves to introduce students to the history and purposes of social work and social welfare, the fields of service, values and perspectives of the profession, and a beginning understand of the role of advocacy. Faculty determined that an introduction to policy and the professional aim of social and economic justice lays the foundation of a systems perspective and socializes students to the interdependence of policy and practice. Similarly, SWO 225, Race Relations, provides a comprehensive and interdisciplinary introduction to the examination of race relations in historical and contemporary society. Emphasis is placed on racial awareness by examining racial, ethnic, and cultural differences of people in the United States. Students are taught models of racial identity development and the effects of oppression on individuals and members of historically oppressed groups. Students are supported in examining their own beliefs, attitudes, and learned stereotypes in order to prepare them for practice that is culturally-competent in that it is both fundamentally non-discriminatory and values the strengths of people of color. In taking SWO 200 and 225 concurrently, students are simultaneously exposed to the concept of systematic oppression and a professional value system and history that seeks to redress it.

During this first semester, students also take their first English Composition course (academic foundation requirement, WRT 120), a sociology course (behavioral and social science requirement, introductory courses recommended), and the first of two department-required language courses. Effective writing is a basic requirement for professional social work practice and students must learn the mechanics of writing prior to taking professional foundation, upper-level social work courses where expectations for writing

assignments and professional writing are high. The sociology course helps to lay the foundation for the Human Behavior in the Social Environment content of the curriculum by initiating students in the fundamentals of the sociological perspective through a comparative, historical, and cross-cultural analysis of human behavior (Competency 2). The foreign language requirement helps to lay the foundation for diversity content by giving students the opportunity to learn a foreign language. Even for students that do not pursue foreign language study beyond the 6-credit department requirement (or for those who pursue a cultural cluster based on their challenges in learning a second language), this is seen as a valuable exercise in empathy-building to work with clients for whom English is a second language. It also provides a horizontal linkage with SWO 225, Race Relations, where the focus on racial and ethnic minority groups also looks discrimination from the standpoint of English-only legislation.

In the second semester of the first year, social work students take Introduction to Generalist Practice (SWO 220) and Family Systems (SWO 300). SWO 220 introduces students to the Generalist Intervention Model (the planned-change process), emphasizing that client system assessment and planning must occur at the individual, family, group, organizational, and community levels (micro, mezzo, and macro). Students are given the opportunity to begin development of interviewing skills through an assignment to obtain an oral history from an older adult. In addition, students are introduced to the NASW Code of Ethics and engage in exercises aimed at helping students identify similarities and differences between their personal and professional value systems. In SWO 300, Family Systems, students are introduced to family systems theory, the family life cycle, and diverse family forms. The course emphasizes a nonjudgmental stance to difference, and assists students in understanding the interactional effects of individuals and their family systems. Students are taught to understand families within broader systems, as well, in order to appreciate the effect of social dynamics, including laws and social policy, on family functioning. By taking SWO 220 and 300 concurrently, students interview an older adult while learning about the family system within society at the stage of older adulthood, thereby providing another horizontal linkage within the curriculum.

During the second semester, students also take their second writing course (WRT at the 200 level), a psychology course, and the second course in foreign language. As with sociology, the psychology course helps lay the foundation for HBSE content area that ultimately produces student competency in this area (Competencies 6-9). Psychology courses introduce students to the scientific study of human behavior, and in the introductory course recommended, emphasize the learning process.

### **The Professional Foundation and Years Two, Three, and Four**

Professional foundation courses build upon the foundation established in the pre-candidacy social work courses, and the general education and liberal arts courses, creating vertical integration across the curriculum. Within the professional foundation, the emphasis is on producing practicing and proficient levels of social work practice; therefore, emphasis is on application and integration of social work knowledge, values, and skills. Once students have reached the second semester of the third (junior) year, they have completed the majority of general education and liberal arts requirements and are able to select, with guidance from their faculty advisor, electives both within and outside the BSW program. Moreover, a strong and integrated beginning and practicing-level curriculum has prepared students for their first field experience that occurs in the second semester of the junior year.

**Year Two.** In the first semester of the sophomore year, social work students take Social Welfare Policies and Services (SWO 332) and Human Behavior in the Social Environment I (SWO 350). SWO 332 provides students with an understanding of social movements and present-day policies, and makes the connection between societal values and traditions and social policy. Students learn a social justice framework for analysis and develop an awareness of how individuals and families are very much affected by how society defines and treats its members. SWO 350 focuses on the “first” half of the life cycle (pre-birth through adolescence), making use of diverse theories to understand human behavior during these stages and to help students better understand individuals and families. In being taken concurrently with the policy course, a horizontal linkage is made as students are able to connect theories that address individuals and families and policies that both impact individuals and families and are impacted by them.

Students in the first semester also take a required course in history and one in government/political science. Since the department recommends PSC 100, US Government and Politics, and HIS 150, The American Experience, students experience horizontal integration of content from these classes and the policy course, SWO 332. In takes these courses concurrently, students are better prepared to understand the historical, ideological and political context within which the U.S. social welfare system developed. This integration helps lay the foundation for at least two of the core competencies related to advocacy for social and economic justice, Competencies 3 and 5.

The fifth course students take in the first semester is a biology course. At the time of the last accreditation, the biology course was placed earlier in the sequence, and students were encouraged to take it in the first year of study. However, this was a challenging course to take, and faculty believed students would do better if they took it during the second year of study when its foundational value was still strong but when students were not as “green” in their academic careers. The biology course, in addition to fulfilling a University requirement, is required by the department in order to help lay the foundation for understanding the biopsychosocial perspective in social work. Students are encouraged to take the introductory biology course (BIO 100) that introduces the basic principles of biological science, including genetics, development, diversity of life forms, and ecology. This ultimately helps lay the foundation for HBSE content that produces the equivalent competency, Competencies 6-9.

In the second semester of the sophomore year, students take the second Human Behavior in the Social Environment course (SWO 351), as well as the first of two Generalist Social Work Practice course (SWO 320). SWO 351 focuses on the second “half” of the life cycle (young/middle to older adulthood) as well as theories that help students understand group and organizational client systems, but can be taken prior to SWO 350 if need be (this determination creates greater flexibility for students without undermining the congruity of the curriculum). SWO 320 teaches the Generalist Intervention Model and moves students from the beginning level of knowledge, values, and skills to the practicing level, as students apply the model within the classroom setting. Students are also taught to apply Shulman’s (2009) Interactional Model where emphasis is placed on the use of relationship as a means of support and influence in work with clients and client systems. Horizontal integration occurs as students connect the interactional nature of people and systems with their own beginning social work practice. Vertical integration occurs, for example, as students begin to apply theories of human behavior in the social environment to their work with “clients” through case studies and role play in the classroom. This integration provides the building blocks of several of the core competencies including Competencies 6-9.

Students in the second semester of the second year also take a communications course (Academic Foundation requirement, SPK 208 or 230), a literature course (distributive requirement, LIT 165—a writing emphasis course—recommended) and the second University-required science course (menu of options delineated by the social work department). The course in communications helps students develop skills in public speaking, while the literature course provides additional life perspectives upon which students can draw to round-out their own experiences that are often limited (in part) by age. Taken concurrently with the Generalist Practice course, students are afforded the opportunity to view others as experts in their own lives, an understanding that helps lay the groundwork for competency 2, engage diversity and difference in practice. Finally, the second science course provides a breadth of knowledge that serves as a foundation of generalist practice.

**Year Three.** In the fall of the junior year, students take Generalist Practice II (SWO 321) and Methods of Social Inquiry (SWO 431). In SWO 321, students learn and apply the knowledge, values, and skills of social work practice with groups, organizations, and communities. As with SWO320, students make use of Shulman’s (2009) developmental group work model and begin to apply their beginning-level skills within the classroom setting. They also deepen their understanding and begin to apply the theoretical material on organizational and community change learned in SWO 351 through the assigned course material.



In SWO 431, students learn to analyze and engage in qualitative and quantitative research methods applicable to social work practice, with an emphasis on sound, ethical principles. Students plan, conduct, and write up a team research project, and learn methods to evaluate their own practice. The research methods course builds upon beginning and practicing-level research content embedded in prior social work courses.

In addition to the social work courses, students in the first semester take a Math course (academic foundation requirement) and the department-required Humanities course in Philosophy (180 recommended). While students may take any math course, the department recommends Introduction to Applied Mathematics (104) or Statistics I (121), with particular emphasis on the latter. Given that students are enrolled in research methods during this semester, the statistics course provides horizontal integration and a complementary foundation to students as they analyze their own data and that reported by others. By taking one of the specified math courses, students learn the building blocks for social work courses that ultimately lead to the nine core competencies, in this case competency 4, to engage in research-informed practice and practice-informed research. Moreover, students become more critical and sophisticated consumers of social work research in the ultimate service of their clients. Similarly, the social work program recommends that students take Introduction to Ethics (PHL 180) to fulfill the philosophy requirement based on its emphasis on ethical-decision making. This provides additional foundation content for the multiple social work courses that build the first core competency, demonstrate ethical and professional behavior in practice. In order to apply social work ethics, it helps for students to learn the theory and purpose of ethical thinking, knowledge that can be gained in any University philosophy course.

Finally, in this semester, students take the first of their advised electives. Students that are interested in child welfare practice often fulfill their first elective credits by taking the department's child welfare elective (SWO 420) (this elective is offered once per academic year, either in the fall or spring). Students interested in the State's Child Welfare Education for Baccalaureate's Program (CWEB), a program designed to increase social work's presence in state child welfare agencies, are required to take the child welfare elective. Students choose their electives in consultation with their academic advisor in the department.

In the second semester of the junior year, students enter their first field placement. **In order to enter junior field, students must have completed SWO 200, 220, 225, 300, 320, 332, and 350. SWO 321 and 351 may be taken concurrently.** After completing their candidacy packet, meeting with the Director of Field Education to discuss their interests and background, and completing the required coursework, students are prepared to enter the field. In this semester, students take Field Experience I (SWO 375), Junior Seminar (SWO395), and Advanced Policy Practice (SWO 432). The professional field education component of the BSW program at West Chester is comprised of three semesters (16 hours per week) of field practicum, and begins with this first semester in the junior year. (The following two semesters, which occur in the senior year, are discussed below.) The first field experience gives students the opportunity to practice relationship-building skills, to identify and begin to perform multiple social work roles (broker, advocate, counselor, mediator, educator, and facilitator), and to experience working within a professional setting. In this way, the first field experience provides a foundation for the senior year field experience whereby students deepen their application of knowledge, values, and skills, and move towards an integration of these three.

The primary purpose of both the junior and senior seminar is to help students integrate academic learning with learning in the field. The three seminars (junior, senior I and senior II) have been conceptualized as occurring along a developmental trajectory with the purpose of building student competencies and supporting field as the signature pedagogy. Consequently, students must take field with the corresponding practice course. **Field is part of a course. Students must remain in field until the end of the course.** If a student has to retake the field or seminar course, they must retake the corresponding course. At the same time that students are honing their beginning generalist practice skills, they take Advanced Policy Practice (SWO 432). In this course, students begin to apply and integrate knowledge gained in SWO 200 and SWO 332 in order to influence larger social systems. This course, which entails the completion of a policy practice project and participation in the Pennsylvania Chapter of NASW's Legislative Lobby Day, provides students the

opportunity to build competency in areas not always offered through the field practicum, but in the service of clients and the practicum.

In this second semester, students take the second of their advised electives. Often, based on the field practicum, students begin to choose electives that will enhance their knowledge base for generalist practice.

Finally, in the second semester of the junior year, students take the junior competency exam. In order to enter the senior field practicum, students must pass the competency exam. Exam questions are based on course material from SWO 200, 225, 220, 300, 320, 321, 332, 350, and 351, all of which the students have taken either previously or in the concurrent semester. If a student fails, they have one additional opportunity to pass the exam. If the student does not pass on the second attempt, they will not be able to go forward into senior field and must schedule an appointment with the department Chairperson in order to determine the next course of action.

**Year Four.** In the first semester of the senior year, students enroll in Field Experience II (SWO 450), and Senior Seminar I (SWO 495). At this point, students are only taking social work professional core courses at the proficiency level. Therefore, the focus of each course in the senior year is on the integration of social work knowledge, values, skills, and cognitive and affective processes necessary to be competent generalist social work practitioners. The field practicum in the senior year is at a different site from the practicum in the junior year, which gives students two different experiences. The expectations of the field experience in the senior year are greater than for the junior year, insofar as students are expected to function more autonomously (with supervision), initiate and engage clients in the planned-change process, and enhance their relationship skills. There is also the expectation that students will be given opportunities to practice at different system levels. As with the junior year field practicum, students are in the field 16 hours per week. Senior Seminar I gives students the opportunity to integrate both the knowledge, values, and skills developed in prior coursework and the field experience with the classroom. To this end, the course is case-driven whereby students present process-recordings of their work with clients in order to hone assessment, planning, and intervention skills. In addition, students practice the skills of peer consultation by offering and receiving feedback from fellow students on their work. While skills, and cognitive and affective processes at all levels of practice are honed, the first senior seminar tends to focus on the skills and cognitive and affective processes of practice with individuals and families. This is part of an intentional design whereby students move into honing the skills of mezzo and macro practice in the second senior seminar (SWO 496). As culmination of the first seminar, students complete a Senior Integrative Paper, which they present before the faculty in the beginning of the spring semester.

In addition to social work courses in the first semester, students fulfill their University Art requirement and the third of their advised electives. Given the heightened expectations for proficiency in the senior year, taking a course in the Arts can be a welcome reprieve from writing and analysis. While rigorous, art courses remind students of the importance of their own and all individuals' need to be creative. In being able to take an advised elective, students are once again in position to take a course that will enhance their knowledge and skills with their client population in the senior-year field practicum. For those students fulfilling the requirements for a minor (18 credits in the discipline), 15 elective credits in the junior and senior year facilitate the completion of this process.

In the final semester of the senior year, students take the third semester of Field (SWO 451) and the second Senior Seminar (SWO 496). While the field experience remains focused on helping students integrate knowledge, values, skills, and cognitive and affective processes necessary for generalist practice in the field, there is also a focus on post-graduation plans and professional development. SWO 496 continues to deepen student integration of theory and practice and maintains its case focus; however, in the second seminar "case" is conceptualized more broadly to incorporate practice with systems of all sizes. While the primary focus of evaluation of practice is on individual students in the first senior-year field practice class and Senior Seminar, in the second seminar, it is on evaluation of the field setting/agency's practice. Students are asked to not only identify service arrangements or policies that are not "working" for clients, but to devise ways to address these,

thereby building the leadership skills specified in the nine core competencies. Finally, in the seminar, termination is discussed at all levels of social work practice.

In the final semester, students also fulfill their final six (6) credits of advised electives, giving them the opportunity to advance their knowledge in areas that inform their proficiency-to-competency level generalist social work practice.

# WEST CHESTER UNIVERSITY UNDERGRADUATE SOCIAL WORK DEPARTMENT

## GUIDANCE SHEET

Student Name: \_\_\_\_\_ Student ID: \_\_\_\_\_

Year Entered: \_\_\_\_\_ Anticipated Graduation Date: \_\_\_\_\_ Advisor Name: \_\_\_\_\_

**NOTE:** The Department advises all students to commit to this sequence and register courses accordingly. Academic credit for life experience or previous work experience is prohibited. If a Social Work student has difficulty enrolling in a Social Work Course, it is recommended that you contact the Chair immediately. STUDENTS ARE RESPONSIBLE FOR CHECKING THEIR DEGREE PROGRESS REPORT (via myWCU) TO ENSURE THEY ARE FULFILLING ALL UNIVERSITY DEGREE REQUIREMENTS.

**University General Education and Distributive Requirements;** (Please see the Undergraduate Catalog Degree Requirements for a complete listing of acceptable General Education courses

[http://www.wcupa.edu/\\_admin/associateprovost/documents/APPROVED\\_GEN\\_ED\\_DISTRIBUTIVE\\_COURSES.pdf](http://www.wcupa.edu/_admin/associateprovost/documents/APPROVED_GEN_ED_DISTRIBUTIVE_COURSES.pdf)).

WRT 120 (can place out of this)	6 credits of Science (For SW – BIO and one other Science)
WRT 200-level	6 credits of Behavior Science (For SW 9—PSY, SOC, PSC)
3 credits of a Math course above 100 levels (104 or 121 rec)	6 credits of Humanities (For SW –HIS, PHI)
SPK 208 or 230	3 credits of ART
3 credits of diverse communities (SWO 351)	18 credits of Advised Electives
3 credits of interdisciplinary course (SWO 225)	Students must achieve a minimum of 120 credits to graduate
9 credits of writing emphasis courses ( SWO 300, 351, 495)	SW Students need 2.5 GPA overall for BSW
Minimum grade of C required for SWO 320, 321, 375, 395, 450, 451, 495, and 496. All other required SWO courses minimum C-	

First Year: Pre-Candidacy, Fall Semester			
Course Number	Course Name	Credits	Grade
SWO 200	Introduction to Social Welfare	3	
SWO 225	Race Relations (I, J)	3	
WRT 120	English Composition Effective Writing I	3	
SOC	Select approved Sociology course (SOC 200 or 240 recommended)	3	
FLG	Foreign Language (Spanish recommended.)	3	

First Year: Pre-Candidacy, Spring Semester			
Course Number	Course Name	Credits	Grade
SWO 220	Introduction to Generalist Practice	3	
SWO 300	Family Systems (W)	3	
WRT 200-level	200, 204, 205, 206, 208, or 230	3	
PSY	Select approved Psychology course (PSY 100 recommended)	3	
FLG	Foreign Language (Must be level up from first course.)	3	

Second Year: Pre-Candidacy, Fall Semester			
Course Number	Course Name	Credits	Grade
SWO 332	Social Welfare Policies and Services	3	
SWO 350	Human Behavior in the Social Environment I	3	
PSC	Select approved Political Science course (PSC 100 recommended)	3	
BIO	Select approved Biology course (BIO 102 will not count)	3	
HIS	Select approved History course (HIS 150 recommended)	3	

Second Year: Pre-Candidacy, Spring Semester			
Course Number	Course Name	Credits	Grade

SWO 320	Generalist Practice I	3	
SWO 351	Human Behavior in the Social Environment II (W, J)	3	
SPK 208 or 230	Public Speaking	3	
Science	Select approved Science class from CHE, CSC, ESS, or PHY	3	
Advised Elective		3	

Third Year: Apply for Candidacy by October 1 <sup>st</sup> , Fall Semester			
Course Number	Course Name	Credits	Grade
SWO 321	Generalist Practice II	3	
SWO 431	Methods of Social Inquiry	3	
MAT	Select any Math course based on placement ( <i>MAT 104 or 121 recommended</i> )	3	
PHI	Select approved Philosophy course ( <i>PHI 180 recommended</i> )	3	
Advised Elective		3	

Third Year: Professional Core, Spring Semester			
<i>Students must pass competency exam in the spring semester of the junior year in order to advance to senior field. Interested students can study abroad in Cuernavaca, Mexico for this semester. Ask your advisor about this opportunity!</i>			
Course Number	Course Name	Credits	Grade
SWO 375	Field Experience I	6	
SWO 395	Junior Seminar	3	
SWO 432	Advanced Policy Practice	3	
Advised Elective		3	

Fourth Year: Professional Core, Fall Semester			
Course Number	Course Name	Credits	Grade
SWO 450	Field Experience II	6	
SWO 495	Senior Seminar I (W)	3	
ART	Select approved Art, Cinematography, Dance, Music, Photography, or Theatre	3	
Advised Elective		3	

Fourth Year: Professional Core, Spring Semester			
Course Number	Course Name	Credits	Grade
SWO 451	Field Experience III	6	
SWO 496	Senior Seminar II	3	
Advised Elective		3	
Advised Elective		3	

**SOCIAL WORK ELECTIVES:** Mental Health and Addictions (SWO 421), Child Welfare Practice and Policy (SWO 423), Topical Social Work Seminar (SWO 490), and Sexuality Concepts for Social Workers (SWO 491)(W).

\*Students may take social work courses concurrently while applying for candidacy.

\*\* Students cannot fulfill a general education requirement and interdisciplinary requirement with the same course.

\_\_\_\_\_  
Chair's Signature – Advised Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Advised Student Signature

\_\_\_\_\_  
Date

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## **FIELD EDUCATION**

Field Education is a significant part of your preparation for professional social work practice. The BSW Program at West Chester University provides concurrent field practicum with ongoing course work designed to provide instruction and opportunity to integrate theory and practice. In addition, during the spring semester of junior year, students attend a weekly one-hour field practicum class in order to facilitate communication and individualization of learning goals and objectives. Social Work settings providing practicum opportunities are located off campus in metropolitan, suburban, and rural areas. Field practicum experience is required of all social work majors: 224 hours in the junior year and 480 hours in the senior year. Because the field practicum is part of a course and concurrent with the seminar course, students must complete the field requirements, including required number of hours, before the beginning of the next semester of field. Students also must remain in field until the end of the course. Students must select different agencies for the junior and senior years to ensure a broad and varied experience in the field.

### **Junior Field Experience**

Junior field education provides practical experience in a practice setting designed to complement the student's academic work and enable the student to learn to apply theory to real social work situations. The student will have the opportunity to observe the worker's role in the helping process, to network with professionals, to learn some beginning social work tasks, and to share experiences with other students in their field class. The student will be expected to develop a beginning self-awareness of their own part in the helping process, perform as a professional at the agency to which they are assigned, and put into practice beginning generalist social work skills. The course is intended to lead to developing competence in linking people or systems with resources, services, and opportunities, as well as develop a beginning understanding of human diversity in behavior and the social environment.

Juniors fulfill their field practicum requirements over one semester in an assigned social work setting. The placement requires 16 hours per week (224 hours/semester). Also, students attend a one-hour field class and a three-hour seminar. Junior students in placement are responsible to a setting-based field instructor with whom they meet on a regular basis. In addition, students meet weekly in a one-hour field class to discuss their field experience and learn to develop an individual-specific learning contract. During their first semester of field practicum (or the semester prior), juniors take the second Generalist Social Work Practice (SWO321) where they are afforded an opportunity to discuss the integration of theory and practice while they also learn about mezzo and macro practice. These courses give students the opportunity to share new knowledge, awareness, and reactions to their new field experiences with peers and faculty on campus.

### **Senior Field Experience**

The senior field experience is designed to provide the student with the opportunity to further integrate and apply knowledge and theory learned in academic courses to actual social work situations. In the senior year, the student is expected to perform social work tasks under close supervision of the field instructor. It is expected that the student will become aware of and analyze their own value orientations and feelings about people and the problems, which they bring to social agencies. In addition, emphasis is placed on the social work services in the community and learning techniques and skills common to social work practice. Seniors also meet in a seminar with a faculty member throughout the placement in addition to the 480 hours in the agency. By the end of the second semester of senior field, students are expected to perform at the same level of a beginning level BSW generalist social worker.

The responsibilities of all parties involved in the field experience are spelled out in the section labeled "Mutual Responsibilities" of the BSW handbook/field manual.

### **Integration between Curriculum and Field Education**

Concurrent classes, practicum placements, and seminar groups give the student the opportunity to apply theoretical knowledge to field experience, to share knowledge of a variety of social work roles and functions, and to engage in problem solving with other students. In the classroom, seminar groups, field classes, and in the field, the student is expected to integrate and apply social work theoretical concepts as well as values, knowledge, skills and cognitive and affective processes necessary for generalist social work practice. This begins with the integration of knowledge from beginning social work courses with the junior field experience; it culminates with the integration of senior field experience.

**All students are expected to be well-grounded in the planned change process (Generalist Intervention Model). Prior to entering junior field, all students must have completed SWO 200, 220, 225, 300, 320, 332, and 350. Prior to entering senior field, students must also have completed SWO 321, 351, 375 and 395.**

### **Application of the Planned Change Process**

Here are the steps of the planned change process: Method Illustrations

#### 1. Assessment

- Information about the client system
- Clarification of the function of the agency and the student's role
- Identification of client strengths and challenges

#### 2. Planning

- Discussion of practicum programs and policies that apply to service.
- Discussion of how the client may feel about the service and how the case was referred to the agency.
- Clarifying the purpose of the contact and need to prioritize problems and translate problems into needs

#### 3. Intervention

- Helping the student with the anxiety of the first interview and the client's reactions.
- Clarifying the need to contract with clients and work on primary goals.
- Helping students understand specific objectives, who will do what, by when? How will success be measured?

#### 4. Evaluation

- Helping the student to understand the need to develop and follow a plan, monitor the progress and revise the plan when necessary and/or to end services

#### 5. Termination

- Assuring the student that they need not be 'perfect' in the use of social work skills.
- Demonstrate that the proper application of skills results in the ending with clients since the initial goals have been accomplished

#### 6. Follow-Up

- Assisting the student in reviewing the case. What would they have done differently?
- Assisting the student in understanding the need to evaluate work through research methods. This insures better service to the client system and increases the student's ability to assess practice skills and sharpen them when necessary to become more effective as a generalist practitioner.

### **Integration between Field Education and the Profession**

Throughout the field education program, continuous and intensive involvement provides students with contact with the social work profession. Familiarization with routines and procedures give the student a more solid identification and feeling of belonging with the agency, professionals, clients and delivery systems. Each student has ongoing supervision and instruction from the field instructor and guidance and support from the faculty field liaison to address a variety of issues and needs such as progress, obstacles to growth, and observations. The faculty field liaison serves as a pivotal linkage between the social work program, field site, field instructor and student. The field instructors are carefully screened and selected in accordance with

criteria, which comply with the standards of Council on Social Work Education. These relationships give the student consistent opportunities for feedback and input on how they can work more effectively as a professional.

