



SOCIAL WORK STUDENT HANDBOOK
AND FIELD EDUCATION MANUAL

EASTERN CONNECTICUT STATE UNIVERSITY
83 Windham Street | Willimantic, Connecticut, 06226

EASTERN CONNECTICUT STATE UNIVERSITY
Department of Sociology, Anthropology and Social Work

SOCIAL WORK PROGRAM

STUDENT AND FIELD HANDBOOK (Revised July 2012)

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Eastern's Social Work Program is accredited by the Council on Social Work Education

SOCIAL WORK PROGRAM MISSION

Eastern Connecticut State University
Social Work Program Mission Statement

The Social Work Program of Eastern Connecticut State University prepares bachelor-level generalist social work professionals who competently and effectively advance social justice and human rights. Ready for professional practice and graduate study upon graduation, our students promote human well-being by employing practice skills that are grounded in social work's body of knowledge and professional values. Students are ready to serve diverse client populations especially those most vulnerable and oppressed. The Social Work Program improves the lives of people of the region and state by increasing the number of effective social work practitioners who serve our residents.

Because the program relies upon a collaborative, supportive and engaged learning community, our students achieve professional competencies that are rooted in relational, experiential and empirical learning. Dedicated classroom and field faculty teach and mentor individual and small cohorts of students to promote and achieve a professional ideal that emphasizes the importance of human relationships and service to the community. Students develop professional social work identities grounded in self-awareness, professional values, and the history and mission of social work in the United States.

Our students develop social work practice competencies in our beautiful and paradoxical region. We serve a diverse community within urban, rural and suburban settings in Eastern Connecticut. We are the "Last Green Valley" – a national heritage corridor that characterizes our unique assets as a rural environment within the Washington – Boston megalopolis. We work within a wealthy state with contrasts of extreme poverty and high rates of income inequality. Windham County, CT where Eastern Connecticut State University is located is the poorest county in Connecticut in a state with the second highest median income in the country. Our graduates are capable of meeting human needs and mobilizing opportunities in diverse community settings.

Social work is a major program in Connecticut's only public liberal arts university – a university that aspires to be a model of social responsibility, environmental stewardship and educational access. Our educational community prepares our social work liberal arts graduates to be broadly educated about the human condition in society, intellectually curious and responsible citizens, who are capable of promoting social justice and human well-being in a rapidly changing global context.

Notice of Nondiscrimination

The Eastern Connecticut State University Social Work Program does not discriminate on the basis of race, color, religion, creed, national or ethnic origin, age, gender, disability, political or sexual orientation in admission to, access to, treatment in, or employment in its programs and activities. The Social Work Program actively seeks diversity in its social work majors. We encourage applications from persons of color and other underrepresented groups.

The Handbook

This handbook is provided to students and applicants for their general information and guidance only. It does not constitute a contract, either express or implied, and is subject to revision at the University's discretion. Information in the Social Work Student Handbook is intended to complement, not replace, the contents of the University catalog and student handbook. Students should be aware that additional requirements may be imposed (even once a plan of study has been prepared) if such requirements are imposed by outside licensing or accrediting agencies. A plan of study may be subject to revision to reflect such additional requirements. The Social Work Program is bound by all Eastern Connecticut State University policies.

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EASTERN CONNECTICUT STATE UNIVERSITY
Social Work Program
Student Handbook and Field Education Manual 2012-2013

INTRODUCTION

Eastern Connecticut State University's BSW program enters its sixteenth year of educating generalist social work practitioners who serve communities throughout Connecticut and the country. Students who complete the program join the ranks of more than 300 Eastern Connecticut State University Bachelor of Social Work alums.

The academic year 2012-2013 reflects our continuous process of renewal for Eastern's Social Work Program. At its spring 2008 meeting, the Council on Social Work Education issued new Educational Policy and Accreditation Standards (EPAS), the document that outlines the educational curriculum and other standards required for social work program accreditation (see Appendix E). The new standards take effect for programs seeking reaffirmation in October 2010 and thereafter.

The 2008 EPAS marks a significant change in the CSWE approach to program assessment and accreditation. The previous EPAS (2001) emphasized curriculum content, what social work programs must teach their students. The new EPAS emphasizes ten core competencies, measurable practice behaviors which social work students must master in the course of their educational experience. The new approach is identified as competency based education. Under the 2008 EPAS social work programs will be evaluated not by what they teach their students but by the practice skills gained by their students upon graduation.

Eastern's Social Work Program will insure that our graduates achieve these professional competencies at the baccalaureate level. Each of our graduates will:

- Identify as a professional social worker and conduct oneself accordingly
- Apply social work ethical principles to guide professional practice
- Apply critical thinking to inform and communicate professional judgments
- Engage diversity and difference in practice
- Advance human rights and social and economic justice
- Engage in research-informed practice and practice-informed research
- Apply knowledge of human behavior and the social environment
- Engage in policy practice to advance social and economic well-being and to deliver effective social work services
- Respond to contexts that shape practice
- Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities

Eastern's Social Work Program demonstrates that our graduates are competent beginning level generalist social work professionals upon their graduation. Data regarding our overall students' achievement in each of these areas is available for public review.

SOCIAL WORK STUDENT HANDBOOK

HISTORY AND CONTEXT OF THE SOCIAL WORK PROGRAM

The Bachelor of Arts in Social Work Program at Eastern Connecticut State University is dedicated to preparing effective generalist social work practitioners who are committed to actualizing the ideals of human rights and promoting full human growth and development of all peoples. Specifically the program seeks to provide an accessible and supportive educational community for students seeking the Baccalaureate of Arts (BA) in Social Work degree.