### **Grading**

The field experience is closely monitored by both field instructors, faculty field liaisons and the Director of Field Education. Communication among faculty field liaisons, field instructors, seminar professors and students is an integral part of Field Experience I (SWO 375), Field Experience II (SWO 450), and Field Experience III (SWO 451). Junior and senior field experiences are graded by the faculty field liaison based on the student's coursework and the field evaluations that are submitted each semester by the field instructor. Given the concurrent nature of the field experience (SWO375, SWO 450, SWO 451) and the integrative seminar (SWO 395, SWO 495, SWO 496 respectively), if a student does not pass one of the two concurrent courses in a semester, they must retake both the field and seminar classes.

The department offers juniors and seniors a variety of opportunities in metropolitan, suburban, and rural agencies. The field director and the faculty determine the field practicum based on the learning needs of the students. Students are placed in settings that strengthen the student's practice skills and learning needs.

Below is a partial list of practicum settings used within the last five years:

Students have been placed with the following organizations to fulfill their field experience requirements:

Juvenile Probation and Parole	Resources for Human Development
Family and Child Focus	Coatesville Treatment Center
Chester Co. Children, Youth and Families	Values into Action
Domestic Abuse Project	Adult Probation and Parole
Friends Association	Delaware County District Attorney's Office
Chester County Intermediate Unit	Red Cross House
Temple University Hospital	ReMed Recovery Care Centers
Crime Victims of Chester County	Norristown Area School District
Family Services of Chester County	ARC of Chester County
Fair Acres	Chester County OIC
Child Guidance Resource Centers	Kendall-Crosslands
West Philadelphia Senior Center	Aquinas Center
Renaissance HCR	Council of SEPA

### **Scheduling Time for Field Practicum**

Students are expected to do a practicum in an approved host setting during the same semesters that they are registered for classes. This means that the student will need free blocks of time within their academic, personal, and employment schedule to provide for field practicum hours that coincide with hours the field sites provide services. Transportation time to and from field sites vary with the distances and accessibility to freeways and public transportation. However, every attempt is made to find a field site within an hour commute from the student's residence. Many agencies require the use of a car. It is beneficial for the student to secure a car for junior and/or senior year. If this is not feasible, every effort will be made to assign the student to a setting within walking distance to their residence or accessible to public transportation.

### **Insurance**

Students are required to carry social work liability insurance coverage in the amount of \$1,000,000/3,000,000 during the junior and senior placement. Students may join the National Association of Social Workers to receive liability insurance at a reduced rate. Students can also purchase insurance through



other providers, such as American Professional Agency, Inc. Students should review any insurance policy carefully to understand the limits of coverage.

Students participating in field experiences pursuant to their course of study may be required to transport clients at the agency for which they are participating in field experience. It is recommended that students transport agency clients in agency vehicles. If an agency vehicle is not available, however, and the student chooses to transport an agency client in their personal vehicle it is mandatory that the student have adequate automobile insurance to cover any incidents that may occur during transportation of the agency client. Therefore, students are encouraged to contact their insurers prior to the commencement of their field experience to discuss their coverage and any questions that they have about using their personal vehicles to transport clients.

## **FIELD PLACEMENT PROCESS PROCEDURE FOR PLACING STUDENTS**

The placement process begins after students have completed required liberal arts foundation and social work courses. Prior to being placed in the field, students must be accepted into Candidacy, have a minimum GPA of 2.5, and have no outstanding NG grades for social work courses. Additionally, in order to enter the senior year field practicum, students must pass a comprehensive exam.

During the fall semester of junior year, the Director of Field Education meets with all eligible students to inform them of how the placement process will proceed. All matters concerning the process are discussed and student questions are answered as completely as possible.

Prior to matching students, the Director of Field Education and the faculty meet to discuss the learning needs of each student and the type of field practicum most suited to each student. Each student is required to submit a field practicum application. The information gathered from the field practicum application, the meeting with the student, and faculty input are all used to determine which practice sites to contact to explore the availability of field experiences. The Director of Field Education contacts prospective practice sites to find out if they are accepting students that semester or year. *Students are not to make the initial contact with potential field sites.*

*We encourage students to view the junior field practice as an opportunity to take on a challenge by accepting a field of practice they would not choose because of fear or unfamiliarity with a particular client population.* This is a requirement for students to become generalist practitioners, i.e. being able to work with any client population. Dealing with such a challenge stimulates growth and expands the horizons of students. For example, students who resist mental health placements are often surprised to learn that they like working in this area, once they have experienced it.

Once a potential practice site is identified, the Director of Field Education notifies the student. *Within one week* of being matched, the student is expected to contact the field site to schedule an interview with the perspective field instructor or agency designee. If the student fails to contact the field site within the designated week, the student risks not being able to interview at the site and consequently may need to be matched with a different site. Students make their own appointments as one way to encourage appropriate assertiveness. In preparation of the interview, the student should review the perspective agency's website and gather some basic information about the population with which the agency works. The student is expected to dress professionally for the interview. They are encouraged to bring a resume and a list of questions they want to discuss so that the interview will be a two-way process, i.e. similar to a job interview. Both students and field instructors are encouraged to be frank and open in discussing all aspects of the placement. After the interview, students are asked to send a letter or email thanking the prospective field instructor for their time and confirming their acceptance of the field practicum. Also, students are to complete the practicum interview form stating that they are accepting the practicum assignment. Most practicums are finalized at the first interview; however, in some

cases students return for a second interview. If there are questions or concerns by the student or the potential field instructor, the Director of Field Education should be contacted.

If after the interview, the student has concerns about the match and/or would like to be considered for a different placement, the student must submit those concerns and/or request in writing to the Director of Field Education for further discussion. *Since students are expected to go to urban, rural, and suburban placements, refusal of practicums based on location is not acceptable nor meets the standards of NASW.* Students are expected to complete their interview and finalize the match by the conclusion of the fall semester for a junior field practicum and by the conclusion of the spring semester for a senior practicum. *If the match is not finalized by the stated date and it is determined to be the result of a lack of follow through by the student, the student will not be able to enter field during the next semester.* Instead, the student will need to meet with the Director of Field Education and/or the Chair/Director of the Undergraduate Social Work Department to discuss an alternative plan for the student. Similarly, *if a student is turned down by more than one potential field site, the student needs to meet with the Field Director to assess whether the student can go forward into the field.*

Once the practicum experience is finalized, a notice is sent to the field instructor informing them of the dates for the orientation and the start of the practicum. The orientation is held in the beginning of the practicum experience. The field instructors, students and faculty are in attendance. There is a brief overview of the curriculum and expectations of the field experience. Students and their field instructors are encouraged to tend to any last minute changes and to discuss expectations or concerns about the beginning process. For the junior level students, prior to the start of their field practicum, they will also attend a half day workshop designed to prepare them for the beginning of their practicum.

### **Statement on Dual Relationships within Field Practicum**

We recognize that many students are driven to social work out of the passions of their personal experience. For example, persons living with mental illness may have an ultimate desire to work professionally in service to others living with mental illnesses. At WCU, we value the power of lived experience. However, as social work educators, we are ultimately dedicated to imparting strong ethical practice habits and providing an educational experience of excellence. Therefore, we reserve the right to deny requests by students for practicum experiences where they may be at risk for harmful dual relationships in which roles of student and consumer of services may be blurred or where there is the likelihood that a student's lived experiences will negatively impact their ability to meet the expectations of field practicum.

## **CRITERIA FOR SELECTION OF PRACTICUM SITES AND FIELD INSTRUCTORS**

### **Selection of Practicum Sites**

- Clearly defined services, the goals of which are compatible with the values of the social work profession.
- Willingness to provide for the duration of the placement a qualified field instructor with adequate time to carry out the educational task.
- Provision of appropriate learning experiences for students, which will enhance the student's education in generalist social work practice with diverse populations and allow the student to demonstrate the nine core competencies established by the Council on Social Work Education.

### **Selection of Field Instructor**

The field instructor for a senior level student must hold a BSW or MSW degree from a school accredited by the Council on Social Work Education (CSWE) plus appropriate work experience. There are few exceptions made when the field instructor has a related degree plus appropriate work experience. When this

exception is made for senior level field experiences, the student will be required to participate in a supplemental supervision group or individual meeting facilitated by a MSW level practitioner. Field instructors must also meet the other requirements listed below:

- Committed to the education of social work students
- Open to new approaches in the field of social work
- Able to teach and use the generalist intervention model with multiple size systems.
- Able to assign direct service responsibility in accord with the student's learning needs early in the field practicum experience
- Committed to providing a minimum of one hour of uninterrupted educational supervision each week.
- Willing to provide regular feedback to the student and the faculty field liaison
- Able to attend the orientation and trainings
- Sensitive to the learning needs of students from diverse backgrounds and experiences.
- Practices and teaches from a strengths perspective.
- Adherence to the social work values and ethics.

### **Using Work Site for Field Practicum: "Employment-based Field Practicum"**

In general, the department discourages placements at a student's place of employment. This is because the requirements of a new assignment requiring new knowledge and skills and the provision of a field instructor who is different from the work supervisor is often difficult to arrange in the place of employment. However, on occasion, when the student has unique learning needs determined by their life situation or time schedule or where the workplace provides special assignment opportunities or offers the possibility of financial aid, exceptions may be made to this policy. Exceptions will be considered only when:

- The student prepares a proposal explaining how the placement will work in accord with the conditions below and secures approval of the Director of Field Education.
- The student's employer ensures release time for courses and field instruction and the student is able to complete the required number of hours for field practicum courses.
- The student's assignments and field instructor are different from those associated with the student's employment, as required by CSWE, and meet the learning objectives for the field education course. This includes assurances that there will not be a conflict of interest between the student's field assignments/field instructor and/or work assignments/employer.
- The field practice setting can provide field practicum experiences that meet the Undergraduate Social Work Department's educational requirements.

**For senior year, employment-based field placements** may be approved if the workplace is able to offer the student: 1) new assignments that will meet the student's learning needs; ( 2) a BSW or MSW field instructor who is someone other than the student's work supervisor;<sup>1</sup> and (3) the workplace signs an affiliation agreement with West Chester University.

**For junior year, employment-based field placements** may be approved if the workplace is able to offer the student: 1) opportunities that will allow the student to use a social work framework to perform their work assignments; (2) a field instructor who has a BSW/MSW or related degree, is qualified to assist the student with integrating social work theory with practice, and is someone other than the student's work supervisor and (3) the workplace signs an affiliation agreement with West Chester University.

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<sup>1</sup> CSWE Education Policy and Accreditation Standard 2.2.11: The program develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student's employment.

To maintain the integrity of the student/field instructor relationship, attention has to be given to avoid a dual relationship. For example, the student/field instructor should not consider themselves to be friends nor should they socialize outside of the work environment.

In order to be considered for an employment based field placement, the student must have passed the probationary period and completed a minimum of six months of employment at the site and be committed to maintaining employment until the field practicum has ended.

The student initiates, in consultation with the employer who is also offering a field practicum, a written plan that includes:

- Employment organization's name, student's job title, name of employment supervisor and brief description of job responsibilities
- For senior year, proposed field practicum assignments that are different from the job responsibilities, provide the opportunity to learn different skills sets and are commensurate with the expectations for the corresponding field practicum course.
- For junior year, an explanation of how the student's work assignment can meet the junior year curriculum requirements of field and how the student can use a social work framework while performing their work assignments.
- The name, title and credentials of proposed field instructor (someone other than the employment supervisor) and the name, title and credentials of the proposed task supervisor (if someone other than the Field Instructor).

To ensure that all parties are in agreement about the employment-based field practicum and that there will be no conflicts of interest between a student's field practicum assignments and work assignments, or between a student's field instructor and work supervisor, the plan must be signed by the:

- student
- student's employment supervisor
- proposed field instructor & proposed task supervisor (if applicable)
- The BSW Director of Field Education

The proposed plan must be submitted to and approved by the Director of Field Education at least four weeks prior to the start of the semester.

### **Evening and Weekend Field Practicum**

When a student demonstrates a need for an evening or weekend practicum, the Undergraduate Department of Social Work will attempt to accommodate the need. However, due to the difficulty in finding appropriate social work learning experiences and supervision during the evening and weekend hours, the Undergraduate Social Work Department does not guarantee students an evening or weekend practicum. In addition, *if a student is placed in an evening or weekend field placement, they must be available a minimum of four (4) hours each week during the regular working hours of the agency* (this is not in addition to their other hours, but a portion of the required weekly hours).

## **SUPERVISORY PROCESS**

### **Field Instructor's Preparation for the Arrival of the Student**

The quality of the beginning experiences in the practicum site is vital. It is an overwhelming experience for a student to begin field practice. Questions such as, What will be expected of me?, What will my supervisor be like?, Will other staff accept me?, Will clients take help from me?, and feelings like "I don't know anything," cause a great deal of anxiety and uncertainty. The following suggestions will help the student deal with the new situation:

- Prepare for student's arrival by providing work space, list of staff and programs, etc.

- Inform other staff of the student's arrival date. Let them know what the student's role and responsibilities will encompass.
- Clarify hours of work and personnel policies affecting students; including the dress code.
- Plan for the first day with introductions, and other common concerns such as where rest rooms are, and where one eats lunch, etc.
- Set aside an hour to talk with the student and discuss the underlying fears.
- Provide orientation to the field site such as the mission and function of the unit.
- Identify a person or persons to whom the student can direct immediate questions if you are not available
- Review the field evaluation and become familiar with the competencies which the student will need to demonstrate during the course of the practicum. Identify a case or case related activity to assign the student on the first day.
- Avoid extensive reading of an agency manual until the reading applies to a particular case. Partializing this process with a case helps the student learn this important knowledge.
- Set a scheduled time with the student for your supervisory meeting each week and clarify with the student when you would like the agenda for supervision. The student needs to know that time will be set aside for serious reflection on where the student and the field instructor are in the learning process. The student must prepare an agenda which includes their questions and concerns, as well as the theory and skills they have used in their practice. The student must provide the agenda in advance of the supervisory meeting. **The agenda is then used to structure the supervisory session.**

Make every attempt to be available on the student's first day of field. If for some reason, you are not able to be available, please make arrangements for someone to welcome and orient the student.

### **Evaluating Student Learning Needs**

Early in the supervisory process try to identify the student's learning style. This is best accomplished by obtaining the student's perspective of their learning style and observing the student's interactions with cases. It is important to remember that some students learn best through doing and then reading the theory while other students learn best through reading the theory and then doing. When assigning initial responsibilities to the student, it is helpful to keep in mind the student's preferred learning style and the developmental skills of the student.

### **Evolving Learning Contract**

Early in the first semester, the field instructor and student are expected to develop a learning contract (see Appendix). The learning contract should include, but is not limited to, developing the competencies necessary for generalist practice and professional and personal growth. The learning contract should include specific goals and activities for the student's field experience and should reflect the practice behaviors and competencies on which the student will be evaluated. The activities listed are to assist the student with meeting the goals. The learning contract should be reviewed and revised as needed.

### **Preparing the Student to Meet with Clients**

Having learned a theoretical base in the classroom one might expect that the student would know what to do at the beginning and feel prepared to work with clients, but this is almost never the case. Students often feel that they ought to know everything about the practicum and its services and be able to answer any question. This has the effect of paralyzing even the strongest students. Early assignment of a case and careful preparation by the field instructor will help alleviate some of this feeling and lead the student to discuss the key practice questions raised during an interaction with a client. This preparation will include:

- Clarification of the function of the field site and the student's role in it.

- Providing background on the client or client system.
- Discussion of the field site's program and any policies that may apply in this type of situation.
- Discussion of how the client might feel given the nature of the service and the point of origin (preliminary tuning-in).
- Helping the student reach a clear understanding of the purpose of the contact (clarifying role and function).
- Discussion of possible client reactions and how the student might choose to respond (anticipatory empathy).
- Assuring the student that they do not need to know all the answers to questions, but that the student can provide the appropriate answers at the next client meeting (follow-up).

### **Supervisory Agendas**

To keep the supervisory session focused on the student's learning, the student is expected to complete a supervisory agenda (see Appendix) each week. The student should give the agenda to their field instructor prior to their scheduled supervisory meeting. This gives the field instructor time to review the agenda and complete any preparatory work prior to the meeting. It is expected that the student demonstrate a range of social work values, knowledge, skill and depth of thought on the agendas. Therefore, the student should not be asking the same questions, using the same theories, etc. each week on their agendas.

### **Learning Environment**

For a productive relationship to emerge between the student and field instructor, a safe comfortable learning environment needs to be established. Attention to the following will foster this relationship:

- Keeping to a regularly scheduled supervision time with interruptions held to a minimum.
- Demonstrating by your comments that you have thought about the items on the agenda.
- Recognizing positive aspects of the approach taken by the student.
- Leaving room for the student to suggest what might have been done differently at points where obstacles occurred or where opportunities were missed.
- Identifying skills or understanding called for building a bridge between theory and practice.
- Conveying an attitude of it being okay to discuss personal reactions but limited to reactions that inhibit or enhance professional activity.
- Discussing alternative ways of proceeding at the next student-client contact.
- Helping the student connect classroom learning with field experiences by making use of the problem-solving process and looking at skills i.e. anticipatory empathy, dealing with feelings, contracting, and exploration skills. This helps the student make the vital connection between classroom learning and the real world of client, practicum, and service network.
- Encouraging the students' honest reactions to the conference with you. Reaching for honest feedback will help the student learn to utilize this skill with clients (parallel process).

After several student-client contacts have occurred, the major learning goals and practice behaviors that need to be strengthened should be clear to both student and field instructor. Assignments should be made with these goals and practice behaviors in mind. With support and encouragement from you, most students will actively engage in working on these goals and practice behaviors. However, it needs to be kept in mind that what is easy for one student may be very difficult for another.

### **Liaison Activity**

During the practicum, the faculty field liaison will contact the field instructor at least twice and visit each site at least once per semester usually around the time of the mid-semester review to obtain a close view of the field education process and provide consultation on the needs of particular students. If needed, the

faculty field liaison will visit more often to assure compliance with the learning objectives. Students are required to keep a folder containing the student's process recordings, learning contract, supervisory agendas, and practicum monthly reports. Field instructors are also encouraged to keep a folder with notes of interactions with the student and copies of the student's paperwork. The faculty field liaison and the field instructor review these to be sure relevant learning is taking place. The assigned faculty field liaison provides feedback to the student and field instructor. The faculty field liaison also keeps the field instructor informed about the social work curriculum and suggests various ways to incorporate academic content into the field experience. During the faculty field liaison's visit to the field practice site, the faculty field liaison invites the field instructor's suggestions for improvement in the Undergraduate Social Work Program and/or field curriculum. In order to facilitate the student's learning process in the junior year field practicum, the faculty field liaison and the seminar professor meet at least once a semester and more often, if needed, to discuss the student's progress and share perceptions. For the senior year, the same faculty member teaches the senior seminar and performs the role of field liaison. This facilitates more integration between the senior seminar and field experience.

## **Evaluation**

Field instructors are encouraged to provide regular feedback to students from the beginning to the end of placement. This feedback should clarify for the student what has been learned and what needs to be learned. At the mid-semester and end of the semester, a written evaluation is required. The evaluation is meant to provide the student with a detailed written evaluation indicating when competencies have been mastered and where effort needs to be made. This often marks a turning point for both field instructors and students. Seeing it in written form helps students become focused on crucial learning issues and often leads to spurts of growth and learning. It also helps students to focus on crucial issues and facilitates growth. For this reason, it is important to evaluate the student realistically. Evaluation needs to be based on what seems to be a reasonable expectation for students at their level (i.e. the student's understanding of the practice behavior for junior year, application of the practice behavior in the 1<sup>st</sup> semester of senior year or competency of the practice behavior in the 2<sup>nd</sup> semester of senior year) and not in comparison with regular employees or former students. It is of the utmost importance that the evaluator is as objective as possible and not base the evaluation on one's liking and appreciation of student's efforts in the practicum. For the protection of clients, it is essential that students meet the competencies established by the social work profession. Because the evaluation process should be occurring throughout the field experience, there should be no surprises on the written evaluations.

The Undergraduate Social Work Program, specifically the faculty field liaison, is responsible for assigning a final grade. Final grades are based on the two written evaluations, the faculty field liaison's visit(s) to the practicum site, and the faculty field liaison's knowledge of the student's performance in the field as well as the student's performance in the field class, including written classroom assignments.

## **Ending Process with the Student**

Students may start to experience increased anxiety toward the end of their placement experience. Concerns often begin to be felt about whether they will accomplish everything in the time that is left and there is an increased awareness of the impending ending. It is important to begin identifying with the student the important ending dates. It is also important to respond directly to indirect cues indicating anxiety or concerns as the termination of the placement becomes more of a reality.

The dynamics of the ending of the field instructor-student relationship are quite similar to those of ending with clients. The parallel nature of these processes provides the field instructor with an opportunity to demonstrate the same skills that the student needs to use with clients. Common themes that occur in facing endings are: a denial of the feelings associated with the student's leaving; lack of discussion of the ending event; a reluctance to say good-bye; a sense of urgency about unfinished business. The field instructor should devote careful attention to the student's ending experiences in order to help the student learn the skills needed to end with clients. Calling attention to the dynamics of the ending as they emerge is important. It is very important for the field instructor to level with the student about their own feelings about the student's departure. Since it is hard to express ending feelings, the field instructor should take the first step in discussing feeling about ending.

An ending evaluation conference that focuses on the strengths and weaknesses of the relationship between the field instructor and the student is very important. The experience can be used to help the student focus on the specific skills of dealing with client endings as well. By identifying what is happening in the supervisory relationship and discussing the parallel process that occurs with clients, the student is assisted in developing the ability to deal with the often neglected termination phase of practice.

### **WHEN THE PROCESS IS NOT WORKING**

When a student's learning is at an impasse, the faculty field liaison should be contacted immediately after discussion with the student. Joint efforts between the faculty field liaison and the field instructor often succeed where one-on-one efforts have not been able to help the student. In some situations, other assistance may be required or the field experience delayed until the student is ready to resume learning or until an appropriate learning plan is agreed upon.

### **REMOVAL FROM THE FIELD PRACTICUM EXPERIENCE**

Students may be removed from field practicum for any of the following reasons:

1. A serious breach of the field experience agreement
2. Physical, mental, or academic incapacity that seriously interferes with the work required in the field placement
3. Intentional breach of social work ethics as detailed in the NASW Code of Ethics.

In these cases, the procedure for terminating a student for unprofessional behavior may be undertaken.

Students may also be removed from a field practicum site if the site or the field instructor is unable to provide the student with the type of learning experiences needed to fulfill the curriculum requirements. Prior to the removal of the student, every attempt will be made to create learning experiences that will allow the student to remain in the field practicum. In such cases, the student will be placed at another practicum site. If a student is replaced, they may be required to complete additional field hours above the required minimum in order to allow the student to be oriented to a new site.

### **MUTUAL RESPONSIBILITIES**

#### **Director of Field Education:**

Responsibilities are to:

- Identify, develop and evaluate practicum opportunities in relation to the Undergraduate Social Work Department's mission and learning objectives. Maintain updated files on the field practicum sites; including current Affiliation Agreements and Field Instructor applications.
- Match students with placements appropriate to their learning needs, faculty recommendations and the Undergraduate Social Work Department's goals and objectives for the field.
- Support the educational experience by coordinating field orientations prior to the start of the practicum, providing on-going workshops for the field instructors, meeting regularly with the field liaisons, and encouraging on-going communication between the students, field instructors, field liaisons and the Undergraduate Social Work Program.
- Provide support to students at the beginning and throughout the practicum.
- Educate field instructors and field practicum sites on the mission, goals, and learning objectives of the Undergraduate Social Work Department. Also, educates field instructors and field practice sites on the core competencies established by CSWE. Informs field instructors and field practice sites of the academic year calendar and due dates for assignments and evaluations.
- Maintain updated files on students who are placed in field experiences; including documentation of professional liability insurance.
- Invite field instructors' feedback on curriculum development - especially regarding field curriculum.



- Evaluate and design changes in field curriculum with regard to content, policy, procedures, evaluation procedures, and training for new field instructors.
- Consult with faculty and field instructors to ensure that Undergraduate Social Work Department's program objectives are dealt with experientially in the field experience.
- Consult with faculty field liaisons, field instructors, and students if issues arise in the field that the parties are having difficulty resolving and/or changing placements becomes necessary.