As a program of the Department of Sociology, Anthropology and Social Work within Eastern Connecticut State University, one of the four campuses of the Connecticut State University system, the mission and goals of the social work program arise from the mission and goals of its academic department, Eastern Connecticut State University, and the Connecticut State University system, as well as from the values and mission of the social work profession.

THE CONNECTICUT STATE COLLEGES AND UNIVERSITIES (CONNSCU)

The Connecticut State Colleges and Universities is a newly established office of four comprehensive state universities – Eastern, Central, Southern and Western (serving 36,000 students), twelve community colleges (serving 56,000 students) and Charter Oak College, an online college (serving 2700 students). It is governed by a Board of Regents. Eastern Connecticut State University’s President, Dr. Elsa Nuñez, is the Vice President of ConnSCU.

At its founding the Connecticut State University System was the state’s system for teacher education. Today the new ConnSCU collaborative is a major resource for the State, linking economic growth with accessible, affordable and quality education of its citizenry (<http://www.ctregents.org/about>).

EASTERN CONNECTICUT STATE UNIVERSITY

The mission of the Connecticut State University system is articulated more fully in the role of Eastern Connecticut State University. Eastern, the smallest of the four state university campuses, takes pride in its designation as the state’s public liberal arts university. Originally founded as a teaching college, Eastern, since its inception, has been recognized for its educational philosophy that emphasizes progressive education and active learning. All academic programs incorporate practical experience through internships, practica, creative or field experiences, and all students will be required to have such experiences as a Liberal Arts Work! (LAW) graduation requirement is phased into the curriculum. The craft of teaching is promoted and nurtured through the school’s Center for Educational Excellence. The school serves approximately 4700 undergraduate and 380 graduate students.

Eastern Connecticut State University Mission

Eastern Connecticut State University is the state’s designated public liberal arts college. Within the Connecticut State University System, Eastern, a predominantly undergraduate institution, attracts and welcomes a diverse community of learners, supported by a teaching faculty, staff, administrators, and a residential campus, all of which promote intellectual curiosity, integrity, and social responsibility.

Eastern's commitment to a liberal arts education is exemplified in its Liberal Arts Core Curriculum, a sequenced, interdisciplinary program that all students share, independent of their majors and career aspirations. As a result of this foundation, our students apply a broad range of theoretical approaches in a variety of active learning settings to cultivate the knowledge, skills, and perspectives necessary to prepare them for their personal, professional, and public roles.

In its role as a public university, Eastern develops students who can become productive, engaged community leaders. Eastern also serves as a social, cultural, and economic catalyst for the region and the state of Connecticut.

Eastern's programs in the arts and sciences, teacher education and professional studies prepare students for careers or advanced study while providing them with the lifelong skills and confidence needed to succeed in a world of constant economic, social, and technological change.

Eastern Connecticut State University Core Values

As members of a learning and teaching community committed to academic excellence, we, the faculty, students, staff and administration of Eastern Connecticut State University, the state's public liberal arts institution, share this set of values:

ACADEMIC EXCELLENCE Eastern embraces rigorous academic standards and intellectual inquiry as a benchmark for educational achievement for all of its students, faculty, and staff. This expectation informs every mode of learning on campus, from individual courses and degree programs to university presentations and cultural events.

ENGAGEMENT Members of the university community develop intellectually, creatively, and socially through active and reflective learning in and outside the classroom, interdisciplinary studies, and individual and collaborative research.

INCLUSION Eastern is committed to providing educational access while building a campus community that embraces diversity and differences, enriched by a global perspective.

INTEGRITY Members of the university community are expected to behave ethically and honorably. Learning encompasses both intellectual and character development.

EMPOWERMENT Eastern fosters a safe, nurturing environment that promotes intellectual curiosity, student achievement, and lifelong learning. Through rigorous inquiry and personal interaction, members of the community grow confident as independent, critical thinkers.

SOCIAL RESPONSIBILITY Social responsibility is promoted and encouraged at Eastern through serving those in need; being active in the community; protecting our natural resources; and engaging in the democratic political process and other socially responsible actions. Social responsibility includes an ethical commitment to oneself and the community at large.

LIBERAL ARTS EDUCATION

Central to its mission is the University's dedication to the liberal arts. Articulated in the preamble to its liberal arts core curriculum (<http://www.easternct.edu/lapc/LACC2006.htm>) Eastern's commitment to liberal education is anchored in three principles:

ENGAGEMENT Eastern cultivates an engaged community. Students become engaged academically through their work on class projects requiring imagination and intellectual commitment; they become engaged socially through participation in a variety of clubs, athletics, and co-curricular activities; and they become engaged in the community through projects and programs that address the needs of Willimantic and the region.

INTEGRATION Eastern's curricular and co-curricular programs emphasize integration. The University's liberal arts core curriculum and major and co-curricular programs help students understand the relationships between diverse fields of study and the impact that people, ideas and events have in all parts of their lives. They make connections among courses and between campus and community life. The academic, social and personal realms of students' lives are integrated, so that students see their studies as an important part of who they are and who they will become.

INDEPENDENCE Eastern students develop independence. Active and collaborative learning produce graduates who are self-initiated learners and reflective, independent thinkers. These abilities enable Eastern graduates to take active roles in their personal lives, their workplaces and their communities.

In 2004, in affirmation of Eastern's commitment to the liberal arts, the University was admitted to membership in COPLAC, the Council of Public Liberal Arts Colleges, a select group of 21 schools dedicated to promoting the value of liberal arts education in the accessible and affordable public sector. Here again, social work education, with its foundation in the liberal arts, is superbly supported by its context in Eastern Connecticut State University.

THE DEPARTMENT OF SOCIOLOGY, ANTHROPOLOGY AND SOCIAL WORK

It is fitting that a Baccalaureate of Arts in Social Work program emerge from a University system and campus whose values and objectives are consistent with the values and mission of the social work profession.

The Department of Sociology, Anthropology and Social Work combines anthropology, criminology, sociology, and social work among its academic major and minor offerings. Traditionally the great majority of the department's graduates have entered human service employment and, not infrequently, graduate education in social work. As a result, the department's program has long emphasized preparation for human service practice. The sociology major prior to the advent of the Social Work Program required students to take an introductory human service course and involved almost all of its students in an extensive fieldwork program.

In 1993, in response to a steadily increasing number of student requests for a social work degree, the increasing recognition of the BSW degree by human service employers, and the availability of CSWE accredited undergraduate social work programs on each of the other CSU campuses, the department voted to pursue the development of a Bachelor of Arts degree in social work. A draft of the new major's curriculum

gained department approval on March 10, 1994 and was approved by the University Senate on April 18, 1995. After review by the Connecticut State Board of Higher Education, Eastern was granted approval to offer a Bachelor of Arts degree in social work on August 24, 1995.

The program's first graduating class of 15 students entered the social work major in fall 1996 and emerged with Baccalaureate of Arts in Social Work degrees in May 1998. At the same time the Social Work Program began the process of gaining accreditation from the Council on Social Work Education (CSWE), the national accrediting body for graduate and undergraduate social work education. In June 2001, the program was accredited by CSWE with retroactivity granted to cover the program's previous graduating classes.

Today social work education at Eastern continues its evolution through educating students to attain ten core competencies of professional social work, ongoing program evaluation and renewal. Limited to approximately 35 entering students each year, the program attracts and values a student group diverse in age, gender, gender identity and expression, race/ethnicity, and experience. The program prides itself on small classes, high academic standards, and intense faculty-student involvement. In the senior year, for example, field and practice classes enroll about 18 students per section. Outside of the regular academic and field experiences, the Social Work Program regularly sponsors social work related and social events to build a sense of community identity among social work students. At the May commencement ceremony, social work graduates march together to represent that learning community and the professional bonds that unite them. In June 2005 the program's accreditation was reaffirmed by the CSWE Commission on Accreditation for an additional eight years continuing to June 2013.

SOCIAL WORK PROGRAM MISSION AND GOALS

The Social Work Program of Eastern Connecticut State University will advance the mission and goals of the Connecticut State University, Eastern Connecticut State University, and the Department of Sociology, Anthropology, and Social Work. Eastern's Social Work Program is grounded in the purposes of the social work profession to promote human development and well-being, and to eliminate poverty and oppression that deny persons their fullest potentials. The Program recognizes the breadth of social work's mission in the profession's goals to: promote, enhance, and restore social functioning of individuals, families, groups, organizations and communities through prevention and intervention; to achieve social and economic justice through empowerment practices and the development of equitable and effective services, organizations and policies; to meet human needs and support the development of human capabilities through policy, planning and action; and to advance social work knowledge necessary to achieve these goals through research.

It is the intent of the Program to prepare its graduates to practice with diverse populations and human systems of all sizes; practice with broad knowledge of the diversity and dynamism of the human condition; practice with values that promote human rights and social and economic justice; and practice with a commitment to continued learning and professional growth.

The Social Work Program's mission, goals and objectives are designed to accomplish the purpose of educating social workers who can effectively achieve the mission of the profession.

EASTERN CONNECTICUT STATE UNIVERSITY SOCIAL WORK PROGRAM MISSION

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professional practice and graduate study upon graduation, our students promote human well-being by employing practice skills that are grounded in social work's body of knowledge and professional values. Students are ready to serve diverse client populations especially those most vulnerable and oppressed. The Social Work Program improves the lives of people of the region and state by increasing the number of effective social work practitioners who serve our residents.

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SOCIAL WORK PROGRAM DEFINITION OF GENERALIST PRACTICE

Generalist practitioners apply the knowledge, values and skills of the social work profession to advance human well-being. Generalist practitioners perceive the ecological context of human problems and their relationship to the unequal distribution of power and resources. Generalist practitioners are prepared to intervene with systems of various sizes and to assume, as appropriate, a variety of helping roles. Generalist practice utilizes a strengths perspective embracing client self-determination and empowerment. It is a collaborative activity done with client systems rather than to them. Generalist practitioners adhere to the NASW Code of Ethics and practice in ways that demonstrate cultural competence, concern for the achievement of social and economic justice, and the advancement of human rights.

Eastern's Social Work Program has identified the knowledge, values and skills necessary for the practice of professional generalist social work and articulated these as our program objectives. We view generalist social work practice as expert, professional practice that is ethical, propelled by broad and deep knowledge, and grounded in a skill set that directs practitioners to achieve social work's mission. Generalist practice is foundational and essential; it is not narrowly conceptualized, or specialized. It does not focus on a specific human problem, method of practice, population, human system size, or need – it does not prescribe a role, nor narrowly impose skills. It is broad, flexible, and dynamic – it is excellent social work practice.