### **Field Instructor**

Responsibilities are to:

- Assist the student in translating classroom learning into beginning level generalist social work practice. Provide the student with opportunities to develop competence in working with individuals, families, groups, organizations and communities.
- Establish individual learning goals within the framework of overall social work competencies, encourage full engagement of the student in their own learning, assign direct service tasks, and through the use of agendas utilize the weekly field instruction conference to help the student integrate classroom and experiential learning.
- Challenge the student to overcome hesitancy, fear and other obstacles to learning. The faculty field liaison needs to be kept aware of movement toward growth and mastery as well as impediments. It is important that the faculty field liaison is notified as soon as a problem is identified so there is enough time for a corrective plan to be implemented.
- Explore each student's approach to learning. Each student begins the field experience at a different place given one's own personality, life experiences, and previous exposure to helping. It is highly desirable that the field instructor explore with the student how they learn best. For example, one student may require intensive discussion of a situation before meeting a client; another may benefit from a discussion after seeing the client.
- Work with the faculty field liaison in looking at the student's learning opportunities to facilitate the integration of classroom learning and field experiential learning. The Undergraduate Social Work Program utilizes resources collaboratively, (i.e. the field instructors, the Director of Field Education, and faculty) to help the student through the difficult learning process. Process recordings are used in the classroom and can be used in the field setting to help reveal the student's strengths, value conflicts, blind spots, gaps in knowledge and skills as well as afford an excellent springboard to looking at larger agency, community and macro policy issues.
- Set a schedule for one hour of structured weekly supervisory time with the student.
- This should be a safe learning climate that is structured and clear about what is expected of the student in preparation for and during the supervisory conference. Throughout the supervision process, it is important to encourage and support students particularly when they are struggling with complex issues. The other half hour of supervision usually occurs informally during the course of the week.
- Provide complete orientation to the practicum site and the community served.
- Provide suitable space, telephone, supplies, and access to policy/procedure manuals, etc.
- Provide assignments from the beginning commensurate with students' readiness to take responsibility for helping clients. (Keep student challenged, but not overwhelmed.). Design assignments to meet learning needs. It is important to give students assignments from the beginning as it reduces student anxiety about working directly with clients as well as client related assignments are necessary for the student to complete other coursework.
- Model interactions with the student in ways that demonstrate skills and attitudes needed by the student in relating to clients.
- Involve the student in continuous evaluation of performance using the learning contract, agendas and the two formal evaluations.
- Provide the faculty field liaison with the completed mid-semester reviews and end-of-the-semester written evaluations.
- Attend orientation and training sessions as required.

- Maintain student confidentiality.

### **Faculty Field Liaison**

The faculty field liaison is the primary linkage between the Undergraduate Social Work Department and the field agency and is the faculty member who is responsible for the student's educational progress in the field. This is the third person in the student intern/practicum triad (consisting of the student, field instructor and faculty field liaison), whose interactions support student learning in the field.

Responsibilities are to:

- Review and monitor student learning in the field and help integrate the achievement of the knowledge, skills and values of the nine core competencies in the field. This is primarily achieved through calling/emailing the field instructor at least twice a semester and visiting the agency at least once per semester to meet with the field instructor and student. At field visits, the learning contract is reviewed and special learning needs are addressed. The faculty field liaison may make recommendations concerning revisions to the plan and educational strategies and additional assignments that will address the learning needs of the student.
- Teach the field class, maintain records and assign grades.
- Provide an ongoing liaison relationship with the field instructor and practicum site; this includes providing information about the curriculum content and policies of the Undergraduate Social Work Department. In addition, the faculty field liaison is always available to the field instructor to answer questions regarding student issues, learning needs or crises by phone or if necessary by making a visit in a timely fashion to the field setting.
- Maintain ongoing two-way communication regarding the student's learning needs between the student's field instructor and seminar professor (for the senior year, the seminar professor serves as the field liaison).
- Coordinate efforts and mediate differences between the student and field instructor or practice site regarding learning needs, student behavior, assignments, hours, values and ethics and other issues. *After* the student has attempted to work through any significant differences directly with the field instructor, without sufficient success, the faculty field liaison may be approached for help toward problem resolution. This is the first level of the field instruction grievance procedure.
- Review mid-semester and end of semester practicum evaluations, making educational recommendations, and assigning a grade. The grade is based on the field instructor's evaluation, the faculty liaison's field visits, the student's assignments for field class and the faculty field liaison's ongoing knowledge of student progress in the field.
- Clarify program or practicum policies, procedures, events and curriculum issues for students, either individually or in a group setting, as they relate to the field.
- Participate in scheduled field liaison meetings which will be addressing programmatic and field issues, addressing issues related to the field course, and reviewing current field sites as well as identifying new field sites.

### **The Student**

Apply for a practicum experience that will meet learning needs. This is accomplished by working closely with the Director of Field Practicum. Once all parties agree on a practicum site, it is the responsibility of the student to stay in touch with the field instructor to keep pace with any change in the site affecting the practicum and to notify the Director of Field Education and field instructor of any changes in the student's situation that is likely to affect the placement.

Responsibilities are to:

- Meet all requirements of the Undergraduate Social Work Department and the practicum site.
- Students need to complete the *minimum of number of hours/semester* at their field practicum. Students cannot end their field practicum early.

- Both in their practicum and the field class, students need to complete all assigned tasks in the specified time.
- Notify both the field instructor and faculty field liaison at once via a phone call of any anticipated lateness or absence due to illness or emergency. In the event of inclement weather, students are expected to attend their practicum, if the site is open. If the student does not feel that they can safely travel, the student should notify their field instructor and faculty field liaison. Students should not be taking time off from their practicum to do school related activities, including writing papers, unless they have prior approval from their field liaison and field instructor. Whenever a student is absent from their practicum site, whether it is due to illness, inclement weather, etc., the student needs to make arrangements for their work to be covered during the absence. Lost time must be made up within a reasonable time. Both the field instructor and faculty field liaison need to be notified of arrangements for making up the lost time.
- Make arrangements with the field instructor for coverage of the student's caseload while out for school breaks. Notify the field instructor and the faculty field liaison if the student plans to continue at the practicum during vacation periods. Students are required to submit to their faculty field liaison a signed Request for Field Practicum Extension form (see Appendix), if time is spent in the practicum during vacation periods when the University is officially closed.
- Arrange and be responsible for their own transportation to the practicum site whether it is by public transportation, own car, or by sharing the expenses in a car pool.
- Students participating in field experiences pursuant to their course of study may be required to transport clients at the agency for which they are participating in field experience. It is recommended that students transport agency clients in agency vehicles. If an agency vehicle is not available, however, and the student chooses to transport an agency client in their personal vehicle it is mandatory that the student have adequate automobile insurance to cover any incidents that may occur during transportation of the agency client. Therefore, students are encouraged to contact their insurers prior to the commencement of their field practicum to discuss their coverage and any questions that they have about using their personal vehicles to transport clients.
- Use only an agency email, phone and phone number to communicate with clients.
- Discuss with the field instructor and the faculty field liaison any policy, procedure, expectation or requirement that is unclear or which raises questions. The student should also make them aware of any concern or problem which affects the placements - at any time - so that it can be resolved.
- Participate actively in the supervisory conference by preparing any requested written work including an agenda at least one day prior to the scheduled conference.
- Participate, where appropriate and permitted, in practicum meetings and activities.
- Engage actively in the evaluation process by a continual self-evaluation and by asking for feedback from the field instructor.
- Assume professional responsibility for the confidential nature of the case record by disguising any case material used in class. Such material must be approved by the supervisor before leaving the agency to assure confidentiality. Confidentiality extends as well to any contact with fellow workers, clientele, or the community.
- Participate in the field class and meetings.

## STUDENT ADVISEMENT AND OPPORTUNITIES

### Advising

Students are made aware of the advisement process in the following ways:

- 1) The Department Advising Policy is contained in the Undergraduate Student Handbook, which is distributed to each student.
- 2) Students can obtain information about who their advisor is by visiting their *My WCU* site
- 3) The advising process and Assigned Faculty List are discussed with students during Summer Orientation or, in the case of transfer students, during the initial transfer meeting with the Program Director/Chair.

The policy of West Chester University is to encourage incoming undergraduate students to declare a major as they enter the Institution in the freshman year. Advising by the major department therefore begins and is required as soon as the prospective student expresses an interest in the Undergraduate Social Work Department. The undergraduate social work faculty at West Chester University mentors and advises students regarding the curriculum and the social work profession from the recruitment phase to graduation or the departure of the student from the Social Work Program. The social work faculty advisors all have their Master's in Social Work; many have their Ph.D., all have at least two years of practice experience in various fields of practice. Only social work faculty advise students in the social work majors.

Periodic training during regular faculty meetings and during the spring retreat is utilized to prepare faculty members for advisement duties. Faculty members also act as resources and serve as mentors. Changes in Departmental policy are reviewed by the Curriculum and Academic Policy Committee (CAPC) of the University. This insures consistency with the University policy on advising and other curriculum issues. CAPC then recommends changes through the appropriate channels.

The first phase of the advisement process begins with the Admissions Office of the University. The Admissions Office of the University has two Admissions Counselors who work solely with the Undergraduate Program Director. One of the Admissions counselors admits new social work freshman only, and the other counselor admits transfer and readmit social work students.

The social work advisor's role is to serve as mentor, advocate, and as a faculty resource person, and to oversee the student's schedule. The advisor also acts as "gatekeeper," assuring compliance with the standards of the Council on Social Work Education. Of utmost importance is the awareness of the advisor to the growing ambivalence on the part of some students towards the stated major. The advisor encourages questioning from students to discuss alternatives if needed, and all options for the student.

In order for seniors to be cleared for graduation by the Chair of the Department, they must meet with their faculty advisor during their final semester (for the majority of students, this is the spring semester of the senior year). Students should periodically check and review their degree progress throughout their educational career. The online degree progress is updated by the University registrar's office and is the official record of the student's fulfillment of degree requirements. We take advising very seriously in our Department, yet in accordance with University policy, it is ultimately the student's responsibility to ensure that they fulfill their degree requirements.

It is inappropriate and outside the function of any faculty member to give sustained and continuous counseling to the student. If the student should need counseling services, a faculty member may only become involved to the extent of helping a student to a referral.

### **Undergraduate Social Work Advisors**

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### **First Semester Transfers and Change of Majors:**

**Dr. Michele Belliveau** 610-436-3469 / [mbelliveau@wcupa.edu](mailto:mbelliveau@wcupa.edu)

First semester transfers and change of majors see the Chair/Undergraduate Program Director. When possible, each student is assigned an advisor in the freshman year and an advisor follows the student until the student departs the program. To assure continuity of social work courses advising meetings are required by the social work program. The student is expected to meet with the advisor each semester prior to pre-registration to review credits, courses, grades, as well as future educational and professional plans. If personal problems develop that would interfere with a student's learning, the student is expected to immediately see their advisor. It is not necessary that details of a personal problem be revealed, but it is important that the advisor be aware that a student is having problems so that all instructors can be supportive. If a student has revealed details of the problem to the advisor, but wishes not to have these facts made known to the other faculty, confidentiality regarding the nature of the problem is maintained.

### **Open Houses and Orientation**

In the fall the University hosts two Open Houses for all prospective students who desire to enter the University. The purpose is for the applicant and their parents to have a tour of the Institution and receive an academic overview of the intended major. At that time the social work faculty and students from the social work major give a formal presentation describing the role of the social worker, the program, and the needed commitment from the student to matriculate in the major. The applicant is given a packet of information highlighting the information from the presentation. The applicant is also encouraged to visit and sit in on classes before they commit to the social work program.

In the spring, accepted students are hosted at the Institution once again to get a second look at the intended major. The faculty and students from the program talk with applicants and their parents. The focus is on the benefits of attending a social work program that is accredited by the Council on Social Work Education. The fact that the generalist model is taught, the sequencing of courses, the liberal arts perspective, and the need for close communication with the social work advisor are all emphasized.

The Undergraduate Social Work Program Director designs a prototype for each student before they enter the Institution. This assures the sequencing of courses for the new students in the academic discipline and for compliance with the standards of the Council on Social Work Education.

In the summer, all new first-year students and new admits to the Institution attend a two-day orientation. Students spend time with the academic discipline and are given a Student Handbook, the courses that have been selected on the prototype, as well as any additional selections if the student has space in the schedule. The student is assigned an academic advisor who will work with them as they progress through the Undergraduate Program in Social Work.

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In the fall semester the Undergraduate Social Work Program hosts a "formal welcome" with the Social Work Club officers for newly admitted social work students and returning students. The advising procedure is again highlighted as well as other important procedures for social work students. The student is also requested to make an appointment with the advisor for fall and spring semester scheduling. All students who transfer

internal and external must meet with the department chair first to review social work sequence of courses. If a student has any questions regarding the sequence of social work courses they should make an immediate appointment with the advisor or chairperson before the drop/add period each semester. If a student can not get a required social work course due to the course being closed, please see the chairperson as soon as possible in order to obtain the required social work course. Majors are guaranteed placement in a required social work course, though cannot always be guaranteed the desired section.

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## **STUDENT ORGANIZATIONS AND ACTIVITIES**

There are a number of ways for students to be actively involved in the life of the Social Work Program. Below is a list of ongoing student organizations and activities. Students can also refer to the University Catalog and the *Ram's Eye View* for additional opportunities. Social work students are expected to participate and lead social work activities each year.

### **Social Work Club**

The Social Work Club (SWC) is a registered student organization. The Social Work Club, open to all college students, exists to enhance the professional development of students of the social work profession. Faculty advisors meet regularly with the SWC; however, the organization is run for the students and by the students (see SWC constitution and by-laws). The primary objective of the SWC is to enhance the learning experience of the Social Work student while they attend the University. The SWC provides both educational and social networking opportunities to the students, the chance to become involved in concrete service projects, and the opportunity to develop both group and leadership skills. In addition, the SWC affords a support system for students and an opportunity to address Departmental and University-wide concerns. Furthermore, the Social Work Club provides students with information relating to their field such as current information and literature on organizations, agencies, and other related areas. The exact goals and purposes of the Social Work Club for the current year are determined by the present year's officers, class representatives, and the active members. Officers are elected by the student body in scheduled elections. The SWC has its own budget.

The SWC has carried out several educational projects, which have involved the University as well as provided a service to the surrounding neighborhoods. These include the bi-annual rose sale, clothing, food drives, volunteering at community centers, and working with families. Social Work Club officers participate in student governance in the University at large through the Student Government Association, and thus have opportunities for the development of leadership skills, for conference attendance, and for enrichment of their entire learning experience at WCU. Student membership in the National Association of Social Workers (NASW) provides similar opportunities at a much broader level. Students involved in NASW interact with experienced professional social workers and participate in city and regional projects. In addition, SWC has sponsored several fundraisers including the bi-annual rose sale to allow many students to attend national conferences, which enabled them to develop contacts, skills, and awareness far beyond the classroom or local community level.

Numerous activities and projects have been undertaken and/or sponsored by SWC such as:

- **Conferences:** Social Work Students attend conferences, seminars, and local, state and national meetings.
- **Community Projects**
- **Campus Projects**
- **Recreational activities for students**

### **The Advocate**

The Advocate has traditionally been a student-faculty newsletter published once each semester. Working with the student liaison and faculty liaison, social work students and faculty contribute items for publication. Issues highlight student and faculty activities, scholarship and service, as well as student's views

on contemporary issues. (For the AY 2016-17, faculty are considering other options to a paper-based publication in order to include more students in the writing, editing and publication process across two campuses.)

### **Association of Black Social Workers (ABSW)**

This West Chester University Club is a member of the National Association of Black Social Workers. ABSW is committed to enhancing the quality of life and empowering people of black community through advocacy, human services delivery, and research. The programs and activities work to ensure that people of African ancestry will live free from racial domination, economic exploitation, and cultural oppression. NABSW's vision is guided by the Principles of the Nguzo Saba, which are Unity, Self-determination, Collective Work and Responsibility, Cooperative Economics, Purpose, Creativity, and Faith, and the Seven Cardinal Virtues of Ma'at, which are Right, Truth, Justice, Order, Reciprocity, Balance, and Harmony.

### **Phi Alpha Honor Society**

The Social Work Honor Society, Phi Alpha, is a national organization dedicated academic excellence and leadership in social work. The WCU chapter of Phi Alpha has been in existence since 1991. Students are made aware of this organization through the Social Work Student Handbook (see Appendix), the WCU Catalog, and the *Ram's Eye View*, handout material, the Social Work bulletin board, class announcements and dialogue at student/faculty meetings. Phi Alpha is run by the student-elected officers (elected each Spring) and has its own budget. A faculty advisor is assigned to Phi Alpha and participates in regular meetings and Society activities.

Each spring semester the faculty advisor and Phi Alpha executive officers distribute information regarding application to Phi Alpha. The WCU chapter of Phi Alpha sets its own standards for eligibility in accordance with the criteria of the national organization. Eligibility requirements include:

- 12 completed social work credits
- GPA of 3.25 in social work courses
- Involvement in community and/or campus activities

Students meeting the eligibility criteria are notified by the current chapter President and are officially welcomed into Phi Alpha in an annual Induction Ceremony. Phi Alpha activities include, but are not restricted to:

- Presentations and leadership roles in annual social work conferences (BPD, NASW, PA Chapter of NASW)
- Service projects
- Fundraisers
- Social activities
- Working closely with the Social Work Club in all of its programs and activities

All social work students, regardless of Phi Alpha membership, are invited and encouraged to participate in Phi Alpha sponsored activities.

### **NASW (National Association of Social Workers)**

Student membership applications to NASW can be accessed through this link:  
<http://www.socialworkers.org/join.asp>.

### **DeBaptiste Scholarship**

The Undergraduate Social Work program has an endowed scholarship for social work majors entering their senior year. Announcements for eligibility are distributed each spring semester by the Chair of the Department. Criteria for the award include excellence in academic achievement, demonstrated community leadership initiative, demonstrated commitment to bi-cultural and bi-lingual social work practice, and

assignment to a field practicum working with at-risk, culturally diverse populations. Initially, the DeBaptiste Scholarship will provide assistance for the purchase of books and travel to and from practicum sites. Funds per student may be limited to approximately \$500 each.

### **Travel Grants for Field**

The Undergraduate Social Work Department has begun to grant students funds to support travel to their field site in the senior year. Students should look for the application announcement in the spring semester for the following year.

### **Other Honors**

Each year the Dean of the College of Education and Social Work honors the Social Work Senior of the Year. The Senior of the Year is nominated by faculty of the Social Work Department. The criteria are outstanding academic performance, community involvement, and commitment to the social work profession.

### **Student Participation in Curriculum and Program Policy**

The Social Work department encourages students to actively participate in the process of formulating policies, having input on the curriculum and initiating other extra- or co-curricular activities. Student participation is supported in the following ways;

- **Student-Faculty Meeting (West Chester Campus).** Every first Wednesday of the month at noon (12:00) is designated for student/faculty meeting for the year. The dates of these meetings are announced at the beginning of each semester and reminders are posted on the Social Work bulletin board. This meeting is co-chaired by the Social Work Club president and the BSW Program Director/Chair and is open to any and all students. Prior to the meeting, the Social Work Club President and the Director/Chair meet to develop an agenda. The Social Work Club President invites students to place items of interest or concern on the agenda. The meeting is designed to provide an opportunity for social work students to come and discuss issues or concerns and receive clarification from the social work faculty. This also provides an opportunity for students to propose suggestions and/or solutions to any problems they may encounter in the curriculum or department.
- **Student Representatives for a Student Council (Philadelphia Campus).** Student representatives are elected by their classmates, one from each class, in order to participate in meetings each semester with the Chair and/or Assistant Chair in Philadelphia. The student representatives act as a liaison between the Undergraduate Social Work Program and the Social Work student body.
- **Student Representation at Advisory Board Meetings.** The Social Work Advisory Board meets approximately once a semester. The President, Vice-President or other selected member from each of the student organizations (Social Work Club, Phi Alpha Honor Society, Association of Black Social Workers, and the Advocate) may attend at least one Advisory Board meeting.
- **Informal Procedures.** In addition to the formal procedures described above, the social work faculty all operate under an "open-door" policy, in addition to their required scheduled office hours, which allows for dialogue, exchange of opinions, and feedback.

Examples of changes, modifications and/or clarifications that have been made based on student participation in program and curriculum discussions:

- Sequencing of senior year courses and key capstone assignments (to lessen burden on students)
- Integration of more issues of diversity in the Race Relations Course
- Integration of senior field class and seminar to reduce redundancies and have faculty that teach seminar also follow students in the field.
- The proposal to re-institute a Junior Seminar to accompany the Junior Field Experience based on students recommendations



- Development of a mutual meeting schedule for student organization
- Class Registration concerns
- Smoking Policy for Department Building
- Students' Right to Confidentiality
- Grading policies regarding late assignments
- Consistency in assignments (and due dates) across different sections of the same course
- Coordination of activities among the student organizations
- Better communication from faculty to students
- Initiation of a Leadership Development Retreat for executive officers of the social work student organizations

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## **SOCIAL WORK PROGRAM PERSONNEL**

### **Educational Leadership - Undergraduate Chairperson/ Director of the BSW Program**

The Chairperson and Director of the Social Work Department is responsible for directing the administrative activities of that Unit, subject to the approval of the Dean of the College of Education and Social Work. The Undergraduate Chairperson of the Social Work Department is elected every three years by the Social Work faculty.

The Chairperson/Director of the BSW Program receives one half (6 credit hours) time in accordance with the Union agreement which bases release time on the size of the Department and the number of faculty and reports to the Dean of the College of Education and Social Work (COESW). The Chairperson/ Director of the BSW Program teaches 6 credit hours (2 courses) per semester in addition to fulfilling all of the administrative and program duties of the Department. For the 2016-17 AY, the Department also has an Assistant Chairperson for the Philadelphia BSW Program. The Assistant Chair also teaches 6 credit hours and receives 6 credits of release time to assist on the satellite campus. The Chair and Assistant Chair meet at least monthly to review curricular and administrative issues on both campuses.

The Undergraduate Social Work Program Director/Chairperson has access to quality personnel and equipment. The Department is fortunate to have a full-time secretary who has excellent administrative and people skills, is computer and program-savvy, and is involved in student events, department events, and campus-wide initiatives.

The Department has a copier, computers, scanner, printers, and adequate telephone resources. Graphics Department resources are also available. There are undergraduate work-study students assigned to the Program and graduate assistants who handle special assignments such as coordinating campus-wide, Social Work Department sponsored lectures or conferences. The Graduate Assistant may also write proposals for funding for special Social Work Department projects and activities.

### **Undergraduate Social Work Director of Field Education**

The Undergraduate Social Work Program has an administrative position, which is filled by the Director of Field Education. The Director is responsible for the daily operation of the field program for the BSW Program, works closely with the Undergraduate Social Work Program Director/Chairperson. The Director of Field Education works with a variety of community agencies to develop quality practicum experiences for students. The Undergraduate Director of Field Education on the West Chester campus, Janet Bradley, has an office located with the Undergraduate Program at 114 Rosedale Avenue. The Director of Field Education for the Philadelphia campus, Anita Gooding, has an office at 701 Market Street, Philadelphia.

### **Undergraduate Social Work Faculty**

The Undergraduate Department of Social Work currently has eight full-time tenure track faculty positions charged with educational responsibilities and services assigned to the program. There are typically at least two other temporary adjunct faculty. The faculty work with the Undergraduate Social Work Program Director/Chairperson to deliver the accredited social work curriculum to students enrolled in the program. Student advisement and mentorship is the responsibility of social work faculty.

All social work faculty members teach in the classroom and provide direct input into field placements and selection of settings and supervisors through regularly scheduled Faculty Meetings. Core faculty evaluates student performance in individual courses and through evaluation of the Senior Integrative Paper Presentation. Faculty are all involved in community service and all faculty members regularly belong to social work professional organizations and attend social work professional workshops and national conferences. Many social work faculty members teach workshops and lead groups, serve on boards, and hold national positions as part of their community service responsibility.

The undergraduate social work faculty members are responsible for the overall design, administration, and evaluation of the Undergraduate Social Work Program's curriculum and educational policies. Minor changes take place regularly and the plan for the Program and curricular re-evaluation is reviewed bi- yearly at the Fall and Spring Faculty Retreat. Ongoing input is solicited and received from students and the practice community. All proposed objectives are evaluated in light of the Program's overall objectives and professional developments.

Faculty regularly reviews new textbooks, articles, videos, social media, and other teaching materials in an effort to remain current in the academic discipline. Changes in course content, assignments, terminology or textbooks are discussed thoroughly in faculty meetings to ensure that they are then integrated by other faculty in all courses. Faculty recommend changes; the Competency Chair is ultimately responsible for assuring that new proposed changes are relevant and consistent with CSWE standards.

The Program receives advice and guidance from the practice community. The Program formally receives advice and guidance from the Undergraduate Social Work Advisory Board during the advisory board meetings that are scheduled for in October and May of the academic year.

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### **The Social Work Advisory Board**

The Undergraduate Social Work Advisory Board meets at least two times a year and has membership from the following five groups: community leaders, WCU social work alumni, social workers employed in the field from both public and private sectors, educators, and students declared as social work majors. An updated list of Advisory Board members can be found on the Department's website.

The purpose of the Advisory Board is as follows:

*"To promote the professional growth and advancement of social work at West Chester University as it relates to local, national, and international issues; to implement and monitor the Curriculum Policy Statement mandated by the Council on Social Work Education; to serve as the impetus for social work alumni activities; to advise and consult the Dean of the appropriate School of innovative directions that the Department should pursue; to advise and assist in soliciting and maintaining field placements for students; network with employers on career placement for graduates; assist in fundraising activities for the Department."*

## **2016-17 FACULTY OF THE UNDERGRADUATE DEPARTMENT OF SOCIAL WORK**

**Chairperson/ Director of the Undergraduate Social Work Program, Michele Belliveau, Ph.D., M.S.W.** Associate Professor. 610-436-3469. B.A., Earlham College; M.S.S.W., Columbia University School of Social Work; Ph.D., University of Pennsylvania. Dr. Belliveau's background is in social work with individuals, families, and groups in diverse, community-based mental health settings. Her interests include the experiences of Latino immigrant families with the U.S. social welfare system, policy practice, and the development of students' bilingual and bicultural social work competence.