Importantly we see generalist social work practice as a global, human rights profession, sharing fundamental values, knowledge and skills, that promote human well-being and the advancement of social and economic justice. Generalist practice is the foundation for all social work practice: it shares a common perspective on human capacities and knowledge of human behavior in systems of all sizes, from the individual to the society; it holds a common set of values, ethics and principles of practice; and it relies upon a comprehensive set of skills to achieve social work's mission.

Generalist practice as taught and fostered by the Eastern's Social Work Program is centered in a fundamental belief in human equality and the capacity of humans to meet human needs. Generalist social workers understand the ecological context of human life - the social, environmental, and physical contexts of human existence. They understand the dynamism of human life and the centrality of change to the human condition. They recognize that the whole self (biological, spiritual, cognitive, behavioral and psychological self) always exists in interaction with this ecological context over time.

They recognize the profound power of larger social, economic and political systems to advance human well-being or to thwart efforts toward the achievement of full human and social potential. Thus they are especially attuned to the needs and wants of those most vulnerable in communities and societies. They are alert to the experience of poverty, discrimination and oppression. They understand the nature and dynamics of racism, classism, sexism, heterosexism, ageism, ableism and xenophobia. They seek to eliminate poverty, discrimination and oppression. Social workers are human rights workers, who seek to actualize not only the individual civil and political rights promoted by U.S. law and the U.N. Declaration on Human Rights, but promote collective human rights, those economic, social and cultural rights that support justice globally.

Generalist practitioners must share the values of the profession in order to be ethical practitioners. Generalist social work requires fundamental acceptance of the worth and dignity of each human being. Individuals must value human autonomy and self-determination, and concomitantly value community and relationship. They must believe in the capacity for human growth and change, value human diversity in all its manifestations, and desire justice. Generalist practitioners will employ these values in a professional context. They adhere to the NASW Code of Ethics. They recognize the primary professional principle of service to persons in need. They understand that integrity is essential to their work and that competence is both necessary and requires continuous active effort. Generalist practitioners know these, value these personally, and can exhibit behaviors to demonstrate these values in practice.

Generalist practitioners employ a strengths-based perspective. This is an orientation and a way of seeing the ecological context of social work practice. The principles of strength-based practice shape all social work roles and all stages of practice. Generalist practitioners hold that all individuals and social groupings have the capacity for growth and change and the upper limits of this potential are unknown. They recognize that all environments and all human systems (individual, family, groups, organizations, communities and societies) are filled with resources that can be utilized to address human needs. Client systems are viewed as having wants and needs that are unfulfilled rather than reflecting deficits that must be remedied or problems solved. Generalist practitioners understand that trauma and challenge may be sources of growth and opportunities for change. Care, caregiving and relationship are seen as essential elements of human life and wellsprings of strength (Hutchinson 2004). Social work practitioners hold then that through mobilizing strengths we can achieve social work's purposes of meeting human needs, advancing human well-being and promoting justice. This approach requires a collaborative relationship between clients and workers. Clients are viewed as experts about their lives and situations.

Generalist practitioners are knowledgeable. They employ the knowledge of academic disciplines (sociology, psychology, anthropology, political science, biology and others) and professional social work knowledge to inform their practice. They utilize theories of human behavior and empirical knowledge to guide practice. They employ critical thinking and apply research to direct their practice.

To be effective, generalist practitioners must be knowledgeable about themselves and others. This is an ongoing process that must be fostered throughout one's career. Generalist social workers understand the commonalities of human needs, experience and behavior as well as the richness of the diversity of the human condition. They know about the social welfare system and the historical and contemporary condition of the social work profession, especially in the U.S. context. They recognize the global interrelatedness of human affairs and its affect on social work practice. Importantly, they know themselves. To be effective generalists, social workers must know their values and beliefs, their personal strengths and challenges, their spiritual, psychological, behavioral and cultural selves, and how there are perceived by others.

Generalist practitioners are skillful. They address human needs at the individual, family, group, organizational, community and societal levels. Generalist practitioners intervene at the largest system level necessary to achieve their purpose. They use a systematic approach to addressing human wants and needs at every level – engaging, assessing, identifying goals, forming contracts, intervening, terminating the relationship and evaluating practice. To achieve their purposes, they effectively employ social work roles and the skills associated with those roles. Their work is both direct with, and indirect on behalf of, those we serve. Generalist social workers are culturally competent. Practitioners are prepared to act especially in these roles: as enablers (directly facilitating the achievement of goals in collaboration with the client system); brokers (linking clients with the resources they need); activists (promoting social change through the use of power and conflict tactics to aid those in need); advocates (using collaborative and persuasive tactics to achieve goals for individual systems and causes); and researchers (employing critical thinking, quantitative and qualitative research strategies effectively to assess practice).

Generalists are capable and adept within their organizational settings. They act as professionals – presenting themselves as fully responsible to their clients and their organizations, while being willing to change organizational policy, practice or process to achieve the larger professional mission. Generalist practitioners must be critical thinkers: that is they must be logical and analytical, able to apply principles and theories to practice, and synthesize disparate data into a cogent whole. In order to effect change, they must be excellent communicators. They must be able to write, speak, and behave successfully while recognizing the need to vary presentation to best serve different purposes, audiences, clients. They also must skillfully and appropriately use varied technologies (computers and associated software, cellular telephones, electronic mail, etc.) and demonstrate information literacy to improve practice and promote social change.

Although individual skills are indispensable to generalist practice, so too are collaborative abilities. Generalist practitioners inherently work in interaction. They must know how to achieve goals through assertive collaboration in order to succeed. They must employ these skills to engage and intervene with client systems, exercise teamwork with peers, use supervision to improve practice, develop alliances across disciplines and professions, engage in social movement building, and other mutual activities.