**Director of Field Education for the West Chester Undergraduate Social Work Program, Janet Bradley,** 610-436-2801. MSS, Bryn Mawr College; MLSP, Bryn Mawr College; BSW, LaSalle University. Janet Bradley has numerous years of experience in medical social work, and has been placing WCU students in community social service and related agencies for over fifteen years. Her areas of professional interest are health, disability, and children. She has researched and written about the role of the field director.

**Director of Field Education for the Philadelphia Undergraduate Social Work Program, Anita Gooding,** 267-386-3015

B.A. Trinity College, M.S.W. University of Pennsylvania. Anita has worked in the field of sexual health for most of her career and her experience spans across micro and macro levels of practice. Anita has done community outreach and organizing, development and marketing, treatment education for folks living with HIV, and has also provided out-patient therapy to LGBTQIA-identified persons. Her professional interests include trauma, sexuality and gender, HIV/AIDS, and grief and loss.

## **UNDERGRADUATE SOCIAL WORK FACULTY**

**Casey Bohrman, Ph.D., M.S.W.** Assistant Professor. Casey Bohrman, MSW, PhD, LSW. Dr. Bohrman has worked throughout the mental health system in a variety of capacities. Her research interests include the intersections between the criminal justice and mental health systems, neighborhood effects, and access to mental health services for hard-to-reach populations. Her current research focuses on police interactions with people who have co-occurring disorders. She has taught in a variety of content areas, including introduction to research, the history of social work and social welfare, modern social policy, the history of American racism, and addressing oppression through institutional change. She received her PhD. in Social Welfare from the University of Pennsylvania.

**Eli DeHope, Ph.D., M.S.W.** Professor. BSW Temple University; M.Ed. West Chester University; MA University of Pennsylvania; MSW Univ. of Pennsylvania; Ph.D. University of Pennsylvania, Board Certified Diplomat (BCD), Licensed Clinical Social Worker (LCSW). In her career, Dr. DeHope has been a protective service caseworker and psychotherapist for the elderly, a consulting psychologist and clinical social worker in private practice, Clinical Director of Social Work and Community Health at the Hospital of the University of Pennsylvania and Clinical Director at ReMed Recovery Care Centers. Dr. DeHope is a consultant with the Council on Social Work Education's Gero-Ed Center (as a mentor to 10 Universities), ReMed (brain injury) and the Human Rights Campaign (LGBTQA). Her research focus has been on sexual orientation, aging, brain injury and mental health. Dr. DeHope is a member of many University committees including LGBTQA and Service Learning; she is on the Advisory Boards for the Social Equity Department and Women's Studies Department, and is the Vice President of the Faculty Senate.

**Claire Dente, Ph.D., M.S.W.** Associate Professor. B.A., Chestnut Hill College; M.S.W., The Catholic University of America; Ph.D., Temple University. Dr. Dente is a licensed clinical social worker in the Commonwealth of Pennsylvania. Dr. Dente's primary interests include intersecting identities and how these identities impact individuals. Her practice and research focus on diversity, pedagogy, and higher education. She also examines intersecting identities related to religion/spirituality, LGBTQA issues, healthy aging, and disability.

**Christa C. Gilliam, Ph.D., M.S.W.** Assistant Professor. B.A., Liberal Studies/Human Development, California State University, East Bay MSW, University of California, Berkeley, PhD, Morgan State University. Professor Gilliam has had more than 15 years of experience working in both the public and non-profit sectors serving children and families. She has had experience teaching social work on both the bachelors and masters levels. Her work spans across the areas of child welfare and protection, organizational leadership and development, domestic violence specializing in the treatment of batterers, parenting education, case management, and emancipation services for foster youth. Her research interests include social work workforce development, leadership development, professional mentoring, and social work policy and practice in urban communities.

**Travis Ingersoll, Ph.D., M.S.W.** Assistant Professor, Ph.D. Widener University. Dr. Ingersoll research publications include cross-cultural studies regarding the fear of intimacy, gender roles, suicidal ideation, and implementing clinical interventions to residents of elderly communities. His current research projects include the role of male involvement in domestic violence agencies, and collaborative cross-cultural projects focusing on investigating connections between body image, eating disorders, fear of intimacy and sexual anxiety among U.S. and Chinese college students.

**Tiffany Lane, Ph.D., M.S.W.** Assistant Professor. B.S.W., West Chester University., M.S.W., Howard University School of Social Work, Ph.D., Morgan State University. Dr. Lane's background is in social work with individuals and community based youth serving organizations. She is the founder of Phenomenal Young Ladies, Inc., a non-profit organization located in Chester, Pa. Her research and practice areas are Afrocentric youth development in urban areas, older foster care youth, and higher education.

**Greg Tully, Ph.D., M.S.W.** Associate Professor. B.S., New York University; M.S.W., Hunter School of Social Work; Ph.D., New York University. Dr. Tully's research/writing interests are generalist social work education, group work theory and practice, and organizational leadership coaching. His practice career has included individual, group, and community practice with a variety of populations including abused children, trauma victims (rape, spouse abuse), persons with AIDS, delinquent youth, and organizational leaders. Dr. Tully was a tenured faculty member and Chair of the Social Work Program at Iona College for many years; he has also taught on the faculty at Barry University, New York University, and Hunter College School of Social Work. He is President of the Association for the Advancement for Social Work with Groups, an international group work organization.

**Susan Wysor Nguema, Ph.D. student, M.S.W.** Assistant Professor B.S.W, La Salle University; M.S, University of Pennsylvania; MSW, Temple University; PhD Student, Widener University. Susan's areas of interest are in international social work, transitional justice, and community advocacy. In particular, she is interested in how interventions that have worked in other countries to resolve issues of human rights abuses may be adapted for use in US communities. She has led travel study courses to Kenya and is currently completing her doctoral work at Widener University.

**Richard Voss, DPC,** Professor. D.P.C. Loyola College; M.S.W. Fordham University. Dr. Voss is a licensed social worker (PA) and a board certified diplomat in clinical social work. His academic interest and research area has been related to transcultural social work, spirituality, and theory development which is ecologically based and informed by Lakota (Sioux) cosmology.

#### **ADJUNCT FACULTY:**

**Chad Lassiter, M.S.W.,** University of Pennsylvania

**Mary McCormick, M.S.S.,** Bryn Mawr College; B.A. in Psychology, University of Detroit and University of County Cork, Ireland

**Steve Wilmot, M.S.W.,** University of Pennsylvania, B.S.W. West Chester University

**Christine Coppa, M.S.W.,**

**Tracie Dixon, M.S.W.**

**STAFF:**

**Donna Callaghan**, Departmental Secretary

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Student Social Work Club President, Undergraduate Social Work Department

Director of Field Education, Undergraduate Social Work Department

Chair, Undergraduate Social Work department

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# APPENDIX

## PROCESS RECORDINGS

A good process recording captures the essence and some important details of the contact between student and client. It is possible for a supervisor to see some of this from a verbal recounting of the contact; however, this approach misses some of the process that led to the success or failure of the contact. A verbal exchange fails to reveal the point at which the student gets stuck or where evidence of developing skill needs to be noted and affirmed. The act of writing a process recording enables the student to identify issues, problem themes and the flow of the process and facilitates the important process of self-evaluation. In recording the process, students begin to see learning issues for themselves, i.e. changing the subject either by client or student to avoid painful exploration or the failure to reach a mutual understanding of the issues to be addressed.

There is no more effective way to develop skill than through the use of process recordings. Tapes and videotapes, though more accurate and detailed do not challenge the student to recall, rethink, evaluate and summarize the content to the extent that is demanded by writing a process recording. It is a task, which requires absolute honesty and the courage to risk one's professional self to open scrutiny. The process is often stressful, but always a learning experience.

### Organization of Process Recordings

Please note: Names and other identifying information have been changed to assure confidentiality.

#### I. Administrative Data

- A. Worker
- B. Agency
- C. Services Provided
- D. Field Instructor

#### II. Client Data

- A. Client name(s): (fictitious)
- B. Date (of interview/session)
- C. Phase of Work (Beginning, middle, end)

#### III. Background Information

The following information should be included, in paragraph form.

- ☐ Client demographic information/description.
- ☐ Current circumstances/presenting problem.
- ☐ History of problem and previous interventions/services.
- ☐ Purpose of interview/meeting, meeting place

#### IV. Dialog

Narrative	Skills	Gut feelings

#### V. Addendum

Include, in paragraph form:

- ☐ Summary/impressions. This is where you should reflect on the process, on your use of skills, and on both your strengths and challenges. Focus is on your practice with the client and/or client system.

- Identify next steps in terms of (1) how you might approach the situation now that you have reflected on it and (2) what your next steps are in working with the client and/or client system.

## **VI. Questions**

Identify at least two (2) questions for class discussion. Focus on your work primarily (not on client).

## **VII. References and Summaries**

Identify three (3) literature sources that informed your interaction or will inform your next interaction. When you cite the literature, be sure to *apply* it to your work with your client(s).

(Example)

### **Moving from general to specific**

Shulman (2009) states that clients often begin talking about issues in universal or general terms. The worker needs to assist the client in being more specific. This helps in identifying a more manageable piece of work, as well as reducing anxiety about global concerns that are overwhelming. In my work with client X, I noticed that I was more comfortable sticking with the general, and had a hard time moving to the specific. This skill helps me to recognize the value of helping to move the client forward, and what may have made it difficult for me to do so (e.g. becoming overwhelmed with my client's story).

Shulman, L (2009). *The skills of helping individuals, families, groups, and communities* (6<sup>th</sup> ed.). Belmont, CA: Brooks/Cole.

### **Suggestions on What to Look for in Process Recordings**

- (1) What was the purpose of the contact with client? Was it achieved?
- (2) Did the student tune in to the emotional dynamics inherent in the clients' need to seek help?
- (3) Were life transitions or crisis situations explored as part of a holistic assessment?
- (4) Was the behavior of other systems considered as possible targets for intervention?
- (5) Did the student pick up on indirect communication and respond to it?
- (6) Was the interaction characterized by client initiation and student response?
- (7) Does the student recognize information relevant to the problem situation?
- (8) Does the student avoid specific content?
- (9) Are any personal needs of the student interfering in the student's interaction with the client?
- (10) What issues are present or evolve during the contact? How does the student respond?

### **Obstacles to Use of Process Recording**

Some supervisors, who are not accustomed to using process recordings as a tool, may resist using them because of fear of making a mistake or mislabeling a skill. Such fears are groundless. It is more important to identify where a skill or different perception is needed. Labeling skills is a collaborative task with the field instructor, the faculty field liaison, and the seminar professor, all sharing this responsibility.

Field Instructors should insist on receiving recordings at least one day in advance of the supervisory conference. Often several readings of the process recording and some reflection or discussion with a peer will reveal issues not seen at first. Students truly appreciate feedback from field instructors on these recordings. Field Instructors will find that attention to recording is amply rewarded by spurts in the student's growth and appreciation of honest feedback.

## FINAL PAPER – THE SENIOR INTEGRATIVE PAPER

**Introduction** – In this paper you will demonstrate the ability to apply and integrate the knowledge, values, and skills of beginning generalist social work practice. You will have the opportunity to present your paper before the faculty during the spring semester.

**Guidelines** – Choose one case (it may be a client system of any size) that you have worked with during your senior field placement. If you have been in brief service, you may need to use several cases to cover the material. As is expected in process recordings and classroom discussions, be sure to disguise the identity of the client or client system, and always use a pseudonym. Please use the following outline to help you to structure your paper.

### **(1). Practicum Context**

- (a). Give a brief description of the practicum/setting: purpose/mission, population/community served (demographics), how the agency is funded, and client referral system (how clients come to the setting).*
- (b). Describe your role and function in the practicum.*

### **(2). Literature Review**

*Give a brief, in-depth review of the relevant empirical literature to provide an understanding of the client population and/or service that you provide in your practicum. For this literature review, it is expected you will make use of a minimum of ten (10) empirical sources (includes primary source books and peer-reviewed journal articles).*

### **(3). Case Material and Focus of Intervention**

*(For this section, you may refer to your process recordings and/or use new case material.)*

*(a). Case Material. Summarize your case material and your work with the client system. Give a brief history of the client's involvement with you and the agency, and the focus of your intervention. Be sure to discuss the type of goals established between you and your client and indicate how the goals relate to the mission of the practicum.*

#### **(b). Application of Theory: Case Assessment**

*(i). Create a bio/psycho/social/cultural/spiritual assessment of your client system that integrates theory in the assessment. Be sure to account for the micro, mezzo, and macro systems interacting with your client.*

*(ii). In your discussion of family dynamics, make use of family systems theory to describe the prevalent issue(s) in the family, the system's internal and external boundaries, and roles (including what role your client has within the family system).*

*(iii). In addition to family systems theory, use at least three other relevant theories/theorists that specifically relate to the developmental stage, problems, resources or issues pertinent to the life stage of your client. For example, if you are working with older adults, what theories of older adult development help you understand your client? If you are working with Latino adolescents, what theories of adolescent development help you understand your client?*

*(iv). Do the theories you have chosen account for diversity such as race, culture, gender and ethnicity? If not, what theories can you find in the literature to help assess your client system and frame your practice interventions?*

*(v). The theories you use should come from the empirical literature, and not solely from your textbooks.*



#### **(4). Applications of Practice Models**

- (a). **The Generalist Intervention Model (GIM).** Discuss how you have utilized the planned change process described by Kirst-Ashman and Hull. Identify skills you have used in the various stages of the process.*
- (b). **The Interactional Model.** Illustrate your use of helping and relationship skills described by Shulman.*
- (c). **The Strengths Perspective.** In what ways have you guided the client(s) to relevant resources in order to both account for and maximize assets in the client system?*
- (d). **Conscious Use of Self and Cultural Competence.** Please apply to yourself one of the cultural competence models that you have learned. How has this knowledge assisted you to develop culturally-competent social work practice skills when working with a diverse population? Describe a situation in which you have had to adjust your skills and service delivery because of the diversity of the client.*
- (e). **Values, Ethics, and Legal Duties.** What kinds of ethical issues have you encountered in your work with clients (refer to NASW Code of Ethics)? If you have encountered an ethical dilemma, how have you resolved it? Have there been value differences between you and the client system and/or you and other service providers? If so, how have you dealt with these? How do any of the six legal duties apply in this case?*

#### **(5). Policy**

- (a). Identify an agency policy that assists or interferes with the delivery of services to clients. Describe how policies are determined in your agency and whether you get feedback from the clients that your agency serves. If a policy has caused problems for workers and/or clients, what outcome would you like to see that differs from the current practice?*
- (b). Identify a state or federal policy that impacts your work with clients. Give a brief analysis of the policy using Barusch's (2009) social justice framework for analysis.*
- (c). How do these policies influence your behavior? In what ways could you assume the role of advocate? (Consider various levels of action that might be taken.)*

#### **(6). Evaluation of Practice**

- (a). **Evaluation of Roles.** Review the many roles that a social worker plays when working with client systems. Which ones do you most frequently use? Which roles are the most comfortable and which are the most uncomfortable for you?*
- (b). **Evaluation of Skills and "Hang-Ups."** Which social work skills do you think you use well? Which skills do you think you need to focus on improving? Why do you think these skills are challenging for you? Identify a bias you carry that may still impact your work with clients. Give a clear example of how this bias impacts your work.*
- (c). **Planned Change.** Based on the above, what changes would you like to make in your practice? How do you think you can go about making these changes?*

#### **(7). Required Format**

- (a). APA Style is **required**. A full list of references must conclude your paper. Other guidelines: your paper should be no fewer than 20 and no longer than 25 pages. It is important for you to be accurate, precise, and concise in your writing.*
- (b). You must proofread for typos and grammatical errors.*
- (c). To accompany case material, you must include an eco-map (genogram optional).*

*Submit a bound copy of your paper by 4pm on the final day of classes for the semester. Please retain an additional copy for your files and for the presentation. For your presentation in the spring semester, you are encouraged to develop a five minute power point presentation to summarize the main points of your paper, the format for which will be posted to D2L.*

# Learning Contract

(Use as guideline only, type on separate sheets of paper.)  
(Use APA format)

## **PART 1: PERSONAL ATTRIBUTES OF THE STUDENT** (written in narrative/paragraph format)

- A. Student's prior educational, employment, and life experience relevant to practicum learning. (For juniors and fall semester of senior year)
- B. Relevant diversity attributes of student, field instructor, clients, agency, program and services: This includes cultural, ethnic, gender identity, class, age, race, sexual orientation and disability characteristics of the practicum participants, and the implications of similarities and differences for the supervisory relationship, student learning objectives and work with clients.
- C. Describe any fears the student may have about working at this field site – include fears about challenges and possible mistakes.
- D. Student's preferred learning patterns and activities: The learning style of the student should be identified and its implications for practicum teaching and learning should be discussed. What are the student's strengths and limitations suggested by the student's learning style? How is the learning style of the student and field instructor different/similar? How might this impact the supervisory relationship?
- E. Student's assessment of the **strengths** and **challenges** that they bring to the field practicum.
- F. Personal and professional goals of the student.
- G. Student's professional learning expectations for this placement.
- H. Student's expectations of their supervisor.

## **PART II: LEARNING GOALS** (written in outline format)

**LEARNING GOALS – Review the nine core competencies** (on page 2 of this syllabus) **and professional practice behaviors** (outlined in this syllabus on pages 4-8) **as stated in the Educational Policy and Accreditation Standards.** Identify and outline at least four learning goals with then necessary action steps to attain the goal. Specify the target date by which each action step will be completed or (if ongoing) the date in which the action steps will be substantially underway. The actions steps should be progressive (i.e. in the order in which they need to be completed for the goal to be met). This learning contract will be the tool with which you assess and evaluate your learning needs and progress through the semester.

**In preparing to develop your learning contract it is first important to consider some facts about your field practicum site:**

### **# 1 - Read the organization's mission statement and identify:**

- **Population(s) served by the agency or system (e.g., children, homeless, aged, people in immediate crisis, etc.)**
- **Services provided by the agency (i.e., emergency cash assistance, treatment, crisis intervention, education, community organization, etc.)**

- **What are the values/philosophy of agency as reflected in the mission statement and services delivered?**
- **What knowledge, skills and values will you need to acquire in order to be effective in carrying out the responsibilities of your SW role?**

**The following are some sample goals and actions steps (with target dates) reflective of a student with a field experience in child welfare.**

**Goal #1:** To understand how policies guide and affect practice decisions

**I will:**

- Read Child Protective Services laws. (9/18)
- Understand the legal differences between child abuse and neglect. (9/21)
- Learn the different assessment criteria associated with each “level of risk” (9/28)
- Utilize one full supervision meeting to address questions specifically about the laws and what it means for social work. (9/28)
- Apply the risk levels assessment to a specific case. (10/10)
- Verbally present this case to my supervisor for feedback. (10/12).
- Highlight and research a specific policy example that impacts work with clients and examine it in depth including how it may or may not contribute to disproportionality.
- Will be evidenced in Policy brief assignment. (12/6)

**Incorporates Competency: 1, 2, 4, 5, 6, 7 and 9.**

**Goal #2:** To develop the skills and confidence to handle the authority inherent in my SW role.

**I will:**

- Clarify my role within the agency and understand the function and responsibilities associated with it. (9/17)
- Research effective strategies for working with involuntary clients. (9/21)
- Discuss with other workers the types of conflicts that generally arise within this SW role. (9/21)
- Review my own personal history of handling conflict situations and note my own tendencies (9/28)
- Be aware of and reflect on any internal struggles that are at odds with professional ethics and discuss it with supervisor, and in seminar. (10/15)
- Consciously challenge myself to act in accordance with SW professional values within my role and responsibility and reflect this process in my weekly agendas (12/6)

**Incorporates competency: 1, 3, 4, 6 and 9.**

**Goal #3:** Independently complete an intake interview and develop an intervention plan and document it according to agency policy.

**I will:**

- Complete required agency training on intake process. (8/30)
- Shadow my field instructor (or other SW) during 5 intake interviews. (9/25)
- Take note of my feelings and reactions during a particular interview and discuss them with my field instructor (9/28)
- Review 6 intake reports previously written by different social workers to familiarize myself with the required information and variation of styles of professional writing. (10/5)
- Re-read Ch \_\_\_\_ in \_\_\_\_\_ text(s) about interviewing clients (10/5)
- I will take a lead role in interviewing a client in the presence of my field instructor. (10/18)
- I will write up a (mock) intake assessment and intervention plan after the intake and show it to my field instructor for feedback. (10/28)

**Incorporates competency: 1, 2, 3, 4, 6, 7, 8 and 9.**

**B. AGENCY ASSIGNMENTS**

1) Days and Hours of Field Practicum:

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2) The Number and Type of Client Assignments (Individuals, Families, Groups, Communities, Organizations)

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3) Non-Client Assignments (e.g. reading, administrative activities, development of a service directory, policy and research oriented activity)

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Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Field Instructor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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# Supervision Agenda

Date of Supervisory Meeting: \_\_\_\_\_

*This is a working document that should be used to frame the supervisory session. Identify three questions that pertain to your work over the past week or pertain to your anticipated work over the upcoming week. Include a sentence or two to provide context for the question. Review these three questions with your field instructor during your supervisory session. (Optional - Add or have your field instructor add their comments and document what was discussed).*

1. Specific questions pertaining to cases, agency policies and/or larger social policies.
2. Identify questions that you have regarding your role and function within the agency setting.
3. Briefly describe your biggest challenge in your field placement this week and what you learned from the experience.
4. Briefly describe your biggest accomplishment in your field placement this week and what you learned from the experience.
5. Describe a conflict between a personal and professional value that challenged you this week. Discuss how you resolved the conflict?
6. Describe an ethical conflict that you experienced at your field placement and the steps that you took to resolve it
7. Identify one or two specific class taught theories that relate to your practice this week and briefly explain how the theory/theories connected to your experience.
8. Describe how public policy or politics have impacted your clients this week. What steps can you take to advocate on behalf of your clients?
9. Identify one specific application of the generalist intervention model (GIM) that you applied, this week, to your work with an individual, family, group, community or larger organization.
10. Identify the social work skills that you used this week and describe how you used them.
11. Identify the learning goal from your learning contract that you focused on this week; include any action steps you took.
12. As it pertains to working with diverse populations, identify your personal biases that challenged you in your field placement this week or areas in which you would like to become more culturally competent.
13. Identify how issues of race and/or class impacted your work with your clients/client systems this week?
14. What steps did you take to develop a greater understanding of the world view of your clients/client systems?
15. Briefly describe an organizational policy/practice that negatively impacted your client. What steps could you take to advocate on behalf of your client?
16. Briefly describe a situation in your field placement that has made it difficult for you to cope. What self-care steps have you taken?
16. What questions/concerns do you have about the supervisory relationship?
17. Discuss a situation or question that you have regarding field.

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Field Instructor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_ Rev. 8/16

**WEST CHESTER UNIVERSITY  
DEPARTMENT OF SOCIAL WORK**

**FIELD PRACTICUM AGREEMENT**

Statement of understanding involving West Chester University's Undergraduate Social Work Program,  
\_\_\_\_\_, and

Student Name

\_\_\_\_\_,  
Practicum Site Name

\_\_\_\_\_,  
Field Instructor

**Expectations of Students**

agree to:

1. Inform myself on and adhere to the policies and procedures of the Undergraduate Department of Social Work and the agencies in which I intern. (See Handbook/Field Manual and Agency Policy and Procedure Manuals)
2. Adhere to the NASW Code of Ethics and implement social work values and professional standards.
3. Adhere to the Undergraduate Social Work Department's Professional Behavior Standards.
4. Be committed to the welfare of clients, approaching this responsibility in a professional manner, including attending to my client's needs in the times of crisis.
5. Participate fully and actively in my own learning by expressing my learning needs, evaluating my work, acknowledging my areas of strength and identifying areas where I need to grow and change.
6. I agree to the following specific responsibilities:
  - a. Keep confidential those interactions, which I conduct or observe, whether written or verbal, between the client, the agency and myself in accord with the spirit of the NASW Code of Ethics.
  - b. Submit an agenda and other written materials (if requested) to my field instructor in advance of weekly supervision.
  - c. Inform my field instructor and faculty field liaison of any difficulty, personal or professional, which affects my work performance.
  - d. Complete assigned tasks on time and in accord with agency and school policy. Notify my field instructor in advance of discussing material from the field in the classroom.
  - e. Arrange coverage of my clients during vacation periods and at the end of placement.
  - f. Attend all meetings called by my field liaison, the Director of Field Education, the Chairperson of the Undergraduate Social Work Department.
  - g. Engage fully in the evaluation process including the final evaluation.
7. Students participating in field experiences pursuant to their course of study may be required to transport clients at the agency for which they are participating in field experience. It is recommended that students transport agency clients in agency vehicles. If an agency vehicle is not available, however, and the student chooses to transport an agency client in their personal vehicle it is mandatory that the student have adequate automobile insurance to cover any incidents that may occur during transportation of the agency client. Therefore, students are encouraged to contact their insurers prior to the commencement of their field practicum to discuss their coverage and any questions that they have about using their personal vehicles to transport clients.

We, \_\_\_\_\_ and \_\_\_\_\_ Agree to:  
Practicum Field Instructor

1. Share in the mission of West Chester University's Undergraduate Social Work Program (i.e. to prepare students with a basic competence for an entry level professional generalist social work practice by helping students become reflective, self-evaluating, knowledgeable, developing social workers).
2. Provide direct service responsibility by the second week of placement. Assignments should be made with educational value as the primary consideration.
3. Help the student engage in learning by helping them express and specify their own learning needs and encourage the student to evaluate their own work continuously.
4. Hold the student to accepted standards of professional behavior and notify the program immediately of any failure of the student to live up to the terms of this agreement.
5. We agree to the following specific responsibilities:
  - a. Prepare for student's arrival by designating workspace and equipment, preparing case assignments, and orientation to the agency and the community.
  - b. Provide a minimum of one hour of uninterrupted supervision each week at a regularly scheduled, mutually agreed upon time.
  - c. Hold students to submit an agenda for supervision in advance of the supervision time.
  - d. Vary assignments to include clients from different cultural, social and religious backgrounds and call for different helping roles, i.e. counseling, mediation, advocacy, and networking. Where possible, have assignments include work with individuals, groups, families, and communities.
  - e. Provide on-going feedback to the student on their progress in specific areas of practice.
  - f. Complete a detailed written evaluation at the middle and end of each semester (See the Undergraduate Social Work Program's Handbook/field manual).
  - g. Include students in staff meetings, and other professional meetings whenever possible.
  - h. Attend the orientation and field instructor's meetings at the University.
  - i. Participate in the on-going evaluation of the content and design of the Undergraduate Social Work Program.
  - j. Maintain contact with faculty field liaison and Director of Field Education.

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Field Instructor

\_\_\_\_\_  
Date

\_\_\_\_\_  
Representative of West Chester University's Undergraduate Social Work Program

**WEST CHESTER UNIVERSITY OF PENNSYLVANIA**  
**BSW PROGRAM**  
**PRACTICUM TIME REPORT**

Field Practicum Report: \_\_\_\_\_  
Time Frame Covered

1. \_\_\_\_\_, \_\_\_\_\_  
Student Last Name Student First Name

2. \_\_\_\_\_, \_\_\_\_\_  
Field Practicum Field Instructor

<b>Week</b> (specify time frame)	<b>Hours</b> <b>Completed</b>	<b>#Hours in</b> <b>Supervision</b>	<b>Field Instructor Signature</b>
Week One			
Week Two			
Week Three			
Week Four			

3. \_\_\_\_\_: Total monthly hours completed.

4. \_\_\_\_\_: Total cumulative hours for the semester.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Field Instructor Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Faculty Field Liaison Signature

\_\_\_\_\_  
Date

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**Undergraduate Department of Social Work  
West Chester University  
Mid-Semester Review**

Evaluation should be a shared process with an opportunity for the student and field instructor to discuss similarities and differences in perception. Although the field instructor is responsible for completing the evaluation, it is the responsibility of the faculty field liaison to assign a grade. The student's overall grade for the course will be determined by the faculty field liaison and based on the faculty field liaison's overall evaluation of the student's performance in placement in conjunction with the agency field instructor's evaluation, classroom participation and course assignments. Please write a brief paragraph in response to each of the questions. The written narrative should include information that will assist the faculty field liaison assess how the student is progressing in developing the knowledge, skills and values of a beginning level social worker.

- 1. Describe how the student is conducting themselves professionally and applying social work values and ethics to their work with client systems.**
  
  
  
  
  
  
  
  
  
  
- 2. Describe how the student engages in their own learning process.**
  
  
  
  
  
  
  
  
  
  
- 3. Overall, how do you think the student is performing the tasks that they have been given?**
  
  
  
  
  
  
  
  
  
  
- 4. What are the areas the student needs to focus on for the remainder of the semester?**
  
  
  
  
  
  
  
  
  
  
- 5. Student comments:**

Student's Name: \_\_\_\_\_

Field Instructor's Name: \_\_\_\_\_

Dev. 7/16

**Undergraduate Department of Social Work  
West Chester University  
Evaluation of Student Competency in Field Placement - Junior**

**Student's Name** \_\_\_\_\_ **Date** \_\_\_\_\_

*Students are to be rated on the nine competencies and corresponding practice behaviors established by the Council on Social Work education. As a guide, students should be compared to beginning level BSW social work graduates. Please use the below scale to rate the student.*

7	The student has <b><i>consistently demonstrated and exceeded</i></b> the level of competency through the use of generalist social work knowledge, values, and skills.
6	The student has <b><i>demonstrated and sometimes exceeded competency</i></b> through the use of beginning generalist social work knowledge, values, and skills.
5	The student has <b><i>demonstrated basic competency</i></b> in this area and there is a manifestation that the student has the willingness and ability to demonstrate the beginning generalist social work knowledge, values, and skills by graduation.
4	The student has <b><i>demonstrated emerging competency</i></b> in this area and there is a manifestation that the student has the willingness and ability to demonstrate the beginning generalist social work knowledge, values and skills by graduation.
3	The student has <b><i>inconsistently demonstrated</i></b> the values and basic knowledge and skills needed to develop competency in this area and requires additional time to develop competency through the use of beginning generalist social work knowledge, values, and skills. This should be an area of focus for the student's next semester of field practice.
2	The student has <b><i>not demonstrated the basic</i></b> knowledge and skills needed to develop competency in this area and/or the student has not demonstrated the values needed to develop competency in this area. The student has not utilized social work skills that demonstrate that the student will meet the expectations in this area in the near future.
1	The student has <b><i>not demonstrated the ability</i></b> to develop the skills needed to perform in this area.
n/a	Not applicable, as the student has not had the opportunity to demonstrate competence in this area

Comments may be made under any competency statement. Please be sure to indicate those areas in which you think the student is particularly strong and those areas that need improvement. Please give examples for any area in which the student received a rating of 3, 2 or 1.

Evaluation should be a shared process with an opportunity for the student and field instructor to discuss similarities and differences in perception. Although the field instructor is responsible for completing the evaluation, it is the responsibility of the faculty field liaison to assign a grade. The student's overall grade for the course will be determined by the faculty field liaison and based on the faculty field liaison's overall evaluation of the student's performance in placement in conjunction with the agency field instructor's evaluation, classroom participation and course assignments.

<b>Competence #1:      The student demonstrates ethical and professional behavior.</b>
--

Please rate the student's overall competency in this area	7	6	5	4	3	2	1	na
1.1      Understands the profession's history, mission and responsibilities	7	6	5	4	3	2	1	na

1.2	Demonstrates adherence to the NASW Code of Ethics and social work values.	7	6	5	4	3	2	1	na
1.3	Is knowledgeable, and abides by, laws relevant to social work	7	6	5	4	3	2	1	na
1.4	Uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations	7	6	5	4	3	2	1	na
1.5	Is aware of how their own values impact their work with client systems.	7	6	5	4	3	2	1	na
1.6	Attends to professional roles and boundaries	7	6	5	4	3	2	1	na
1.7	Presents a professional appearance	7	6	5	4	3	2	1	na
1.8	Able to prioritize work and complete work in a timely fashion	7	6	5	4	3	2	1	na
1.9	Demonstrates professional oral, written and electronic communication	7	6	5	4	3	2	1	na
1.10	Uses technology ethically and appropriately								
1.11	Accepts feedback in supervision	7	6	5	4	3	2	1	na
1.12	Prepares for and uses supervision and consultation effectively	7	6	5	4	3	2	1	na
1.13	Understands the need to care for themselves while helping others	7	6	5	4	3	2	1	na
1.14	Understands the role of other professions when engaging in inter-professional teams.	7	6	5	4	3	2	1	na
1.15	Understands frameworks of ethical decision-making and applies those frameworks to make ethical decisions in practice, research and policy areas	7	6	5	4	3	2	1	na
1.16	Has a commitment to a career of professional learning and growth	7	6	5	4	3	2	1	na

Comments:

<b>Competence #2: The student engages diversity and difference in practice.</b>
---

Please rate the student's overall competency in this area	7	6	5	4	3	2	1	na
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2.1	Is knowledgeable and respectful of the intersectionality of clients' multiple identifies such as age, class, color, culture, disability, ethnicity, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status	7	6	5	4	3	2	1	na
2.3	Understands how one's multiple identities may oppress, marginalize, alienate, or create or enhance privilege and power	7	6	5	4	3	2	1	na
2.4	Recognizes and respects clients' culture and global perspective and understands how these factors influence clients' behavior and viewpoint	7	6	5	4	3	2	1	na
2.5	Applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies	7	6	5	4	3	2	1	na
2.7	Views themselves as a learner and engages clients and constituencies as experts of their own experiences	7	6	5	4	3	2	1	na

Comments:

**Competence #3: The student advances human rights and social, economic and environmental justice.**

Please rate the student's overall competency in this area	7	6	5	4	3	2	1	na
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3.1	Recognizes that 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	7	6	5	4	3	2	1	na
3.2	Understands the global interconnections of oppression and human rights violations	7	6	5	4	3	2	1	na
3.3	Applies their understanding of social, economic, and environmental justice to advocate for human rights at the individual, organizational and systems levels (ie. Helps clients advocate for benefits that they have been denied)	7	6	5	4	3	2	1	na
3.4	Engages in practices that advance social, economic and environmental justice.	7	6	5	4	3	2	1	na

Comments:

**Competence #4: The student engages in practice-informed research and research-informed practice.**

Please rate the student's overall competency in this area	7	6	5	4	3	2	1	na
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4.1	Knowledgeable about evidenced-based interventions	7	6	5	4	3	2	1	na
4.2	Understands the importance of Using research literature from multi-disciplinary sources to inform and improve their practice, policy, and social service delivery	7	6	5	4	3	2	1	na

Comments:

<b>Competence #5: Student engages in policy practice.</b>
---

Please rate the student's overall competency in this area	7	6	5	4	3	2	1	na
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5.1	Understands the history and current structures of social policies and services and the role of practice in policy development	7	6	5	4	3	2	1	na
5.2	Is knowledgeable about current social policies and their effect on service delivery	7	6	5	4	3	2	1	na

Comments:

<b>Competence #6: The student engages with individuals, families, groups, organizations, and communities.</b>
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Please rate the student's overall competency in this area	7	6	5	4	3	2	1	na
---	---	---	---	---	---	---	---	----

6.1	Values the importance of human relationships	7	6	5	4	3	2	1	na
6.2	Demonstrates the skill of Engagement to work with:								
6.2a	Individuals	7	6	5	4	3	2	1	na
6.2b	Families (including working within a family context)	7	6	5	4	3	2	1	na
6.2c	Groups (including psycho-educational groups, professional meetings, team conferences, etc)	7	6	5	4	3	2	1	na
6.2d	Organizations (includes interagency work, working within an organizational context, etc.)	7	6	5	4	3	2	1	na
6.2e	Communities (including relational/affiliation communities, etc.)	7	6	5	4	3	2	1	na
6.3	Demonstrates the following interactional skills with diverse clients and constituencies:								
6.3a	Clarifying Role and Purpose	7	6	5	4	3	2	1	na
6.3b	Empathy	7	6	5	4	3	2	1	na
6.3c	Reflection	7	6	5	4	3	2	1	na
6.3d	Reaching for feedback	7	6	5	4	3	2	1	na
6.3e	Demand for Work	7	6	5	4	3	2	1	na
6.3g	Addressing Conflict	7	6	5	4	3	2	1	na
6.4	Understands how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies	7	6	5	4	3	2	1	na

Comments:

<b>Competence #7: The student assesses individuals, families, groups, organizations, and communities.</b>
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Please rate the student's overall competency in this area	7	6	5	4	3	2	1	na
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7.1	Demonstrates the ability to assess:							
7.1a	Individuals	7	6	5	4	3	2	1 na
7.1b	Families (including working within a family context)	7	6	5	4	3	2	1 na
7.1c	Groups (including psycho-educational groups, professional meetings, team conferences, etc)	7	6	5	4	3	2	1 na
7.1d	Organizations (includes interagency work, working within an organizational context, etc.)	7	6	5	4	3	2	1 na
7.1e	Communities (including relational/affiliation communities, etc.)	7	6	5	4	3	2	1 na
7.2	Knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theories used to assess diverse clients and constituencies	7	6	5	4	3	2	1 na
7.4	Demonstrates the ability to develop a mutually agreed-on intervention goals and objectives based on the assessment of strengths, needs, and challenges within clients and constituencies.	7	6	5	4	3	2	1 na
7.5	Values the importance of inter-professional collaboration in the assessment process	7	6	5	4	3	2	1 na
7.6	Understands how their personal experiences and affective reactions may affect their assessment and decision-making	7	6	5	4	3	2	1 na

Comments:

<b>Competence #8: The student intervenes with individuals, families, groups, organizations, and communities.</b>
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Please rate the student's overall competency in this area	7	6	5	4	3	2	1	na
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8.1	Implements interventions to achieve practice goals and enhance capacities of:							
8.1a	Individuals	7	6	5	4	3	2	1 na
8.1b	Families (including working within a family context)	7	6	5	4	3	2	1 na
8.1c	Groups (including psycho-educational groups, professional meetings, team conferences, etc)	7	6	5	4	3	2	1 na
8.1d	Organizations (includes interagency work, working within an organizational context, etc.)	7	6	5	4	3	2	1 na
8.1e	Communities (including relational/affiliation communities, etc.)	7	6	5	4	3	2	1 na
8.2	Knowledgeable of human behavior and the social environment, person-in-environment, and other multidisciplinary theories in interventions with clients and constituencies;	7	6	5	4	3	2	1 na
8.3	Uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes	7	6	5	4	3	2	1 na

8.4	Knowledge about evidence-informed interventions	7	6	5	4	3	2	1	na
8.5	Negotiates, mediates and advocates on behalf of diverse clients and constituencies	7	6	5	4	3	2	1	na
8.6	Facilitates effective transitions and endings that advance mutually agreed-on goals	7	6	5	4	3	2	1	na

Comments:

**Competence #9: The student evaluates practice with individuals, families, groups, organizations, and communities.**

Please rate the student's overall competency in this area	7	6	5	4	3	2	1	na
---	---	---	---	---	---	---	---	----

9.1		7	6	5	4	3	2	1	na
9.3	Understands the reasons for evaluating the effectiveness of her/his practice	7	6	5	4	3	2	1	na

Comments:

**ADDITIONAL COMMENTS BY THE FIELD INSTRUCTOR**

Comments/elaboration:

### ADDITIONAL COMMENTS BY THE STUDENT

(This section must be completed by the student. It should include comments about the overall evaluations as well as a plan on how the student plans to strengthen her or his practice in the areas identified as challenges).

Comments:

Signature of Agency Field Instructor \_\_\_\_\_

Agency \_\_\_\_\_ Date \_\_\_\_\_

***The following section should be completed by the student:***

My agency supervisor and faculty supervisor have discussed this evaluation with me, and I have received a copy. My agreement or disagreement follows:

I agree with the evaluation ☐

I do not agree with evaluation ☐

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

- ☐ If the student disagrees with the evaluation she/he should state that disagreement in writing and submit a copy to both the agency supervisor and the faculty supervisor. A meeting between the student, agency supervisor, and faculty supervisor should then be held to discuss the disagreement.

Modified from the Rating Scale for Evaluation of Field Placement Performance in Petracchi, H.E. & Zastrow, C. (2010). Suggestions for utilizing 2008 EPAS in CWE-accredited social work baccalaureate and masters curriculum: Reflections from the field, part one – the explicit curriculum, *Journal of Teaching in Social Work*, 30 (2).



**Undergraduate Department of Social Work  
West Chester University  
Evaluation of Student Competency in Field Placement – Senior 1**

**Student's Name** \_\_\_\_\_ **Date** \_\_\_\_\_

*Students are to be rated on the nine competencies and corresponding practice behaviors established by the Council on Social Work education. As a guide, students should be compared to beginning level BSW social work graduates. Please use the below scale to rate the student.*

7	The student has <b><i>consistently demonstrated and exceeded</i></b> the level of competency through the use of generalist social work knowledge, values, and skills.
6	The student has <b><i>demonstrated and sometimes exceeded competency</i></b> through the use of beginning generalist social work knowledge, values, and skills.
5	The student has <b><i>demonstrated basic competency</i></b> in this area and there is a manifestation that the student has the willingness and ability to demonstrate the beginning generalist social work knowledge, values, and skills by graduation.
4	The student has <b><i>demonstrated emerging competency</i></b> in this area and there is a manifestation that the student has the willingness and ability to demonstrate the beginning generalist social work knowledge, values and skills by graduation.
3	The student has <b><i>inconsistently demonstrated</i></b> the values and basic knowledge and skills needed to develop competency in this area and requires additional time to develop competency through the use of beginning generalist social work knowledge, values, and skills.
2	The student has <b><i>not demonstrated the basic</i></b> knowledge and skills needed to develop competency in this area and/or the student has not demonstrated the values needed to develop competency in this area. The student has not utilized social work skills that demonstrate that they will meet the expectations in this area in the near future.
1	The student has <b><i>not demonstrated the ability</i></b> to develop the skills needed to perform in this area.
n/a	Not applicable, as the student has not had the opportunity to demonstrate competence in this area

Comments may be made under any competency statement. Please be sure to indicate those areas in which you think the student is particularly strong and those areas that need improvement. Please give examples for any area in which the student received a rating of 3, 2 or 1.

Evaluation should be a shared process with an opportunity for the student and field instructor to discuss similarities and differences in perception. Although the field instructor is responsible for completing the evaluation, it is the responsibility of the faculty field liaison to assign a grade. The student's overall grade for the course will be determined by the faculty field liaison and based on the faculty field liaison's overall evaluation of the student's performance in placement in conjunction with the agency field instructor's evaluation, classroom participation and course assignments.

<b>Competence #1:</b>	<b>The student demonstrates ethical and professional behavior.</b>
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Please rate the student's overall competency in this area	7	6	5	4	3	2	1	na
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1.1	Understands the profession's history, mission and responsibilities	7	6	5	4	3	2	1	na
1.2	Demonstrates adherence to the NASW Code of Ethics and social work values.	7	6	5	4	3	2	1	na
1.3	Is knowledgeable, and abides by, laws relevant to social work	7	6	5	4	3	2	1	na
1.4	Uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations	7	6	5	4	3	2	1	na
1.5	Is aware of how their own values impact their work with client systems.	7	6	5	4	3	2	1	na
1.6	Attends to professional roles and boundaries	7	6	5	4	3	2	1	na
1.7	Presents a professional appearance	7	6	5	4	3	2	1	na
1.8	Able to prioritize work and complete work in a timely fashion	7	6	5	4	3	2	1	na
1.9	Demonstrates professional oral, written and electronic communication	7	6	5	4	3	2	1	na
1.10	Uses technology ethically and appropriately								
1.11	Accepts feedback in supervision	7	6	5	4	3	2	1	na
1.12	Prepares for and uses supervision and consultation effectively	7	6	5	4	3	2	1	na
1.13	Understands the need to care for themselves while helping others	7	6	5	4	3	2	1	na
1.14	Understands the role of other professions when engaging in inter-professional teams.	7	6	5	4	3	2	1	na
1.15	Understands frameworks of ethical decision-making and applies those frameworks to make ethical decisions in practice, research and policy areas	7	6	5	4	3	2	1	na
1.16	Has a commitment to a career of professional learning and growth	7	6	5	4	3	2	1	na

Comments:

<b>Competence #2:</b>	<b>The student engages diversity and difference in practice.</b>
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Please rate the student's overall competency in this area	7	6	5	4	3	2	1	na
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2.1	Is knowledgeable and respectful of the intersectionality of clients' multiple identifies such as age, class, color, culture, disability, ethnicity, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status	7	6	5	4	3	2	1	na
2.2	Understands the forms and mechanisms of oppression and discrimination	7	6	5	4	3	2	1	na
2.3	Recognizes the consequences of difference to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power	7	6	5	4	3	2	1	na
2.4	Recognizes and respects clients' culture and global perspective and understands how these factors influence clients' behavior and viewpoint	7	6	5	4	3	2	1	na

2.5	Applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies	7	6	5	4	3	2	1	na
2.6	Applies and communicates their understanding of the importance of difference in shaping life experiences, when engaged in micro, mezzo and macro levels of practice	7	6	5	4	3	2	1	na
2.7	Views themselves as a learner and engages clients and constituencies as experts of their own experiences	7	6	5	4	3	2	1	na

Comments:

<b>Competence #3: The student advances human rights and social, economic and environmental justice.</b>
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Please rate the student's overall competency in this area	7	6	5	4	3	2	1	na
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3.1	Recognizes that 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	7	6	5	4	3	2	1	na
3.2	Understands the global interconnections of oppression and human rights violations	7	6	5	4	3	2	1	na
3.3	Applies their understanding of social, economic, and environmental justice to advocate for human rights at the individual, organizational and systems levels (ie. Helps clients advocate for benefits that they have been denied)	7	6	5	4	3	2	1	na
3.4	Engages in practices that advance social, economic and environmental justice.	7	6	5	4	3	2	1	na

Comments:

<b>Competence #4: The student engages in practice-informed research and research-informed practice.</b>
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Please rate the student's overall competency in this area	7	6	5	4	3	2	1	na
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4.1	Knowledgeable about evidenced-based interventions	7	6	5	4	3	2	1	na
4.2	Uses research literature from multi-disciplinary sources to inform and improve their practice, policy, and social service delivery	7	6	5	4	3	2	1	na
4.3	Uses practice experience and theory to inform research	7	6	5	4	3	2	1	na

Comments:

<b>Competence #5: Student engages in policy practice.</b>
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Please rate the student's overall competency in this area	7	6	5	4	3	2	1	na
---	---	---	---	---	---	---	---	----

5.1	Understands the history and current structures of social policies and services and the role of practice in policy development	7	6	5	4	3	2	1	na
5.2	Is knowledgeable about current social policies and their effect on service delivery	7	6	5	4	3	2	1	na

Comments:

<b>Competence #6: The student engages with individuals, families, groups, organizations, and communities.</b>
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Please rate the student's overall competency in this area	7	6	5	4	3	2	1	na
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6.1	Values the importance of human relationships	7	6	5	4	3	2	1	na
6.2	Demonstrates the skill of Engagement to work with:								
6.2a	Individuals	7	6	5	4	3	2	1	na
6.2b	Families (including working within a family context)	7	6	5	4	3	2	1	na
6.2c	Groups (including psycho-educational groups, professional meetings, team conferences, etc)	7	6	5	4	3	2	1	na
6.2d	Organizations (includes interagency work, working within an organizational context, etc.)	7	6	5	4	3	2	1	na
6.2e	Communities (including relational/affiliation communities, etc.)	7	6	5	4	3	2	1	na
6.3	Demonstrates the following interactional skills with diverse clients and constituencies:								
6.3a	Clarifying Role and Purpose	7	6	5	4	3	2	1	na
6.3b	Empathy	7	6	5	4	3	2	1	na
6.3c	Reflection	7	6	5	4	3	2	1	na
6.3d	Reaching for feedback	7	6	5	4	3	2	1	na
6.3e	Demand for Work	7	6	5	4	3	2	1	na
6.3g	Addressing Conflict	7	6	5	4	3	2	1	na
6.4	Understands how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies	7	6	5	4	3	2	1	na
6.5	Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with diverse clients and constituencies	7	6	5	4	3	2	1	na

Comments:

<b>Competence #7: The student assesses individuals, families, groups, organizations, and communities.</b>
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Please rate the student's overall competency in this area	7	6	5	4	3	2	1	na
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7.1	Demonstrates the ability to assess:							
7.1a	Individuals	7	6	5	4	3	2	1 na
7.1b	Families (including working within a family context)	7	6	5	4	3	2	1 na
7.1c	Groups (including psycho-educational groups, professional meetings, team conferences, etc)	7	6	5	4	3	2	1 na
7.1d	Organizations (includes interagency work, working within an organizational context, etc.)	7	6	5	4	3	2	1 na
7.1e	Communities (including relational/affiliation communities, etc.)	7	6	5	4	3	2	1 na
7.2	Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theories when assessing clients and constituencies	7	6	5	4	3	2	1 na
7.3	Understands methods of assessment with diverse clients and constituencies to advance practice effectiveness	7	6	5	4	3	2	1 na
7.4	Demonstrates the ability to develop a mutually agreed-on intervention goals and objectives based on the assessment of strengths, needs, and challenges within clients and constituencies.	7	6	5	4	3	2	1 na
7.5	Values the importance of inter-professional collaboration in the assessment process	7	6	5	4	3	2	1 na
7.6	Understands how their personal experiences and affective reactions may affect their assessment and decision-making	7	6	5	4	3	2	1 na
7.7	Selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies	7	6	5	4	3	2	1 na

Comments:

<b>Competence #8: The student intervenes with individuals, families, groups, organizations, and communities.</b>
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Please rate the student's overall competency in this area	7	6	5	4	3	2	1	na
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8.1	Critically chooses and implements interventions to achieve practice goals and enhance capacities of:							
8.1a	Individuals	7	6	5	4	3	2	1 na
8.1b	Families (including working within a family context)	7	6	5	4	3	2	1 na
8.1c	Groups (including psycho-educational groups, professional meetings, team conferences, etc)	7	6	5	4	3	2	1 na
8.1d	Organizations (includes interagency work, working within an organizational context, etc.)	7	6	5	4	3	2	1 na
8.1e	Communities (including relational/affiliation communities, etc.)	7	6	5	4	3	2	1 na
8.2	Applies knowledge of human behavior and the social environment,	7	6	5	4	3	2	1 na

	person-in-environment, and other multidisciplinary theories in interventions with clients and constituencies;								
8.3	Uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes	7	6	5	4	3	2	1	na
8.4	Uses knowledge about evidence-informed interventions to achieve the goals of clients and constituencies	7	6	5	4	3	2	1	na
8.5	Negotiates, mediates and advocates on behalf of diverse clients and constituencies	7	6	5	4	3	2	1	na
8.6	Facilitates effective transitions and endings that advance mutually agreed-on goals	7	6	5	4	3	2	1	na

Comments:

<b>Competence #9: The student evaluates practice with individuals, families, groups, organizations, and communities.</b>
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Please rate the student's overall competency in this area	7	6	5	4	3	2	1	na
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9.1	Selects and uses appropriate methods for evaluation of outcomes	7	6	5	4	3	2	1	na
9.3	Critically analyzes, monitors and evaluates interventions and program outcomes	7	6	5	4	3	2	1	na
9.4	Applies evaluation findings to improve practice effectiveness	7	6	5	4	3	2	1	na

Comments:

<b>ADDITIONAL COMMENTS BY THE FIELD INSTRUCTOR</b>
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Comments/elaboration:

**ADDITIONAL COMMENTS BY THE STUDENT**

(This section must be completed by the student. It should include comments about the overall evaluations as well as a plan on how the student plans to strengthen their practice in the areas identified as challenges).