PROGRAM GOALS

The goals of the Social Work Program derive from, and are consistent with, the Council on Social Work Education Curriculum Policy Statement. The goals reflect the mission of the social work profession and the knowledge, value and skill requisites for practicing the profession at a beginning generalist level.

It is the intent of the Social Work Program to prepare its graduates to practice with diverse populations and human systems of all sizes; to practice with broad knowledge of the diversity and dynamism of the human condition; to practice with values that promote human rights and social and economic justice; and to practice with a commitment to continued learning and professional growth. The program's goals and objectives are as follows:

Goal 1

Provide a learning environment that challenges and supports students to create a social work identity that is a synthesis of self and professional role;

Goal 2

Educate skillful practitioners who are guided by social work knowledge and values; and

Goal 3

Develop and inspire social work students to become empowered professionals who are advocates and agents for social justice and human rights.

PROGRAM OUTCOME COMPETENCIES

Social work graduates of Eastern's Social Work Program will demonstrate professional competencies, identified in specific behaviors. The social work explicit and implicit curricula develop student learning focused on these outcomes through a learning community model.

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
1. advocate for client access to the services of social work;
2. practice personal reflection and self-correction to assure continual professional development;
3. attend to professional roles and boundaries;
4. demonstrate professional demeanor in behavior, appearance, and communication;
5. engage in career-long learning; and
6. 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 decisionmaking. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers
7. recognize and manage personal values in a way that allows professional values to guide practice;

8. make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;
9. tolerate ambiguity in resolving ethical conflicts; and
10. 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
11. distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
12. analyze models of assessment, prevention, intervention, and evaluation; and
13. demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.
Educational Policy 2.1.4—Engage diversity and difference in practice. Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers
14. recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
15. gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
16. recognize and communicate their understanding of the importance of difference in shaping life experiences; and
17. 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
18. understand the forms and mechanisms of oppression and discrimination;
19. advocate for human rights and social and economic justice; and
20. 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
21. use practice experience to inform scientific inquiry and
22. 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
23. utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
24. critique and apply knowledge to understand person and environment.

<p>Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.</p> <p>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</p>
25. analyze, formulate, and advocate for policies that advance social well-being; and
26. collaborate with colleagues and clients for effective policy action.
<p>Educational Policy 2.1.9—Respond to contexts that shape practice.</p> <p>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</p>
27. continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and
28. provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.
<p>Educational Policy 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.</p> <p>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</p>
<p>Educational Policy 2.1.10(a)—Engagement</p> <p>Social workers</p>
29. substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
30. use empathy and other interpersonal skills; and
31. develop a mutually agreed-on focus of work and desired outcomes.
<p>Educational Policy 2.1.10(b)—Assessment</p> <p>Social workers</p>
32. collect, organize, and interpret client data;
33. assess client strengths and limitations;
34. develop mutually agreed-on intervention goals and objectives; and
35. select appropriate intervention strategies.
<p>Educational Policy 2.1.10(c)—Intervention</p> <p>Social workers</p>
36. initiate actions to achieve organizational goals;
37. implement prevention interventions that enhance client capacities;
38. help clients resolve problems;
39. negotiate, mediate, and advocate for clients; and
40. facilitate transitions and endings.
<p>Educational Policy 2.1.10(d)—Evaluation</p>
41. Social workers critically analyze, monitor, and evaluate interventions.

PROGRAM ACCREDITATION

Eastern’s Social Work Program was awarded a four-year initial accreditation by the Council on Social Work Education, the national accrediting body for social work education, in June 2001. The program's accreditation was made retroactive to include all of the program's previous graduating classes. In June 2005 the program’s

accreditation was reaffirmed for an additional eight years, continuing to June 2013. See more about accreditation at <http://www.cswe.org/Accreditation.aspx>

NON-DISCRIMINATION STATEMENT

Eastern Connecticut State University does not discriminate on the basis of race, color, national origin, age, gender, disability, or sexual orientation in admission to, access to, treatment in or employment in its programs and activities.

In Eastern Connecticut State University's Affirmative Action Policy Statement, President Nuñez states:

As President of Eastern Connecticut State University, I pledge my commitment to achieve compliance with the Affirmative Action regulations of the state of Connecticut, to advance social justice and equity and to remove all discriminatory barriers to equal employment opportunity and upward mobility. The University is committed to achieving the full and fair participation of women, people of color, people with disabilities, and any other protected groups found to be underutilized in the work force or adversely affected by University policies or practices.

Our policy concerning "Equal Employment Opportunity" provides a system of employment and promotion practices under which individuals are included in the participation, advancement, and benefits of the University. Further, we remain vigilant that individuals are not excluded due to race, color, religion, age, sex, marital status, national origin, ancestry, sexual orientation, disability including learning disability, past or present history of a mental disability, genetic information, criminal record, or other protected status unless there is a bona fide occupational requirement which excludes persons in one of the above protected groups. Equal employment opportunity and the goals of affirmative action under Sections 46a-68-31 through 46a-68-74 is supported in all our endeavors. The role of affirmative action in each step of the employment process is detailed in the following pages and incorporated by reference herein. The Office of Equity and Diversity approves all steps of the hiring process: job advertisements, search committee composition, interview pool and final candidate pool and supports affirmative action program goals. (Eastern 2010, 1)

The University's Director of Affirmative Action is charged with implementing and monitoring Eastern's affirmative action, discrimination, sexual harassment, and Americans with Disabilities policies.