Comments:

Field Instructor's Signature: \_\_\_\_\_

Agency \_\_\_\_\_ Date \_\_\_\_\_

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

Modified from the Rating Scale for Evaluation of Field Placement Performance in Petracchi, H.E. & Zastrow, C. (2010). Suggestions for utilizing 2008 EPAS in CWE-accredited social work baccalaureate and masters curriculum: Reflections from the field, part one – the explicit curriculum, *Journal of Teaching in Social Work*, 30 (2).

**Undergraduate Department of Social Work  
West Chester University  
Evaluation of Student Competency in Field Placement – Senior 2**

**Student's Name** \_\_\_\_\_ **Date** \_\_\_\_\_

*Students are to be rated on the nine competencies and corresponding practice behaviors established by the Council on Social Work education. As a guide, students should be compared to beginning level BSW social work graduates. Please use the below scale to rate the student.*

7	The student has <b><i>consistently demonstrated and exceeded</i></b> the level of competency through the use of generalist social work knowledge, values, and skills.
6	The student has <b><i>demonstrated and sometimes exceeded competency</i></b> through the use of beginning generalist social work knowledge, values, and skills.
5	The student has <b><i>demonstrated basic competency</i></b> in this area and there is a manifestation that the student has the willingness and ability to demonstrate the beginning generalist social work knowledge, values, and skills by graduation.
4	The student has <b><i>demonstrated emerging competency</i></b> in this area and there is a manifestation that the student has the willingness and ability to demonstrate the beginning generalist social work knowledge, values and skills by graduation.
3	The student has <b><i>inconsistently demonstrated</i></b> the values and basic knowledge and skills needed to develop competency in this area and requires additional time to develop competency through the use of beginning generalist social work knowledge, values, and skills.
2	The student has <b><i>not demonstrated the basic</i></b> knowledge and skills needed to develop competency in this area and/or the student has not demonstrated the values needed to develop competency in this area. The student has not utilized social work skills that demonstrate that they will meet the expectations in this area in the near future. The student is not passing the course.
1	The student has <b><i>not demonstrated the ability</i></b> to develop the skills needed to perform in this area. The student is not passing the course.
n/a	Not applicable, as the student has not had the opportunity to demonstrate competence in this area

Comments may be made under any competency statement. Please be sure to indicate those areas in which you think the student is particularly strong and those areas that need improvement. Please give examples for any area in which the student received a rating of 4, 3, 2 or 1.

Evaluation should be a shared process with an opportunity for the student and field instructor to discuss similarities and differences in perception. Although the field instructor is responsible for completing the evaluation, it is the responsibility of the faculty field liaison to assign a grade. The student's overall grade for the course will be determined by the faculty field liaison and based on the faculty field liaison's overall evaluation of the student's performance in placement in conjunction with the agency field instructor's evaluation, classroom participation and course assignments.



<b>Competence #1:</b>	<b>The student demonstrates ethical and professional behavior.</b>
-----------------------	--

Please rate the student's overall competency in this area		7	6	5	4	3	2	1	na
1.1	Understands the profession's history, mission and responsibilities	7	6	5	4	3	2	1	na
1.2	Demonstrates adherence to the NASW Code of Ethics and social work values.	7	6	5	4	3	2	1	na
1.3	Is knowledgeable, and abides by, laws relevant to social work	7	6	5	4	3	2	1	na
1.4	Uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations	7	6	5	4	3	2	1	na
1.5	Is aware of how their own values impact their work with client systems.	7	6	5	4	3	2	1	na
1.6	Attends to professional roles and boundaries	7	6	5	4	3	2	1	na
1.7	Presents a professional appearance	7	6	5	4	3	2	1	na
1.8	Able to prioritize work and complete work in a timely fashion	7	6	5	4	3	2	1	na
1.9	Demonstrates professional oral, written and electronic communication	7	6	5	4	3	2	1	na
1.10	Uses technology ethically and appropriately								
1.11	Accepts feedback in supervision	7	6	5	4	3	2	1	na
1.12	Prepares for and uses supervision and consultation effectively	7	6	5	4	3	2	1	na
1.13	Understands the need to care for themselves while helping others	7	6	5	4	3	2	1	na
1.14	Understands the role of other professions when engaging in inter-professional teams.	7	6	5	4	3	2	1	na
1.15	Understands frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research and policy areas	7	6	5	4	3	2	1	na
1.16	Tolerates well ambiguity in resolving ethical conflicts	7	6	5	4	3	2	1	na
1.17	Has a commitment to a career of professional learning and growth	7	6	5	4	3	2	1	na

Comments:

<b>Competence #2:</b>	<b>The student engages diversity and difference in practice.</b>
-----------------------	--

Please rate the student's overall competency in this area		7	6	5	4	3	2	1	na
2.1	Is knowledgeable and respectful of the intersectionality of clients' multiple identifies such as age, class, color, culture, disability, ethnicity, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status	7	6	5	4	3	2	1	na
2.2	Understands the forms and mechanisms of oppression and discrimination	7	6	5	4	3	2	1	na
2.3	Recognizes the consequences of difference to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power	7	6	5	4	3	2	1	na
2.4	Recognizes and respects clients' culture and global perspective and understands how these factors influence clients' behavior and viewpoint	7	6	5	4	3	2	1	na
2.5	Apply self-awareness and self-regulation to manage the influence of	7	6	5	4	3	2	1	na

	personal biases and values in working with diverse clients and constituencies								
2.6	Applies and communicates their understanding of the importance of difference in shaping life experiences in practice at micro, mezzo and macro levels	7	6	5	4	3	2	1	na
2.7	Views themselves as a learner and engage clients and constituencies as experts of their own experiences	7	6	5	4	3	2	1	na

Comments:

**Competence #3: The student advances human rights and social, economic and environmental justice.**

Please rate the student's overall competency in this area		7	6	5	4	3	2	1	na
3.1	Recognizes that 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	7	6	5	4	3	2	1	na
3.2	Understands the global interconnections of oppression and human rights violations	7	6	5	4	3	2	1	na
3.3	Applies their understanding of social, economic, and environmental justice to advocate for human rights at the individual, organizational and systems levels (ie. Help clients advocate for benefits that they have been denied)	7	6	5	4	3	2	1	na
3.4	Engages in practices that advance social, economic and environmental justice.	7	6	5	4	3	2	1	na

Comments:

**Competence #4: The student engages in practice-informed research and research-informed practice.**

Please rate the student's overall competency in this area		7	6	5	4	3	2	1	na
4.1	Applies critical thinking to engage in analysis of quantitative and qualitative research methods and research findings	7	6	5	4	3	2	1	na
4.2	Knowledgeable about evidenced-based interventions	7	6	5	4	3	2	1	na
4.3	Uses research evidence from multi-disciplinary sources to inform and improve their practice, policy, and social service delivery	7	6	5	4	3	2	1	na
4.4	Uses practice experience and theory to inform research	7	6	5	4	3	2	1	na

Comments:

**Competence #5: Student engages in policy practice.**

Please rate the student's overall competency in this area	7	6	5	4	3	2	1	na
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5.1	Identifies social policies at the local, state, and federal level that impacts well-being, service delivery, and access to social services	7	6	5	4	3	2	1	na
5.2	Understands the history and current structures of social policies and services and the role of practice in policy development	7	6	5	4	3	2	1	na
5.3	Assesses how social welfare and economic policies impact the delivery of and access to social services for their clients or constituencies	7	6	5	4	3	2	1	na
5.4	Analyzes, formulates and advocates for policies that advance social well-being	7	6	5	4	3	2	1	na

Comments:**Competence #6: The student engages with individuals, families, groups, organizations, and communities.**

Please rate the student's overall competency in this area	7	6	5	4	3	2	1	na
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6.1	Values the importance of human relationships	7	6	5	4	3	2	1	na
6.2	Demonstrates the skill of Engagement to work with:								
6.2a	Individuals	7	6	5	4	3	2	1	na
6.2b	Families (including working within a family context)	7	6	5	4	3	2	1	na
6.2c	Groups (including psycho-educational groups, professional meetings, team conferences, etc)	7	6	5	4	3	2	1	na
6.2d	Organizations (includes interagency work, working within an organizational context, etc.)	7	6	5	4	3	2	1	na
6.2e	Communities (including relational/affiliation communities, etc.)	7	6	5	4	3	2	1	na
6.3	Demonstrates the following interactional skills with diverse clients and constituencies:								
6.3a	Clarifying Role and Purpose	7	6	5	4	3	2	1	na
6.3b	Empathy	7	6	5	4	3	2	1	na
6.3c	Reflection	7	6	5	4	3	2	1	na
6.3d	Reaching for feedback	7	6	5	4	3	2	1	na
6.3e	Demand for Work	7	6	5	4	3	2	1	na
6.3g	Addressing Conflict	7	6	5	4	3	2	1	na
6.4	Understands how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies	7	6	5	4	3	2	1	na
6.5	Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with diverse clients and constituencies	7	6	5	4	3	2	1	na

Comments:

<b>Competence #7:</b>	<b>The student assesses individuals, families, groups, organizations, and communities.</b>
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Please rate the student's overall competency in this area	7	6	5	4	3	2	1	na
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7.1	Demonstrates the ability to collect and organize data and assess:							
7.1a	Individuals	7	6	5	4	3	2	1 na
7.1b	Families (including working within a family context)	7	6	5	4	3	2	1 na
7.1c	Groups (including psycho-educational groups, professional meetings, team conferences, etc)	7	6	5	4	3	2	1 na
7.1d	Organizations (includes interagency work, working within an organizational context, etc.)	7	6	5	4	3	2	1 na
7.1e	Communities (including relational/affiliation communities, etc.)	7	6	5	4	3	2	1 na
7.2	Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies	7	6	5	4	3	2	1 na
7.3	Understand methods of assessment with diverse clients and constituencies to advance practice effectiveness	7	6	5	4	3	2	1 na
7.4	Demonstrates the ability to develop a mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.	7	6	5	4	3	2	1 na
7.5	Recognizes the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process	7	6	5	4	3	2	1 na
7.6	Understands how their personal experiences and affective reactions may affect their assessment and decision-making	7	6	5	4	3	2	1 na
7.7	Selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies	7	6	5	4	3	2	1 na

Comments:

<b>Competence #8:</b>	<b>The student intervenes with individuals, families, groups, organizations, and communities.</b>
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Please rate the student's overall competency in this area	7	6	5	4	3	2	1	na
---	---	---	---	---	---	---	---	----

8.1	Critically chooses and implements interventions to achieve practice goals and enhance capacities of:							
8.1a	Individuals	7	6	5	4	3	2	1 na
8.1b	Families (including working within a family context)	7	6	5	4	3	2	1 na
8.1c	Groups (including psycho-educational groups, professional meetings, team conferences, etc)	7	6	5	4	3	2	1 na
8.1d	Organizations (includes interagency work, working within an	7	6	5	4	3	2	1 na

	organizational context, etc.)								
8.1e	Communities (including relational/affiliation communities, etc.)	7	6	5	4	3	2	1	na
8.2	Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;								
8.3	Uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes	7	6	5	4	3	2	1	na
8.4	Uses knowledge about evidence-informed interventions to achieve the goals of clients and constituencies								
8.5	Negotiates, mediates and advocates on behalf of diverse clients and constituencies	7	6	5	4	3	2	1	na
8.6	Facilitates effective transitions and endings that advance mutually agreed-on goals	7	6	5	4	3	2	1	na

Comments:

**Competence #9: The student evaluates practice with individuals, families, groups, organizations, and communities.**

Please rate the student's overall competency in this area	7	6	5	4	3	2	1	na
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9.1	Selects and use appropriate methods for evaluation of outcomes	7	6	5	4	3	2	1	na
9.2	Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes	7	6	5	4	3	2	1	na
9.3	Critically analyzes, monitors and evaluates intervention and program processes and outcomes	7	6	5	4	3	2	1	na
9.4	Applies evaluation findings to improve practice effectiveness	7	6	5	4	3	2	1	na

Comments:

**ADDITIONAL COMMENTS BY THE FIELD INSTRUCTOR**

Comments/elaboration:

**ADDITIONAL COMMENTS BY THE STUDENT**

(This section must be completed by the student. It should include comments about the overall evaluations as well as a plan on how the student plans to strengthen their practice in the areas identified as challenges).

Comments:

Field Instructor's Signature: \_\_\_\_\_

Agency \_\_\_\_\_ Date \_\_\_\_\_

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

Modified from the Rating Scale for Evaluation of Field Placement Performance in Petracchi, H.E. & Zastrow, C. (2010). Suggestions for utilizing 2008 EPAS in CWE-accredited social work baccalaureate and masters curriculum: Reflections from the field, part one – the explicit curriculum, *Journal of Teaching in Social Work*, 30 (2).

## STUDENT EVALUATION OF FIELD PRACTICUM EXPERIENCE

1. Name of Field Practicum Site \_\_\_\_\_
2. Name of Student \_\_\_\_\_
3. Dates of Field Experience \_\_\_\_\_
4. Student Status during Field \_\_\_\_\_  
(Junior or Senior)

Please use the following scale to evaluate your experience with the field practice program.

N/A = insufficient opportunity	5 = to a very large extent
1 = not at all	4 = to a large extent
2 = somewhat	3 = to an average extent

- |   |          |          |          |          |          |            |
|---|----------|----------|----------|----------|----------|------------|
| 5. To what extent did you have regularly scheduled weekly supervision with your field instructor?      How often did you meet? _____  | <b>5</b> | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> | <b>N/A</b> |
| 6. To what extent was your weekly agenda reviewed and discussed?  | <b>5</b> | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> | <b>N/A</b> |
| 7. To what extent did your field instructor provide you with an adequate orientation to help you understand your role in the practicum setting?   | <b>5</b> | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> | <b>N/A</b> |
| 8. To what extent did your field instructor provide you with information on the population served by the practicum site?  | <b>5</b> | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> | <b>N/A</b> |
| 9. To what extent was the work assigned to you meaningful and professionally challenging?   | <b>5</b> | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> | <b>N/A</b> |
| 10. To what extent did your field instructor encourage your professional development?   | <b>5</b> | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> | <b>N/A</b> |
| 11. To what extent did your field instructor contribute to your social work knowledge?  | <b>5</b> | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> | <b>N/A</b> |
| 12. To what extent did your field instructor provide you with an opportunity to strengthen and improve your practice skills?  | <b>5</b> | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> | <b>N/A</b> |
| 13. To what extent did your field instructor encourage you to explore ethical/value issues?   | <b>5</b> | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> | <b>N/A</b> |
| 14. To what extent were you given opportunity to learn and critique relevant policies?  | <b>5</b> | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> | <b>N/A</b> |
| 15. To what extent was your field instructor available and approachable?  | <b>5</b> | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> | <b>N/A</b> |
| 16. To what extent did your field instructor solicit your thoughts, views, and opinions on issues related to your student practicum work?   | <b>5</b> | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> | <b>N/A</b> |
| 17. To what extent did your field instructor provide you with an opportunity to participate in workshops, seminars, and/or discussion groups that enhanced your social work knowledge base? | <b>5</b> | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> | <b>N/A</b> |
| 18. To what extent did you feel an integral part of the practicum setting?  | <b>5</b> | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> | <b>N/A</b> |
| 19. To what extent were you included in the meeting between your faculty liaison and field instructor?  | <b>5</b> | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> | <b>N/A</b> |
| 20. To what extent did your field liaison help facilitate your learning at your field practicum site?   | <b>5</b> | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> | <b>N/A</b> |
| 21. To what extent was your field liaison available to you?   | <b>5</b> | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> | <b>N/A</b> |

22. To what extent would you recommend your field instructor? **5 4 3 2 1 N/A**
23. To what extent would you recommend this setting as a field practicum experience? **5 4 3 2 1 N/A**
24. If there were students from other social work programs at your site, to what extent were you prepared to practice compared to the other students? **5 4 3 2 1 N/A**

25. If there were students from other social work programs at your site, in what year were they?

\_\_\_\_\_ Junior \_\_\_\_\_ Senior \_\_\_\_\_ MSW I \_\_\_\_\_ MSW II

26. Explain how you thought you were more (or less) prepared for your field practicum compared to students from other social work programs.

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27. In your opinion, is this field practicum best suited for: (check all that apply)

\_\_\_\_\_ BSW Jr. \_\_\_\_\_ MSW 1<sup>st</sup> year  
 \_\_\_\_\_ BSW Sr. \_\_\_\_\_ MSW 2<sup>nd</sup> year

Please explain why:

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28. Discuss the best part of your experience in this practicum site:

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29. Discuss what you would like to see changed from a student perspective within this practicum experience:

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30. Discuss the social work skills you learned from your practicum experience:

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31. Discuss how your practicum experience helped you address issues of diversity and economic inequality:

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32. What, if any, changes would you like to see incorporated into your field class?

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33. Additional Comments (optional):

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# FIELD INSTRUCTOR'S EVALUATION OF THE WEST CHESTER UNIVERSITY

## BSW SOCIAL WORK PROGRAM

1. Total number of years that you have been a Field Instructor: \_\_\_\_\_
2. Total number of years that you have been a WCU Field Instructor: \_\_\_\_\_
3. During this academic year, field instruction was provided for which level(s) of students (check all that apply):  
     Junior year \_\_\_\_\_ Senior year \_\_\_\_\_
4. Please identify your Faculty Field Liaison: \_\_\_\_\_

Please use the following scale to evaluate your experience with the field practice program.

N/A = insufficient opportunity	5 = to a very large extent
1 = not at all	4 = to a large extent
2 = somewhat	3 = to an average extent

- |  |   |   |   |   |   |     |
|--|---|---|---|---|---|-----|
| 5. To what extent was the student adequately prepared to begin the field practicum experience?   | 5 | 4 | 3 | 2 | 1 | N/A |
| 6. To what extent was the management of the field placement process efficient?   | 5 | 4 | 3 | 2 | 1 | N/A |
| 7. To what extent was the student prepared for the field placement interview?  | 5 | 4 | 3 | 2 | 1 | N/A |
| 8. To what extent were the written materials regarding the policies and procedures of the WCU Social Work Program helpful?   | 5 | 4 | 3 | 2 | 1 | N/A |
| 9. To what extent were you given sufficient material to understand the mission of the Social Work Program at WCU?  | 5 | 4 | 3 | 2 | 1 | N/A |
| 10. To what extent were you given sufficient material to understand the nine core competencies for social work practice?   | 5 | 4 | 3 | 2 | 1 | N/A |
| 11. To what extent were you satisfied with the quality of our Field Instructors' Meetings?   | 5 | 4 | 3 | 2 | 1 | N/A |
| 12. To what extent did the written materials given to you help you understand the program's curriculum content and expectations for student learning at the practicum? | 5 | 4 | 3 | 2 | 1 | N/A |
| 13. To what extent did the information disseminated during the Orientation adequately frame the educational expectations for student during the practicum?             | 5 | 4 | 3 | 2 | 1 | N/A |
| 14. To what extent was the Faculty Liaison available to you, if needed?  | 5 | 4 | 3 | 2 | 1 | N/A |
| 15. To what extent was the Faculty Liaison's visit(s) to the practicum site helpful?   | 5 | 4 | 3 | 2 | 1 | N/A |
| 16. To what extent was communication with the Faculty Liaison via telephone and/or e-mail throughout the academic year helpful?  | 5 | 4 | 3 | 2 | 1 | N/A |

17. What are the best days and times of the week for you to attend workshops? (Circle all that apply)

Monday	Tuesday	Wednesday	Thursday	Friday
Morning		Afternoon		All Day

18. What topics would you like to see covered in future workshops? \_\_\_\_\_

### Evaluation of the Undergraduate Social Work Program

Please use the following scale to evaluate your experience with the field practice program.

N/A = insufficient opportunity

1 = not at all

2 = somewhat

5 = to a very large extent

4 = to a large extent

3 = to an average extent

To what extent did the Undergraduate Social Work Program prepare the student to:

- |   |   |   |   |   |   |     |
|---|---|---|---|---|---|-----|
| 19. Demonstrate ethical and professional behavior   | 5 | 4 | 3 | 2 | 1 | N/A |
| 20. Engage diversity and difference in practice   | 5 | 4 | 3 | 2 | 1 | N/A |
| 21. Advance human rights and social, economic and environmental justice   | 5 | 4 | 3 | 2 | 1 | N/A |
| 22. Engage in practice-informed research and research-informed practice   | 5 | 4 | 3 | 2 | 1 | N/A |
| 23. Engage in policy practice   | 5 | 4 | 3 | 2 | 1 | N/A |
| 24. Engage with individuals, families, groups, organizations and communities                                      | 5 | 4 | 3 | 2 | 1 | N/A |
| 25. Assess individuals, families, groups, organizations and communities   | 5 | 4 | 3 | 2 | 1 | N/A |
| 26. Intervene with individuals, families, groups, organizations and communities                                   | 5 | 4 | 3 | 2 | 1 | N/A |
| 27. Evaluate practice with individuals, families, groups, organizations and communities                           | 5 | 4 | 3 | 2 | 1 | N/A |
| 28. Apply the knowledge and skills of generalist social work practice with systems of all sizes.                  | 5 | 4 | 3 | 2 | 1 | N/A |
| 29. Use communication skills differently across client populations, colleagues, and communities.                  | 5 | 4 | 3 | 2 | 1 | N/A |
| 30. Use supervision and consultation appropriate to social work practice.   | 5 | 4 | 3 | 2 | 1 | N/A |
| 31. Apply the generalist practice model to work with individuals, families, groups organizations and communities. | 5 | 4 | 3 | 2 | 1 | N/A |
| 32. How many students from other social work programs have you supervised?  |   |   |   |   |   |     |

\_\_\_\_\_ Junior \_\_\_\_\_ Senior \_\_\_\_\_MSW I \_\_\_\_\_MSW II

- |   |   |   |   |   |   |     |
|---|---|---|---|---|---|-----|
| 33. To what extent were our students prepared to practice compared to the students who you have supervised from other social work programs? | 5 | 4 | 3 | 2 | 1 | N/A |
|---|---|---|---|---|---|-----|

34. Identify changes that you think would strengthen our Social Work Program: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

35. Please make any suggestions to strengthen your role and function as a Field Instructor: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

*Thank you for taking the time to fill out this evaluation. We hope you have had a positive experience as a Field Instructor!*

*Rev 8/16*

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**WEST CHESTER UNIVERSITY OF PENNSYLVANIA  
SOCIAL WORK DEPARTMENT**

\_\_\_\_\_  
STUDENT NAME

\_\_\_\_\_  
DATE

\_\_\_\_\_  
PRACTICUM NAME

\_\_\_\_\_  
FIELD INSTRUCTOR

**REQUEST TO MAKE UP DAYS OF MISSED FIELD PRACTICUM**

DATES ABSENT FROM FIELD PRACTICUM:

\_\_\_\_\_  
REQUESTING APPROVAL OF FOLLOWING DATES TO MAKE UP TIME:

\_\_\_\_\_  
SPECIFY DAYS/HOURS TO BE WORKED

**REQUEST TO INTERN DURING BREAKS OR EXTEND TIME AT THE END OF THE SEMESTER**

\_\_\_\_\_  
SPECIFY DAYS/HOURS TO BE WORKED

\_\_\_\_\_  
REASON FOR THE REQUEST

APPROVED BY: \_\_\_\_\_  
FIELD INSTRUCTOR

\_\_\_\_\_  
FACULTY FIELD LIAISON

Rev. 8/04

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**West Chester University**  
**Undergraduate Social Work Program**

**Field Practicum Application**

**Date:** \_\_\_\_\_

Please Print or Type:

1. \_\_\_\_\_  
Last First Middle

2. \_\_\_\_\_  
Address during Academic Year City State Zip

3. \_\_\_\_\_  
☐ Cell Phone ☐ Home Phone ☐ Work Phone  
☒ ***Please indicate which number above is the best way to reach you. If there is another phone number for you during the summer, please supply that phone number also.***

4. \_\_\_\_\_  
E-mail address (**All email correspondence will be sent to your West Chester University email address. You will need to check it daily.**)

5. Please check for which field practicum you are applying: ☐ Junior ☐ Senior

6. What is your current GPA: \_\_\_\_\_

7. Are you a transfer student? ☐ Yes ☐ No  
If so, what was your previous major(s)? \_\_\_\_\_  
What was your previous college/university? \_\_\_\_\_  
Did you complete a Human Services or Social Work Practicum as part of your degree? ☐ Yes ☐

8. Please check each item accordingly

YES	NO	
___	___	Do you have a current and valid driver's license?
___	___	Will you have a car for transportation?
___	___	Do you have liability coverage for your vehicle?
___	___	Are you willing to car pool?
___	___	Do you speak a language other than English?
		If yes, specify which language: _____
		Are you conversational, proficient, or fluent? _____
___	___	Will you be employed during the academic year? If yes, specify number of hours per week: _____
___	___	Have you completed the application to be considered for an approved work study site? (The application can be found on the WCU Financial Aid website).
___	___	Are you planning on submitting a proposal for an employment-based field practicum?