The Social Work Program at Eastern Connecticut State University is bound by, and fully implements, the University's affirmative action policy. In addition, all participants in the Social Work Program, faculty, field supervisors, and students, must adhere to ethical standards established by the National Association of Social Workers. Section 4.02 of the NASW Code of Ethics states: Social Workers should not practice, condone, facilitate, or collaborate with any form of discrimination on the basis of race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, or mental or physical disability. (NASW 1996, 22-23)

The Social Work Program's own notice of non-discrimination reaffirms that of the University and states:

The Eastern Connecticut State University Social Work Program does not discriminate on the basis of race, color, religion, creed, national or ethnic origin, age, gender, gender identity or expression, disability, political or sexual orientation in admission to, access to, treatment in or employment in its programs and activities. The Social Work Program actively seeks diversity in its social work majors. We encourage applications from persons of color, non-dominant and other underrepresented groups.

The Social Work Program at Eastern Connecticut State University is committed to recruiting and retaining students of color, non-dominant and other underrepresented groups. Program faculty value diversity in program participants and seek to recruit students of all characteristics into the social work major. Reasonable accommodations will be made in all social work classes and other program activities for students with special needs. Students with special learning or other needs should notify the instructor, and if applicable the Office of AccessAbility Services, at the beginning of the course so that reasonable accommodations can be made as necessary. Program faculty make every effort to treat all students with respect and will not tolerate sexual harassment, or discriminatory speech or behavior by any person or in the conduct of any activity under the auspices of the Social Work Program.

ADMISSION TO THE SOCIAL WORK PROGRAM

Admission to the Social Work Program is competitive and is not guaranteed by admission to Eastern Connecticut State University.

THE PRE-SOCIAL WORK MAJOR

The Social Work Program selectively admits approximately 35 new social work majors each year. Students entering Eastern as freshmen or sophomores should begin as pre-social work majors. During their first two years of school, pre-social work majors are expected to work toward completion of the University's liberal arts core curriculum and the social work program's liberal arts foundation and professional foundation courses. See the Curriculum section of this document for a complete description of the social work major curriculum requirements including the pre-social work major course expectations.

Pre-social work majors are assigned academic advisors selected from the full-time social work faculty and are encouraged to meet with their advisors at any time to discuss academic or professional concerns. In addition for updated information on the Social Work Program and its requirements, all pre-social work majors should attend group advisement sessions sponsored by the program prior to each semester's pre-registration advisement period. At a minimum, pre-social work majors must meet with their advisors prior to each registration period to review their selection of courses and to obtain the code number necessary for registration. Pre-social work majors are invited to participate in conferences and other extra-curricular academic and social activities sponsored by the Social Work Program.

TRANSFER STUDENTS

Students entering Eastern with 45 or more credits from other colleges should complete the application process and will be evaluated utilizing the criteria described below. Transfer course equivalency credit will be determined by articulation agreements between Eastern Connecticut State University and/or the Social Work Program and the school from which the student is entering Eastern. Where no such agreements exist, the Social Work Program Coordinator in consultation with other program faculty will determine the equivalency of courses required by the Social Work Program.

Students entering Eastern's Social Work Program from community colleges and other non-CSWE accredited programs should be aware that course equivalency credit cannot be given for upper-level social work practice, research and field work courses or the social work senior seminar (SWK 300, 320, 333, 350, 420, 450, and 475). Such transferred courses typically are accepted by Eastern as social work electives. Credit earned in such courses is counted toward the 120 credits required for any bachelor's degree but may not be substituted for Social Work Program requirements.

The Social Work Program does not grant social work course credit for life experience or previous work experience.

PART TIME STUDENTS

Students wishing to complete the Baccalaureate of Arts in social work degree on a part-time basis through Eastern's School of Continuing Education should meet with the Social Work Program Coordinator to plan an individual course of study. Such students should be aware that social work practice courses must be taken with their accompanying research or field seminar course (SWK 300 with SWK 333, SWK 320 with SWK 350, and SWK 420 with SWK 450). As a result, the final two semesters of the degree generally require nine credits in the fall and twelve credits in the spring, taken during consecutive fall and spring semesters.

ADMISSION PROCESS

Information about the application process and criteria for admission to the social work major is available in the University catalog, in program descriptions published by the Social Work Program, on the program's web site, and on the Social Work Program application form. A copy of the Social Work Program Admission form is appended to this document.

Because of the small program size and sequential curriculum, students must be accepted into the social work major no fewer than four academic semesters prior to their expected graduation date. Admission to the social work major is competitive and is not guaranteed by admission to Eastern Connecticut State University. The Social Work Program accepts approximately 35 new students each year.

Students may apply for admission to the social work major following completion of at least 45 credits including an introductory social work course (SWK 200 or equivalent). The introductory course must include at least 20 hours of field experience. At the discretion of the social work faculty, volunteer or other social agency experience may be substituted for the pre-admission fieldwork requirement.

Additional Admissions Requirements

A cumulative grade point average of at least 2.3 (C+) is preferred with special attention given to grades earned in SWK foundation courses.

- Completion of SWK 200, Introduction to Social Work
- Completion of the college writing requirement (ENG 100) or its equivalent
- Completion of at least four of the five social work foundation areas listed below

The Social Work Program Application Forms

Application forms for the social work major are available from the Social Work Office (Webb Hall 421), the Program Coordinator, or downloaded at the Program web site <http://www.easternct.edu/socialwork/>. Completed applications include:

- A complete academic transcript including official transcripts from other colleges/universities
- The social work professional evaluation form completed by a social work or human service professional who can evaluate the student's potential for success in a social work career.
- A personal statement written by the student describing his/her motivation for entering the field of social work and personal attributes or experiences which will contribute to the student's potential for effectiveness in the social work profession.
- An optional affirmative action form which may be returned under separate cover to the Social Work Program secretary.

Applications should be submitted to the Social Work Program Coordinator by January 31 in order to enter the social work major the following September. Applications are reviewed by the social work faculty who will convey their decision to applicants by March 15. A limited number of seats are held for a second round of application reviews conducted prior to the beginning of fall classes to accommodate transfer students and others who miss the January deadline.

Students applying for admission to the program will be evaluated using the following criteria:

- Completion of SWK 200 Introduction to Social Work or an equivalent course
- Grade Point Average, with special attention given to grades earned in liberal arts foundation and professional foundation courses. An overall GPA of at least 2.3 ('C+') is preferred for program admission
- Number of social work program liberal arts foundation areas completed (at least four required)
- Evidence of the applicant's commitment to the ideals and practice of the social work profession
- The applicant's potential for enriching diversity in the Social Work Program through life experience or membership in an underrepresented demographic group
- Personal behavior and classroom performance demonstrating likelihood for adherence to the ethical expectations and obligations of professional social work practice as contained in the National Association of Social Workers Code of Ethics.

Four application decisions are possible

- *Admission to the social work major* | Admitted students must meet with the Social Work Program Coordinator to complete the University declaration of major form and to review course requirements for the social work major.
- *Conditional admission* | The student is admitted to the major with specific conditions such as satisfactory completion of additional course work to reinforce writing skills or repetition of a social work foundation course in which a low grade was received. The specified conditions are incorporated into a program admission form signed by the student and the Social Work Program Coordinator. Such students may declare the social work major although conditions specified by the admissions contract are treated as program requirements and must be satisfactorily completed by the student in order to earn the BSW degree.

- *Deferred decision* | The social work faculty may defer action on an application if the student lacks admissions requirements or adequate progress with general education requirements to complete the social work degree in a timely fashion. Deferral also may result if the faculty concludes that the applicant needs additional time to demonstrate suitability for program admission through, for example, grade point average improvement or resolution of other concerns identified by the faculty. Each applicant whose admission to the Social Work Program is deferred is informed in writing of the reasons for deferral and what the student must do in order for the application to be reconsidered.
- *Denial of admission* | Students may be denied admission to the Social Work Program for shortcomings in any of the admissions criteria listed above or because, in the judgment of the social work faculty, the application falls below the program admissions cut-off point determined by review of the applications as a whole. Applicants who are denied admission to the Social Work Program will be provided with the reasons for their denial. Applicants who wish to appeal the denial of their applications may contact the Program Coordinator to request review of their applications by a Program Appeals Board. Appeal is also possible through regular university procedures beginning with the Department Chair.

Admissions appeals procedure | Students wishing to appeal a social work major admissions decision may request a meeting with the social work faculty and/or request that the Social Work Program Coordinator convene an Appeals Board consisting of five Social Work Program Advisory Board members (excluding student board members). Appeals Board members must have no vested interest in the outcome of the student's admission appeal. At the discretion of the Appeals Board, faculty, students, or other individuals with information relevant to the outcome of the admission decision may be invited to attend Appeals Board meetings. The Board will determine the outcome of the appeal utilizing the four admission decision outcomes described above.

SOCIAL WORK PROGRAM CURRICULUM

University Requirements

To obtain a bachelor's degree from Eastern Connecticut State University all students, regardless of major, must fulfill University requirements detailed in [Eastern Connecticut State University Catalog](#).

- Fulfill the University Liberal Arts Core Curriculum
- Complete two semesters of a foreign language unless two years of a foreign language were completed previously at the high school level
- Fulfill the requirements of an academic major
- Fulfill the residency requirement
- Fulfill the University writing requirement
- Complete at least 60 credits in courses at the 200 level or above, of which at least 30 credits must be on the 300 or 400 level
- Accumulate an overall grade point average of at least 2.0
- Earn a minimum of 120 credits

Students must be aware of the requirements for graduation and, in consultation with their academic advisor, insure that their course of study includes all of the elements necessary to earn the bachelor's degree.

The Baccalaureate of Arts in Social Work Degree

Students who complete the Social Work Program at Eastern Connecticut State University earn a Bachelor of Arts (BA) degree in social work. This degree is commonly identified as a BSW. Course requirements for the BSW degree at Eastern promote the achievement of social work competencies identified in the Educational Policy and Accreditation Standards of the Council on Social Work Education, the national accrediting body for social work education. (See Appendix D for the CSWE Educational Policy and Accreditation Standards for undergraduate social work programs.) CSWE curriculum standards require that social work education be grounded in the liberal arts and contain a coherent, integrated professional foundation in social work. Social work field experience is considered social work's signature pedagogy. As such it is an integral and equal component of the social work curriculum at Eastern.

Competencies Achieved by Baccalaureate Social Work Students

Upon completion of the social work program of study, each student will be able to demonstrate these core competencies expected of social workers and identified by Eastern's Social Work Program and the Council on Social Work Education (CSWE) in its 2008 Educational Policy Statement.