9. Discuss what you would like to accomplish during this year's field experience: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Please attach a hard copy of your resume that contains includes a description of employment, field practicum, volunteer, honors/awards received and extra-curricular activities. If you have graduated from high school within the last five years, also include information relevant to your time in high school. Also include information about other universities attended and previous majors.

10. Please list from first to last in **each category**. 1 being the most preferred.

Please be advised that the purpose of prioritizing the following interest areas is to assist in the determination your areas of interest. However, it does not guarantee that you will be matched with a field practicum that serves your most preferred areas.

#### **POPULATION**

- \_\_\_\_\_ Children (birth – 8 years)
- \_\_\_\_\_ Youth (8 – 12 years)
- \_\_\_\_\_ Adolescents (13 – 21 years)
- \_\_\_\_\_ Adults (22 – 64 years)
- \_\_\_\_\_ Seniors (65 + years)
- \_\_\_\_\_ Men
- \_\_\_\_\_ Women
- \_\_\_\_\_ Families

#### **TYPE OF AGENCY**

- |                                  |                              |
|----------------------------------|------------------------------|
| _____ Abuse/Neglect              | _____ Immigration/Refugee    |
| _____ Addictions                 | _____ LGBTQ                  |
| _____ Adoption/Foster Care       | _____ Medical                |
| _____ After-School Program       | _____ Health Clinic          |
| _____ Community Center           | _____ Hospice                |
| _____ Criminal Justice           | _____ Hospital               |
| _____ Crisis Intervention        | _____ Nursing home           |
| _____ Developmental Disabilities | _____ Rehabilitation         |
| _____ Cognitive                  | _____ Mental Health          |
| _____ Physical                   | _____ In-patient             |
| _____ Domestic/Family Violence   | _____ Out-patient            |
| _____ Global                     | _____ Residential            |
| _____ Grief/Bereavement          | _____ Prison/Prison Re-entry |
| _____ Head Start                 | _____ School                 |
| _____ HIV                        | _____ Senior Services        |
| _____ Housing/Homelessness       | _____ Veteran's Services     |

#### **PRACTICE AREA**

- |  |   |
|--|---|
| _____ Advocacy                         | _____ Information and Referral/Basic Services |
| _____ Case Management                  | _____ Mentoring                               |
| _____ Community Organizing/Development | _____ Policy Practice                         |
| _____ Counseling                       | _____ Prevention/Education                    |
| _____ Crisis Intervention              | _____ Program Development                     |
| _____ Group Work                       | _____ Program Evaluation/Research             |
| _____ Grant Writing                    | _____ Outreach/Prevention                     |

13. Are there any populations with which you feel you could not work? Why? Note anything significant from your current situation of past that would make it difficult for you to work with the client groups. We will discuss this to determine whether or not you need to challenge yourself to work with this population.

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14. Identify three of your personal strengths: \_\_\_\_\_

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15. Identify three areas to enhance your own personal growth and professional development that you want to focus on during the upcoming academic year: \_\_\_\_\_

16. Describe any factors that need to be considered in making your field practicum assignment such as special personal circumstances, criminal or child abuse background, physical restraints, transportation, need for ADA accommodations, geographic location, work commitments, family responsibilities, etc.

**Please be advised that some sites may require you complete and provide a FBI finger printed based clearance, child abuse and criminal background clearance, TB test, drug screening test, physical examination, and or other tests or immunizations. Your placement in the site will be contingent upon passing the required screenings.**

**Notice:** Students participating in field experiences pursuant to their course of study may be required to transport clients at the agency for which they are participating in field experience. It is recommended that students transport agency clients in agency vehicles. If an agency vehicle is not available, however, and the student chooses to transport an agency client in their personal vehicle it is mandatory that the student have adequate automobile insurance to cover any incidents that may occur during transportation of the agency client. Therefore, students are encouraged to contact their insurers prior to the commencement of their field practicum to discuss their coverage and any questions that they have about using their personal vehicles to transport clients.

YES    NO (Please initial)

\_\_\_\_ I agree to adhere to the NASW Code of Ethics.

\_\_\_\_ I agree to adhere to the West Chester University Undergraduate Social Work Program's Professional Standards.

(A copy of both documents can be found in the Undergraduate Social Work Student Handbook/Field Manual).

**I give permission to release any information about me to potential field practicum sites that is necessary to obtain an appropriate field practicum. This includes but is not limited to the information on this Field Practicum Application.**

\_\_\_\_\_ **Application Completion Date**

\_\_\_\_\_ **Student ID#**

\_\_\_\_\_ **Student Signature**

**Rev. 7/16**

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## **AFFILIATION AGREEMENT**

**THIS AGREEMENT** is made this \_\_\_\_\_ day of \_\_\_\_\_ 2016, by and between West Chester University, (hereinafter referred to as “University”) an educational institution of the State System of Higher Education, Commonwealth of Pennsylvania and \_\_\_\_\_ (hereinafter “Site”).

### **BACKGROUND**

**WHEREAS**, Site is equipped with the facilities and professional staff necessary to provide an educational experience to the University’s students in the area of Bachelor of Social Work and/or Master of Social Work; and

**WHEREAS**, the University is an educational institution that provides a degree in the area of social work;

**WHEREAS**, the University is desirous of providing an educational experience to its students limited to participation through supervision in a practicum setting; and

**WHEREAS**, The Site is desirous of establishing a relationship with the University whereby its students may receive clinical experience in their area of matriculation subject to the provisions of this Agreement.

**NOW THEREFORE**, intending to be legally bound, the parties hereto agree as follows:

### **I. DUTIES AND RESPONSIBILITIES OF THE UNIVERSITY**

- a. *Selection of Students.* The University shall be responsible for the selection of qualified students to participate in the practicum experience. Selected students must have the appropriate educational background and skills consistent with the contemplated educational experience offered by the Site. The parties will mutually agree upon the number of students selected for the Site.
- b. *Education of Students.* The University shall assume full responsibility for the classroom education of its students. The University shall be responsible for the administration of the program, the curriculum content, the requirements of matriculation, grading, graduation and faculty appointments.
- c. *Submission of Candidates.* The University shall submit the names of the students to the designated representative of the Site within ample time for the Site to interview the student prior to the internship.
- d. *Policies of Agency.* The University will review with each student, prior to the practicum assignment any and all applicable policies, codes, or confidentiality issues related to the internship experience. The Site will provide the University with the applicable information in advance of the student being matched with the agency.

- e. *Advising Students of Rights and Responsibilities.* The University will be responsible for advising students of their responsibilities under this Agreement. All students shall be advised of their obligations to abide by the policies and procedures of the Site and should any student fail to abide by any policy and/or procedure, they may be removed from the internship.
- f. *Clearances.* The University will require its students to obtain child abuse and criminal record clearances prior to the student's acceptance into the field program. Students will be required to update their criminal background checks and child abuse clearances if requested by the Site. The University will also require its students who are participating in internships to comply with the health status requirements of the Site, including but not limited to, physical examinations, vaccinations and health screening requirements for tuberculosis, hepatitis B and measles. Proof of compliance must be presented prior to the internship.
- g. *Education for the Field.* The University shall provide an on-going educational forum for supervisors that is focused upon issues related to student development and the field practice experience.
- h. *Removal of Students.* The University is responsible for insuring that its students are meeting their educational goals at the Site. If the University determines that a student's educational needs are not being met or they are not receiving field instruction by a qualified professional, the University in consultation with the Site will remove the student from the Site.
- i. *Professional Liability Insurance.* Students shall be responsible for procuring professional liability insurance at their own expense. The limits of the policy shall be a minimum of \$1,000,000.00 per claim and an aggregate of \$3,000,000.00 per occurrence. This policy must remain in full force and effect for the duration of the internship.

The Site understands that as an Agency of the Commonwealth, the University is prohibited from purchasing insurance. As a public university and state instrumentality there is no statutory authority to purchase insurance and it does not possess insurance documentation. Instead, it participates in the Commonwealth's Tort Claims Self-Insurance Program administered by the Bureau of Risk and Insurance Management of the Pennsylvania Department of General Services. This program covers Commonwealth/ University-owned property, employees and officials acting within the scope of their employment, and claims arising out of the University's performance under this Agreement, subject to the provisions of the Tort Claims act, 42 Pa. C.S.A. §§ 8521, *et seq.*

- j. *Driving Clients.* The University will inform student who are participating in a field experience that pursuant to their course of study they may be required to transport clients at the agency for which they are participating in field experience. It is recommended that students transport agency clients in agency vehicles. If an agency vehicle is not available, however, and the student chooses to transport an agency client in his/her personal vehicle it is mandatory that the student have adequate automobile insurance to cover any incidents that may occur during transportation of the agency client. Therefore, students are encouraged to contact their insurers prior to the commencement of their internships to discuss their



coverage and any questions that they have about using their personal vehicles to transport clients.

## **II. DUTIES AND RESPONSIBILITIES OF THE AGENCY**

- a. *Student Participation in Site.* The Site agrees to allow a mutually agreed upon number of students of the University to participate in a field practice experience. The Site is encouraged to interview the student interns prior to accepting them for an internship at the Site. The Site agrees that the students selected for the program will be permitted to participate at dates and times mutually agreeable between the Site and the University.
- b. *Client Care/Administration.* The Site will have sole authority and control over all aspects of client services. The Site will be responsible for and retain control over the organization, operation and financing of its services.
- c. *Removal of Noncompliant Student.* The Site shall have the authority to terminate the internship at the Site of a student who fails to comply with Site policies and procedures. The Site agrees to facilitate the termination process in conjunction with the responsible University Faculty Liaison or the Director of Field Practice.
- d. *Emergency Medical Care of Students.* The Site may provide to the Students, to the extent possible, first aid for any injuries or illness that may occur while the student is at the agency. However, the Site assumes no responsibility, financial or otherwise, beyond the initial first aid.
- e. *Designation of Representative.* The Site shall designate a person to serve as a liaison between parties who will meet periodically with representatives of the University in order to discuss, plan and evaluate the field practice experiences of the students.
- f. *Supervising of Students.* The Site shall provide a field instructor who will monitor the student's activities during the internship. The Site will provide an opportunity for the student to engage in direct social work practice by the second week of the student internship. The field instructor will provide one hour each week of direct supervision with the social work student intern.
- g. *Reporting of Student Progress.* The Site shall provide all reasonable information requested by the University on a student's work performance. The Site will provide, in writing, a mid-semester and final evaluation, of the student intern. Evaluations will be completed and returned according to any reasonable schedule provided by the University.
- h. *Changes in Assignment.* The Site will, as soon as practical, advise the University of any changes in student assignments. If additional social work programs exist within the agency, the Site should devise ways for the coordination of all programs so that all students may have the maximum benefit of the learning experience.
- i. *Rules and Policies.* The Site will provide the University, at least two weeks in advance of the internship, all-relevant rules, regulations and policies of the Site that may impact the

student internship. The Site, when necessary, shall have the responsibility of updating this information.

- j. *Facilities.* The Site will provide dedicated space to the student.
- k. *Student Records.* The Site shall protect the confidentiality of student records as dictated by the Family Educational Rights and Privacy Act (FERPA) and shall release no information absent written consent of the student unless required to do so by law or as dictated by the terms of this Agreement.

### **III. MUTUAL TERMS AND CONDITIONS**

- a. *Terms of Agreement.* The term of this Agreement shall not exceed a period of five years from the date of execution.
- b. *Termination of Agreement.* The University or the Site may terminate this Agreement for any reason with ninety (90) days notice. Either party may terminate this Agreement prior to the completion of an academic semester, all students enrolled at that time may continue their educational experience until it would have been concluded absent the termination
- c. *Nondiscrimination.* The parties agree to continue their respective policies of nondiscrimination based on Title VI of the Civil Rights Act of 1964 in regard to sex, age, race, color, creed, national origin, Title IX of the Education Amendments of 1972 and other applicable laws, as well as the provisions of the Americans with Disabilities Act. WEST CHESTER UNIVERSITY (or however shortened, such as “school” or “university”) students are protected by Title IX of the Education Amendments of 1972 and other applicable laws, as well as the provisions of Section 504 of the Rehabilitation Act of 1973 (as amended) and the Americans with Disabilities Act (ADA) of 1990. SITE NAME (or however shortened) agrees to cooperate with WEST CHESTER UNIVERSITY (or however shortened, such as “school” or “university”) in its investigation of claims of discrimination or harassment.
- d. *Interpretation of the Agreement.* The laws of the Commonwealth of Pennsylvania shall govern this Agreement.
- e. *Modification of Agreement.* This Agreement shall only be modified in writing with the same formality as the original Agreement.
- f. *Relationship of Parties.* The relationship between the parties to this Agreement to each other is that of independent contractors. The relationship of the parties to this contract to each other shall not be construed to constitute a partnership, joint venture or any other relationship, other than that of independent contractors.
- g. *Liability.* Neither of the parties shall assume any liabilities to each other. As to liability to each other or death to persons, or damages to property, the parties do not waive any defense as a result of entering into this contract. This provision shall not be construed to limit the Commonwealth’s rights, claims or defenses which arise as a matter of law pursuant to any provisions of this contract. This provision shall not be construed to limit the sovereign

immunity of the Commonwealth or of the State System of Higher Education or the University.

- h. *Entire Agreement.* This Agreement represents the entire understanding between the parties. No other prior or contemporaneous oral or written understandings or promises exist in regards to this relationship.

**IN WITNESS WHEREOF**, the authorized representatives (of the parties have) executed this Agreement as of the date previously indicated.

\_\_\_\_\_  
West Chester University

\_\_\_\_\_  
Site Name (Print)

\_\_\_\_\_  
University Authorized Signature

\_\_\_\_\_  
Address

\_\_\_\_\_  
Print Name/Title

\_\_\_\_\_  
City, State, Zip Code

\_\_\_\_\_  
University Authorized Signature

\_\_\_\_\_  
Site Authorized Signature

\_\_\_\_\_  
Print Name/Title

\_\_\_\_\_  
Print Name/Title

## 100

14. Briefly describe the social work theories you use in your social work practice: \_\_\_\_\_

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15. Briefly describe your approach to student supervision: \_\_\_\_\_

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16. For BSW or Foundation/First Year MSW students: Please describe the generalist practice activities and assignments that you will provide to help the student develop the values, knowledge and skills necessary to become competent for beginning level social work practice. \_\_\_\_\_

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17. For a Concentration/Second Year MSW students: Please describe the advanced practice activities and assignments that you will provide to help the student develop the values, knowledge and skills necessary to become competent for advanced social work practice. \_\_\_\_\_

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**\*We also need verification of your degree, so please include a photocopy of your diploma(s) OR your professional license. If you are licensed, we do not need your diploma, just one or the other. Please also submit a copy of your resume.**

\_\_\_\_\_  
Field Instructor's Signature

\_\_\_\_\_  
Date

Rev. 3/12

[\(back to home\)](#)

**ORIENTATION CHECKLIST FOR SOCIAL WORK FIELD STUDENTS**

**West Chester University  
Undergraduate Social Work Program**

**Agency Overview**

- \_\_\_\_\_ Agency history, mission, and goals
- \_\_\_\_\_ Tour of agency – Introduction to staff
- \_\_\_\_\_ Services provided
- \_\_\_\_\_ Organizational structure and role of social workers
- \_\_\_\_\_ Role of the agency in relation to the community and its resources, referrals
- \_\_\_\_\_ Clientele agency serves
- \_\_\_\_\_ Security and/or safety procedures and protocol, badges
- \_\_\_\_\_ Policy & Procedure Manuals, Code of Conduct, Regulations

**Agency Policies and Protocols**

- \_\_\_\_\_ Office procedures, work space, supplies, and provisions
- \_\_\_\_\_ Telephone and communication/computer utilization
- \_\_\_\_\_ Intake/admissions/eligibility policy and procedures
- \_\_\_\_\_ Dress code
- \_\_\_\_\_ Parking details
- \_\_\_\_\_ Reimbursement policies and procedures
- \_\_\_\_\_ Times and dates of unit and/or agency meetings
- \_\_\_\_\_ Documentation and maintenance of records
- \_\_\_\_\_ Agency Forms
- \_\_\_\_\_ Confidentiality issues
- \_\_\_\_\_ Client fees/payment schedule
- \_\_\_\_\_ Emergency contacts and protocol
- \_\_\_\_\_ Consumer rights and grievance policy
- \_\_\_\_\_ Child or elder abuse reporting protocol
- \_\_\_\_\_ Work schedule, including lunch and breaks
- \_\_\_\_\_ Jargon and terms used by agency
- \_\_\_\_\_ Agency policy regarding sexual harassment
- \_\_\_\_\_ Agency policy regarding *HIPPA*

**Field Instructor/Student Responsibilities**

- \_\_\_\_\_ Expectations, availability, style, and schedule for supervision
- \_\_\_\_\_ Student expectations, roles, responsibilities
- \_\_\_\_\_ Use of computer and/or client management system
- \_\_\_\_\_ Student identification to clients
- \_\_\_\_\_ Expectations if student needs to call out due to illness and/or an emergency
- \_\_\_\_\_ Agency training or staff development opportunities
- \_\_\_\_\_ Student's personal safety issues and concerns and strategies to deal with them
- \_\_\_\_\_ Guidelines for assignments and deadlines
- \_\_\_\_\_ Overview of vision for the placement and working relationship

**West Chester University**  
**Undergraduate Social Work Department**  
**Incident Report Related to Field**

Student Name: \_\_\_\_\_ Date of report \_\_\_\_\_

Field Agency \_\_\_\_\_

Field Instructors \_\_\_\_\_

Field Liaison \_\_\_\_\_

Date and time of incident: \_\_\_\_\_

Location: \_\_\_\_\_

What happened (description by student and others involved):

Actions and outcomes (e.g., injuries, hospitalization, damage to property, use of restraints, police action):

Follow-up plan (debriefing / counseling / university protocol):

Follow-up plan for agency and school review and potential policy revisions:

Student Signature:

Field Instructor Signature:

Field Director Signature:

Source: Lyter, S.C. (2015). Safety and risk management. In Hunter, C.A., Moen, J.K., & Raskin, M. (Eds), Social work field directors: Foundations for excellence. Chicago, IL; Lyceum Books, Inc.

Social work practice is embedded in the profession's Code of Ethics. Students are introduced to the Code of Ethics in Introduction to Generalist Practice and revisit and learn to integrate these standards of ethical behavior in all subsequent social work courses. The NASW Code of Ethics is below.

**Code of Ethics**  
**of the National Association of Social Workers**

*Approved by the 1996 NASW Delegate Assembly and [revised by the 2008 NASW Delegate Assembly](#)*

*The 2008 NASW Delegate Assembly approved the following revisions to the NASW Code of Ethics:*

**1.05 Cultural Competence and Social Diversity**

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

**2.01 Respect**

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

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

**4.02 Discrimination**

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

**6.04 Social and Political Action**

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

**Preamble**

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

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

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

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



- integrity
- competence.

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

### **Purpose of the NASW Code of Ethics**

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

The *NASW Code of Ethics* serves six purposes:

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

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

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

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

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

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

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

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

### **Ethical Principles**

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

#### **Value: Service**

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

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

#### **Value: Social Justice**

**Ethical Principle:** *Social workers challenge social injustice.*

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

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

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

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

#### **Value: Importance of Human Relationships**

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

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

**Value:** *Integrity*

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

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

**Value:** *Competence*

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

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

### **Ethical Standards**

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

Some of the standards that follow are enforceable guidelines for professional conduct, and some are aspirational. The extent to which each standard is enforceable is a matter of professional judgment to be exercised by those responsible for reviewing alleged violations of ethical standards.

## ***1. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO CLIENTS***

### **1.01 Commitment to Clients**

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

### **1.02 Self-Determination**

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

### **1.03 Informed Consent**

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

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

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

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

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

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

#### 1.04 Competence

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

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

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

#### 1.05 Cultural Competence and Social Diversity

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

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

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

#### 1.06 Conflicts of Interest

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

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

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

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

#### 1.07 Privacy and Confidentiality

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

- (b) Social workers may disclose confidential information when appropriate with valid consent from a client or a person legally authorized to consent on behalf of a client.
- (c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or other identifiable person. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.
- (d) Social workers should inform clients, to the extent possible, about the disclosure of confidential information and the potential consequences, when feasible before the disclosure is made. This applies whether social workers disclose confidential information on the basis of a legal requirement or client consent.
- (e) Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients' right to confidentiality. Social workers should review with clients circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. This discussion should occur as soon as possible in the social worker/client relationship and as needed throughout the course of the relationship.
- (f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual's right to confidentiality and obligation to preserve the confidentiality of information shared by others. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.
- (g) Social workers should inform clients involved in family, couples, marital, or group counseling of the social worker's, employer's, and agency's policy concerning the social worker's disclosure of confidential information among the parties involved in the counseling.
- (h) Social workers should not disclose confidential information to third-party payers unless clients have authorized such disclosure.
- (i) Social workers should not discuss confidential information in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or semipublic areas such as hallways, waiting rooms, elevators, and restaurants.
- (j) Social workers should protect the confidentiality of clients during legal proceedings to the extent permitted by law. When a court of law or other legally authorized body orders social workers to disclose confidential or privileged information without a client's consent and such disclosure could cause harm to the client, social workers should request that the court withdraw the order or limit the order as narrowly as possible or maintain the records under seal, unavailable for public inspection.
- (k) Social workers should protect the confidentiality of clients when responding to requests from members of the media.
- (l) Social workers should protect the confidentiality of clients' written and electronic records and other sensitive information. Social workers should take reasonable steps to ensure that clients' records are stored in a secure location and that clients' records are not available to others who are not authorized to have access.
- (m) Social workers should take precautions to ensure and maintain the confidentiality of information transmitted to other parties through the use of computers, electronic mail, facsimile machines, telephones and telephone answering machines, and other electronic or computer technology. Disclosure of identifying information should be avoided whenever possible.
- (n) Social workers should transfer or dispose of clients' records in a manner that protects clients' confidentiality and is consistent with state statutes governing records and social work licensure.
- (o) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.
- (p) Social workers should not disclose identifying information when discussing clients for teaching or training purposes unless the client has consented to disclosure of confidential information.

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

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

#### 1.08 Access to Records

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

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

#### 1.09 Sexual Relationships

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

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

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

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

#### 1.10 Physical Contact

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

#### 1.11 Sexual Harassment

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

#### 1.12 Derogatory Language

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

#### 1.13 Payment for Services

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

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

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

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

#### 1.14 Clients Who Lack Decision-Making Capacity

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

#### 1.15 Interruption of Services

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

#### 1.16 Termination of Services

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

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

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

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

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

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

## **2. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO COLLEAGUES**

### 2.01 Respect

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

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

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

### 2.02 Confidentiality

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

### 2.03 Interdisciplinary Collaboration

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

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

#### 2.04 Disputes Involving Colleagues

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

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

#### 2.05 Consultation

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

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

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

#### 2.06 Referral for Services

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

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

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

#### 2.07 Sexual Relationships

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

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

#### 2.08 Sexual Harassment

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

#### 2.09 Impairment of Colleagues

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

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

#### 2.10 Incompetence of Colleagues



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

#### 2.11 Unethical Conduct of Colleagues

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

### **3. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES IN PRACTICE SETTINGS**

#### 3.01 Supervision and Consultation

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

#### 3.02 Education and Training

- (a) Social workers who function as educators, field instructors for students, or trainers should provide instruction only within their areas of knowledge and competence and should provide instruction based on the most current information and knowledge available in the profession.
- (b) Social workers who function as educators or field instructors for students should evaluate students' performance in a manner that is fair and respectful.
- (c) Social workers who function as educators or field instructors for students should take reasonable steps to ensure that clients are routinely informed when services are being provided by students.
- (d) Social workers who function as educators or field instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

#### 3.03 Performance Evaluation

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

### 3.04 Client Records

- (a) Social workers should take reasonable steps to ensure that documentation in records is accurate and reflects the services provided.
- (b) Social workers should include sufficient and timely documentation in records to facilitate the delivery of services and to ensure continuity of services provided to clients in the future.
- (c) Social workers' documentation should protect clients' privacy to the extent that is possible and appropriate and should include only information that is directly relevant to the delivery of services.
- (d) Social workers should store records following the termination of services to ensure reasonable future access. Records should be maintained for the number of years required by state statutes or relevant contracts.

### 3.05 Billing

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

### 3.06 Client Transfer

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

### 3.07 Administration

- (a) Social work administrators should advocate within and outside their agencies for adequate resources to meet clients' needs.
- (b) Social workers should advocate for resource allocation procedures that are open and fair. When not all clients' needs can be met, an allocation procedure should be developed that is nondiscriminatory and based on appropriate and consistently applied principles.
- (c) Social workers who are administrators should take reasonable steps to ensure that adequate agency or organizational resources are available to provide appropriate staff supervision.
- (d) Social work administrators should take reasonable steps to ensure that the working environment for which they are responsible is consistent with and encourages compliance with the *NASW Code of Ethics*. Social work administrators should take reasonable steps to eliminate any conditions in their organizations that violate, interfere with, or discourage compliance with the *Code*.

### 3.08 Continuing Education and Staff Development

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

### 3.09 Commitments to Employers

- (a) Social workers generally should adhere to commitments made to employers and employing organizations.
- (b) Social workers should work to improve employing agencies' policies and procedures and the efficiency and effectiveness of their services.
- (c) Social workers should take reasonable steps to ensure that employers are aware of social workers' ethical obligations as set forth in the *NASW Code of Ethics* and of the implications of those obligations for social work practice.

(d) Social workers should not allow an employing organization's policies, procedures, regulations, or administrative orders to interfere with their ethical practice of social work. Social workers should take reasonable steps to ensure that their employing organizations' practices are consistent with the *NASW Code of Ethics*.

(e) Social workers should act to prevent and eliminate discrimination in the employing organization's work assignments and in its employment policies and practices.

(f) Social workers should accept employment or arrange student field placements only in organizations that exercise fair personnel practices.

(g) Social workers should be diligent stewards of the resources of their employing organizations, wisely conserving funds where appropriate and never misappropriating funds or using them for unintended purposes.

### 3.10 Labor Management Disputes

(a) Social workers may engage in organized action, including the formation of and participation in labor unions, to improve services to clients and working conditions.

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

## **4. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES AS PROFESSIONALS**

### 4.01 Competence

(a) Social workers should accept responsibility or employment only on the basis of existing competence or the intention to acquire the necessary competence.

(b) Social workers should strive to become and remain proficient in professional practice and the performance of professional functions. Social workers should critically examine and keep current with emerging knowledge relevant to social work. Social workers should routinely review the professional literature and participate in continuing education relevant to social work practice and social work ethics.

(c) Social workers should base practice on recognized knowledge, including empirically based knowledge, relevant to social work and social work ethics.

### 4.02 Discrimination

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

### 4.03 Private Conduct

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

### 4.04 Dishonesty, Fraud, and Deception

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

### 4.05 Impairment

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

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

### 4.06 Misrepresentation

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

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

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

#### 4.07 Solicitations

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

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

#### 4.08 Acknowledging Credit

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

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

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

#### 5.01 Integrity of the Profession

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

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

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

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

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

#### 5.02 Evaluation and Research

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

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

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

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

(e) Social workers engaged in evaluation or research should obtain voluntary and written informed consent from participants, when appropriate, without any implied or actual deprivation or penalty for refusal to participate; without undue

inducement to participate; and with due regard for participants' wellbeing, privacy, and dignity. Informed consent should include information about the nature, extent, and duration of the participation requested and disclosure of the risks and benefits of participation in the research.

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

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

(h) Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.

(i) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.

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

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

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

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

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

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

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

## **6. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO THE BROADER SOCIETY**

### **6.01 Social Welfare**

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

### **6.02 Public Participation**

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

### **6.03 Public Emergencies**

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

### **6.04 Social and Political Action**

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

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

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

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



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,<sup>1</sup> human rights, and scientific inquiry are among the core values of social work. These values underpin the explicit and implicit curriculum and frame the profession's commitment to respect for all people and the quest for social and economic justice.

### **Educational Policy 1.2—Program Context**

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

### ***Accreditation Standard 1.0—Mission and Goals***

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

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

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

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<sup>1</sup> 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 Ethics<sup>2</sup> and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;<sup>3</sup>
- tolerate ambiguity in resolving ethical conflicts; and
- apply strategies of ethical reasoning to arrive at principled decisions.

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

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

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

**Educational Policy 2.1.4—Engage diversity and difference in practice.**

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

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

<sup>3</sup> 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.<sup>4</sup> In social work, the signature pedagogy is field education. The intent of field education is to connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies.

#### **Accreditation Standard B2.0—Curriculum**

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

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

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

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

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<sup>4</sup> 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.<sup>5</sup>

#### **Educational Policy 3.1—Diversity**

The program's commitment to diversity—including age, class, color, culture, disability, ethnicity, gender,

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<sup>5</sup> Eisner, E. W. (2002). *The educational imagination: On the design and evaluation of school programs* (3<sup>rd</sup> 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.*

- 3.4.5**     *The program identifies the field education director.*
- 3.4.5(a)**     *The program describes the field director's ability to provide leadership in the field education program through practice experience, field instruction experience, and administrative and other relevant academic and professional activities in social work.*
  - 3.4.5(b)**     *The program documents that the field education director has a master's degree in social work from a CSWE-accredited program and at least 2 years of postbaccalaureate or postmaster's social work degree practice experience.*
  - B3.4.5(c)**     *The program describes the procedures for determining the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field at least 25% assigned time is required for baccalaureate programs. The program demonstrates this time is sufficient.*
  - M3.4.5(c)**     *The program describes the procedures for determining the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field at least 50% assigned time is required for master's programs. The program demonstrates this time is sufficient.*
  - 3.4.5(d)**     *The program provides documentation that the field director has a full-time appointment to the social work program.*

### **Educational Policy 3.5—Resources**

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

#### **Accreditation Standard 3.5—Resources**

- 3.5.1**     *The program describes the procedures for budget development and administration it uses to achieve its mission and goals. The program submits the budget form to demonstrate sufficient and stable financial supports that permit program planning and faculty development.*
- 3.5.2**     *The program describes how it uses resources to continuously improve the program and address challenges in the program's context.*
- 3.5.3**     *The program demonstrates sufficient support staff, other personnel, and technological resources to support itself.*

- 3.5.4 *The program submits the library form to demonstrate comprehensive library holdings and/or electronic access and other informational and educational resources necessary for achieving its mission and goals.*
- 3.5.5 *The program describes and demonstrates sufficient office and classroom space and/or computer-mediated access to achieve its mission and goals.*
- 3.5.6 *The program describes its access to assistive technology, including materials in alternative formats (e.g., Braille, large print, books on tape, assistive learning systems).*

## **4. Assessment**

### **Educational Policy 4.0—Assessment**

Assessment is an integral component of competency-based education. To evaluate the extent to which the competencies have been met, a system of assessment is central to this model of education. Data from assessment continuously inform and promote change in the explicit and implicit curriculum to enhance attainment of program competencies.

### **Accreditation Standard 4.0—Assessment**

- 4.0.1 *The program presents its plan to assess the attainment of its competencies. The plan specifies procedures, multiple measures, and benchmarks to assess the attainment of each of the program's competencies (AS B2.0.3; AS M2.0.4).*
- 4.0.2 *The program provides evidence of ongoing data collection and analysis and discusses how it uses assessment data to affirm and/or make changes in the explicit and implicit curriculum to enhance student performance.*
- 4.0.3 *The program identifies any changes in the explicit and implicit curriculum based on the analysis of the assessment data.*
- 4.0.4 *The program describes how it makes its constituencies aware of its assessment outcomes.*
- 4.0.5 *The program appends the summary data for each measure used to assess the attainment of each competency for at least one academic year prior to the submission of the self-study.*



## SOCIAL WORK DEPARTMENT FACULTY AND STAFF

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### ATTENTION ALL STUDENTS.....FOR YOUR INFORMATION

Please note: The Undergraduate Department of Social Work is located in 114 W. Rosedale Avenue. The Philadelphia campus is located at 701 Market Street.

**TELEPHONE:** Faculty office extensions are listed in this handbook and in this document. When calling, after the third ring, an answering service should pick up the line if the faculty member does not answer. If you need to talk with someone answer, please call 610-436-2527. The secretary may not always be at the desk, but will distribute your message and/or get back to you as soon as possible. When you are calling about an absence from class, please call the faculty members number directly. Except for the Chairperson, each faculty member keeps their own appointments.

**LOUNGES:** Sitting areas are located in hallway areas. A small eating area, and sink are in the kitchen area outside the student lab. Please help us to keep them clean! Students recently refurnished the computer lab, adding a comfortable couch for relaxation between assignments.

**STUDENT FILES:** Student official files are located in the social work main office. You may have access to these at any time upon request of the chairperson and/or department secretary, but you may not take them out of the office or remove information. If you want something removed from your file, please speak with the department chairperson. Please check your files periodically to make sure all materials are in order and your most current address/phone is included in your file. We ask that each student place a name and number of a contact person in case of emergency in the official student file.

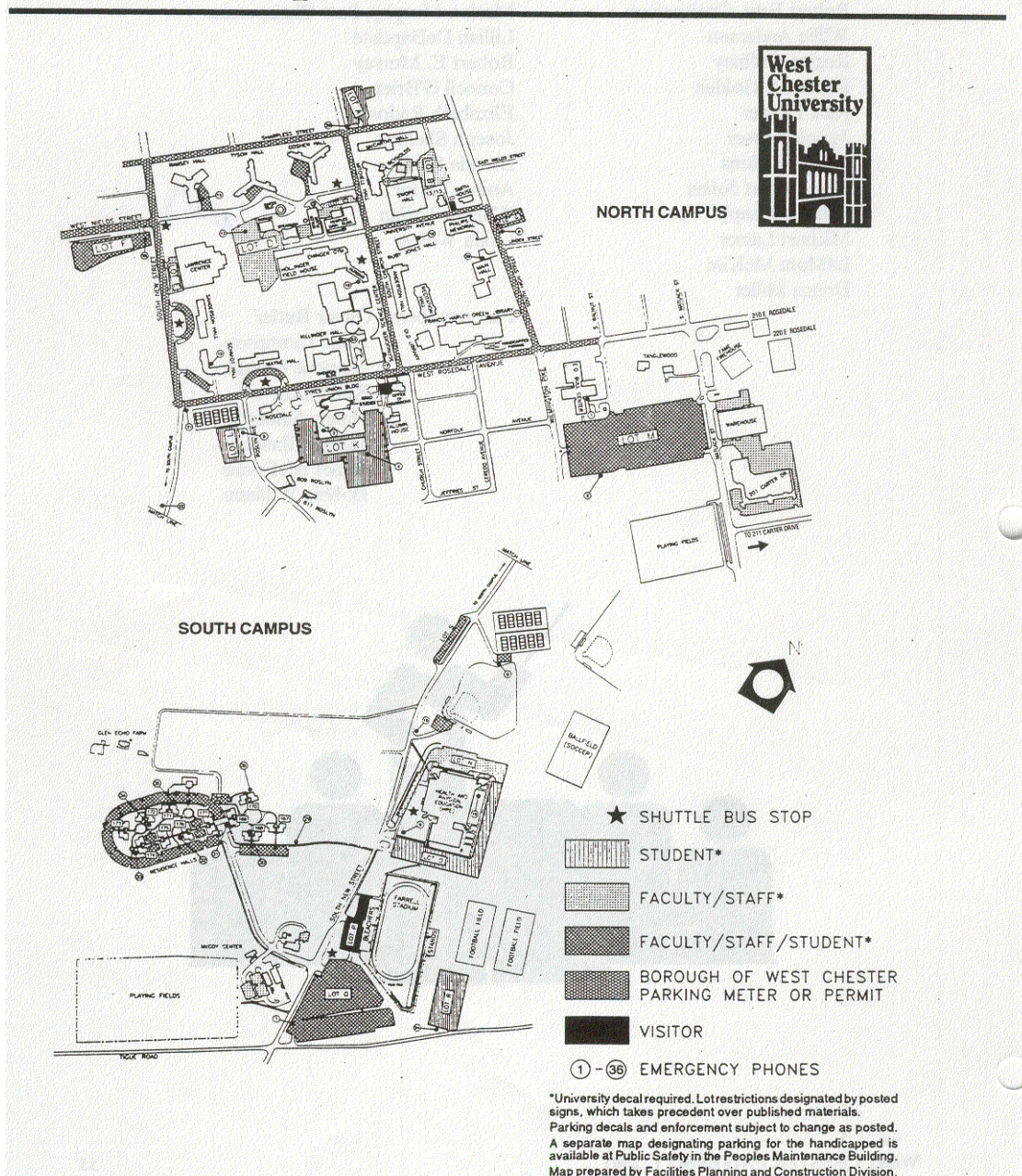
**COMPUTER LABS AND RESOURCE ROOMS:** The Social Work Department has three computers and one printer for student use. Students are expected to supply their own paper.

**SMOKING:** Students may smoke outside in the back of the building.

**COPY MACHINE:** Students have access to a copy machine located in the in the Frances Harvey Green Library on North Campus and in Sykes Student Union. Officers of the Social Work student organizations are supplied a code to use the administrative copy machine for club/organization business only.

**ACTIVITES EACH SEMESTER:** All students are expected to participate in 2 activities or events related to Social Work each semester. The purpose of this is to attest to student's involvement in the community as Social Workers.

# Campus Map





## IMPORTANT DATES AND ACADEMIC CALENDAR

### Field Education Calendar – West Chester

#### FALL 2016

DATE	ACTIVITY	TIME	LOCATION
August 29, 2016	Classes begin at WCU		
August 30, 2016	First day of field for seniors		Agency Site
September 5, 2016	No classes - Labor Day		
September 8, 2016	Field Orientation – West Chester	8:30-12:00	Sykes Ballroom A
September 23, 2016	Seminars in Field Instruction	9:00-4:00	Graduate Center and PASSHE Center City
September 19, 2016	Learning Contract Due		
September 26, 2016	Time Sheets Due		
October 10-11, 2016	Fall Break (No classes but students still report to field)		
October 10, 2016	Mid-Semester Review Due		
October 14, 2016	Seminars in Field Instruction	9:00-12:00	Graduate Center and PASSHE Center City
October 31, 2016	Time Sheets Due		
November 18, 2016	Seminars in Field Instruction	9:00-12:00	Graduate Center and PASSHE Center City
November 24-26, 2016	Thanksgiving Break		
December 9, 2016	Seminars in Field Instruction	9:00-12:00	Graduate Center and PASSHE Center City
December 12, 2016	Last day of Classes		
December 12, 2016	Final Evaluations Due		
December 15, 2016	Time Sheets Due		
December 15, 2016	Last day of Field		

#### SPRING 2017

January 13, 2017	Seminars in Field Instruction	9:00-12:00	Graduate Center and PASSHE Center City
January 23, 2017	Classes begin		
January 24, 2017	Seniors start back in field		
January 24, 2017	Junior Preparation for Field	8:30-12:00	TBA
January 24, 2017	Junior Field Orientation	1:00-4:00	TBA
January 26, 2017	MLK BSW Community Event (Seniors attend the MLK program not field)		TBA
January 31, 2017	First Day of Field for Juniors		
February 17, 2017	Seminars in Field Instruction	9:00-12:00	Graduate Center and PASSHE Center City
February 6, 2017	Learning Contracts Due – Seniors		
February 20, 2017	Learning Contracts Due – Juniors		
March 27, 2017	Social Work Job Networking	3:00-5:30	Sykes Ballrooms
March 6, 2017	Mid-Semester Review Due (Seniors and Juniors)		
March 13-17, 2017	Spring Break (No classes and field)		
April 14, 2017	Final Evaluations Due (Seniors)		
May 1, 2017	Final Evaluations Due (Juniors)		
May 4, 2017	Field Instructor's Appreciation Breakfast	8:30-11:30	Penn Oaks Golf Club
May 4, 2017	Last day of Field		
May 8, 2017	Last day of Class		
May 12, 2017	Senior Recognition Event	3:00-6:00 pm	Sykes Ballrooms
May 13/14, 2017	Commencement		

## Field Education Calendar - Philadelphia

### FALL 2016

DATE	ACTIVITY	TIME	LOCATION
August 29, 2016	Classes begin at WCU		
August 30, 2016	First day of Field for Seniors		Agency Site
September 5, 2016	No classes - Labor Day		
September 12, 2016	Field Orientation	5-7pm	Classroom TBD
September 23, 2016	Seminars in Field Instruction	9:00-4:00	Graduate Center and PASSHE Center City
September 19, 2016	Learning Contract Due		
September 26, 2016	Time Sheets Due		
October 10-11, 2016	Fall Break (No classes but students still report to field)		
October 10, 2016	Mid-Semester Review Due		
October 14, 2016	Seminars in Field Instruction	9:00-12:00	Graduate Center and PASSHE Center City
October 31, 2016	Time Sheets Due		
November 18, 2016	Seminars in Field Instruction	9:00-12:00	Graduate Center and PASSHE Center City
November 24-26, 2016	Thanksgiving Break		
December 9, 2016	Seminars in Field Instruction	9:00-12:00	Graduate Center and PASSHE Center City
December 12, 2016	Last day of Classes		
December 12, 2016	Final Evaluations Due		
December 16, 2016	Time Sheets Due		
December 16, 2016	Last day of Fall Semester Field		

### SPRING 2017

January 13, 2017	Seminars in Field Instruction	9:00-12:00	Graduate Center and PASSHE Center City
January 23, 2017	Classes begin		
January 24, 2017	Seniors start back in field		
TBA	Junior Field Orientation	5:00-7:00pm	
January 26, 2017	MLK BSW Community Event (Seniors attend the MLK program not field)		
January 31, 2017	First Day of Field for Juniors		
February 17, 2017	Seminars in Field Instruction	9:00-12:00	Graduate Center and PASSHE Center City
February 6, 2017	Learning Contracts Due – Seniors		
February 20, 2017	Learning Contracts Due – Juniors		
March 2017	Social Work Job Networking	3:00-5:30	Sykes Ballrooms
March 2017	Social Work Month		
March 6, 2017	Mid-Semester Review Due (Seniors and Juniors)		
March 13-17, 2017	Spring Break (No classes and field)		
April 14, 2017	Final Evaluations Due (Seniors)		
May 1, 2017	Final Evaluations Due (Juniors)		
TBA	Field Instructor's Appreciation Breakfast		
May 5, 2017	Last day of Field		
May 8, 2017	Last day of Class		
TBA	Senior Recognition Event		
May 13/14, 2017	Commencement		

**Undergraduate Social Work Department / 2016-2017 Calendar**  
**Fall 2016**

*WC Campus Social Work Club Meeting every other Wednesday, 12-12:50pm, Sykes 254*

*WC Campus Student-Faculty Meeting 1<sup>st</sup> Wednesday of month, 12-12:50, Sykes 254*

Date	Activity/Event	Time	Location
<b>AUGUST</b>			
August 23 (T)	New Student Orientation PHILLY BSW	5-8pm	701 Market St.
August 25 (Th)	Faculty Retreat	10am-3pm	Sykes
August 29 (M)	Classes Begin WCU		
August 30 (T)	First Day of Field—Seniors		
<b>SEPTEMBER</b>			
September 6 (T)	Faculty Meeting (ALL) <i>Page Buck, Assistant Interim Dean CESW</i>	9:15-10:45am	Sykes
September 7 (W)	Welcome Back Student Orientation (WC)	12-12:50pm	114 Rosedale Ave.
September 8 (Th)	Senior Field Orientation WC Campus	8:30am-11:30am	Sykes Ballroom A
	Faculty Meeting (PHILLY)—Advisement/Svc	2-3:30pm	701 Market St
September 9 (F)	Student Leadership Retreat WC Campus	12-2pm	Sykes
September ?? (M)	Senior Field Orientation PHILLY	5-7pm	701 Market St,
September 15 (Th)	Latino Communities Conference	All Day	Sykes
September 20 (T)	Faculty Meeting (WC)	9:15-10:45am	Sykes
September 22 (Th)	Faculty Meeting (Philly)	2-3:30pm	701 Market St
September 27 (T)	BSW Admin Mtg (Chair, Interim, Asst Chair)	3:30-4:30pm	114 Rosedale
<b>OCTOBER</b>			
October	Phi Alpha Alumni Panel TBD		
October 3 (M)	Candidacy Applications and Field Materials DUE		
October 4 (T)	Faculty Meeting (ALL)	9:15-10:45am	Sykes
October 5 (W)	Student-Faculty Meeting (WC)	12-12:50pm	Sykes 254
October 7-8 (F-Sat)	PAUSWE Conference, Valley Forge, PA		
October 10-11 (M,T)	No Classes—Fall Break—Students still report to field		
October 18 (T)	Faculty Meeting (WC)—Candidacy Review	9:15-10:45am	Sykes
October 19 (W)	CWEB Information Sessions WC/Philly	12-12:50pm	Sykes 257
		4:30-5:30	701 Market St
October 20 (Th)	Faculty Meeting (Philly) – Candidacy Review	2-3:30pm	701 Market St
October 25 (T)	BSW Admin Mtg (Chair, Interim, Asst Chair)	3:30-4:30pm	114 Rosedale
<b>NOVEMBER</b>			
November 1 (T)	Faculty Meeting (ALL)	9:15-10:45am	Sykes
November 2-6 (Th-Sat)	CSWE Conference, Atlanta, GA		
November 15 (T)	Faculty Meeting—Student Review, Seniors WC	9:15-10:45am	Sykes
November 17 (Th)	Faculty Meeting—Student Review, Seniors PHL		
November 24-26	No Classes—Thanksgiving Break		
November 29 (T)	Faculty Meeting (WC)	9:15-10:45am	Sykes
<b>DECEMBER</b>			
December 6 (T)	BSW Admin Mtg (Chair, Interim, Asst Chair)	3:30-4:30pm	114 Rosedale
December 7 (W)	Student-Faculty Meeting WC	12-12:50pm	Sykes 254
December 9 (F)	SIP Proposal Presentations, 9am-6pm ?		
December 12 (M)	Last Day of Classes WCU		
	SIP Proposal Presentations, 9am-6pm ? / Philadelphia Seniors 4-10pm?		
December 13 (T)	Faculty Meeting (ALL)	9:15-10:45am	Sykes
December 15 (Th)	Last Day of Field		
December 18 (Sun)	Graduation and Rose Sale ???	6am-2pm	People's Building

## Spring 2017

*March is Social Work Month; Social Work Day at the United Nations in March (TBA)*

Date	Activity/Event	Time	Location
JANUARY			
January 23 (M)	Classes Begin WCU; First Day of Field Seniors		
January 24 (T)	Junior Field Orientation WC  JUNIOR Field Philly TBD	9am-12noon (students only) 1-3:30pm (field instructors and students)	Graduate Center 126
January 26 (Th)	MLK BSW community event (WC AND PHILLY CAMPUSES)		
FEBRUARY			
February 7 (T)	Faculty Meeting ALL	9:15-10:45am	Sykes
February 8 (W)	Student-Faculty Meeting WC	12-12:50pm	Sykes 254
February 21 (T)	Faculty Meeting WC—Student review	9:15-10:45am	Sykes
February 23 (Th)	Faculty Meeting Philly—Student review	2-3:30pm	701 Market Street
MARCH			
Mar 1-5 (W-Sun)	BPD Conference, New Orleans		
March	Junior Competency Exam—both campuses	TBA	
March 7 (T)	Faculty Meeting ALL	9:15-10:45am	Sykes
March 13-17	No Classes WCU—Spring Break		
March 21 (T)	Faculty Meeting WC	9:15-10:45am	Sykes
March 23 (Th)	Faculty Meeting Philly	2-3:30pm	701 Market St.
March 27 ???	Social Services Career Fair	3-5:30pm	Sykes
March (M)	Social Work Month Event WC	1-4pm	
March (M or TH)	Social Work Month Event Philly	4-7pm	
APRIL			
April 4 (T)	Faculty Meeting ALL	9:15-10:45am	Sykes
April 5 (W)	Student-Faculty Meeting WC	12-12:50pm	Sykes 254
April	Phi Alpha Inductions Ceremony	TBA	TBA
April	NASW-PA Legislative Lobby Day, Harrisburg, PA		
April 18 (T)	Faculty Meeting WC	9:15am-10:45am	Sykes
April 20 (Th)	Faculty Meeting Philly	2-3:30pm	701 Market St.
MAY			
May 2 (T)	Faculty Meeting ALL	9:15am-10:45am	114 Conference Room
May 3 (W)	End-of-Year Student-Faculty Mtg. WC	12:00-12:50	114 Rosedale
May 4 (Th)	Field Instructors Appreciation Breakfast WC / Last Day of Field	8am-11am	Downingtown Country Club
May	Field Instructors Appreciation Breakfast Philly		
May 8 (M)	Last Day of Classes WCU		
May 11 (Th)	Senior Recognition Event Phila	TBA	TBA
May 12 (F)	Senior Recognition Event	4pm-6pm	Sykes Ballrooms
May 13 or 14	WCU Graduation and Rose Sale	6am-2pm	Stadium
May 16 (T)	Advisory Board Meeting WC	8:30-10:30am	Graduate Center
	Faculty Retreat ALL	1-5pm	Graduate Center
May	Advisory Board Meeting Philly	TBD	

\*Please note additional activities are added to the calendar throughout the academic year. For more up-to-date details, please attend the monthly student-faculty meeting.

\*Dates and times are subject to change.

[ADA Classroom Modification Appeals Procedure](#)

[Policy on Disruptive Behavior](#)