1. Identify as a professional social worker and conduct oneself accordingly.
2. Apply social work ethical principles to guide professional practice.
3. Apply critical thinking to inform and communicate professional judgments.
4. Engage diversity and difference in practice.
5. Advance human rights and social and economic justice.
6. Engage in research-informed practice and practice-informed research.
7. Apply knowledge of human behavior and the social environment.
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
9. Respond to contexts that shape practice.
- 10(a)–(d). Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Social Work and Liberal Arts Foundation | Social work education is grounded in the liberal arts. Eastern's liberal arts core curriculum (LAC) provides students a broad understanding of the human condition.

Social work requires five foundation knowledge areas relevant to social work practice.

- Sociological foundation: A course or courses providing a foundation for understanding the organization and functioning of human societies, social institutions, and groups.
- Anthropological foundation: A course or courses providing a foundation for understanding of, and appreciation for the diversity of human ways of life and cultural perspectives

- Human biology foundation: A course or courses providing a foundation for understanding the biological bases of human physical development and behavior.
- Psychological foundation: A course or courses providing a foundation for understanding the psychology of individual perception and behavior.
- American government foundation: A course or courses providing a foundation for understanding the American political system and government.

SOCIAL WORK MAJOR COURSES

In order to achieve beginning level professional social work competencies both the course curriculum, classroom and field, and the learning environment must foster the development of essential knowledge, skills and values central to social work. Faculty conduct a rigorous assessment of the curriculum and learning context based upon continuous assessment of students' achievement of professional competencies. Collaborative and active learning strategies are the core of our educational endeavor. Students develop competencies through progressive learning in a sequence of courses through which they move as a learning community or cohort. Content and skills are introduced, reinforced, practiced and applied in the four=semester, forty-credit core course sequence for social work majors.

FIELD EDUCATION

Field education is integral to social work education. It is the profession's signature pedagogy (Shulman 2005). Professionally supervised opportunities to practice social work roles reinforce students' identification with the purposes, values, and ethics of the profession; foster the integration of empirical and practice-based knowledge; and promote the development of all professional competencies. Field education is systematically designed, supervised, coordinated, and evaluated on the basis of behavioral criteria by which students demonstrate the achievement of generalist social work practice competencies.

Field experience is a pre-requisite for admission to the Social Work Program either through SWK 200 - Introduction to Social Work or through an approved substitute experience. Supervised professional field education is required in SWK 300 - Social Work and the Community and through the two fieldwork courses, SWK 350 and SWK 450 and their integrating seminars.

PLAN OF STUDY

See Appendix C for a plan of study worksheet including LAC and social work courses.

Pre-social work major (Freshman and Sophomore years)

Pre-social work majors are expected to work on the University's liberal arts core curriculum (LAC) as described below, the Social Work Program liberal arts foundation areas (SOC 100, PSY 100, PSC 110, ANT 106, and BIO 202, or equivalent courses) and to complete SWK 200 Introduction to Social Work.

University Liberal Arts Core Curriculum

Eastern's Liberal Arts Core Curriculum (LAC) is the required curriculum for students entering Eastern in fall 2007 and thereafter. Students must take fourteen courses in three sequenced steps or tiers. Pre-social work majors may complete two LAC sections (Tier I Natural Sciences and Social Sciences) through completion of social work foundation courses. Social work majors complete two, Tier II LAC requirements (Applied

Information Technology and Individuals and Societies), and the final Tier III capstone through completion of the social work major. The remaining LAC areas must be completed with courses approved for LAC use. Students should consult the University LAC website for a complete description of the University's LAC and the lists of approved courses. *Completion of ENG 100 - College Writing is required for program admission. Full completion of the LAC is not required for acceptance into the Social Work Program.*

Social Work Program Liberal Arts Foundation Courses

Sociological foundation: A course or courses providing a foundation for understanding the organization and functioning of human societies, social institutions, and groups. Typical courses used to fulfill this requirement include: SOC 100 Introduction to Sociology, SOC 300 Sociological Theory

Anthropological foundation: A course or courses providing a foundation for understanding of, and appreciation for, the diversity of human ways of life and cultural perspectives. Typical courses used to fulfill this requirement include: ANT 106 Cultural Anthropology, ANT 337 Urban Anthropology

Human biology foundation: A course or courses providing a foundation for understanding the biological bases of human physical development and behavior. The course typically used to fill this requirement is: BIO 202 Human Biology.

Psychological foundation: A course or courses providing a foundation for understanding the psychology of individual perception and behavior. The typical course used to fulfill this requirement is PSY 100 General Psychology

American government foundation: A course or courses providing a foundation for understanding the American political system and government. Typical courses used to fulfill this requirement include: PSC110 American Government and Politics, PSC 200 State and Local Politics and Government.

Completion of at least four of the five Social Work Program liberal arts foundation areas is required for program admission.

Sophomore year - social work major professional foundation course

Fall semester

SWK 200 Introduction to Social Work

3 credits

Note: Required for admission to the social work major

An overview of the social services and the profession of social work introducing students to the history of the field; knowledge, values and skills necessary for social work practice; and the variety of social service programs and agencies characterizing the field today. Human rights principles are explored. Includes a twenty-hour field experience.

Spring semester

The Social Work Program encourages study abroad during the spring semester of the sophomore year. Social work students considering study abroad should meet to discuss their plans with their faculty advisor in the Social Work Program.

Junior and Senior years - the social work major courses

Junior year

Substantial completion of the LAC is expected by the end of the junior year. All liberal arts foundation and professional foundation courses must be completed prior to admission to senior year practice and seminar courses.

Fall semester

SWK 311 The Social Environment and Human Behavior 3 credits

The sociology and anthropology foundations must be completed prior to, or concurrently with SWK 311.

Provides the theoretical and empirical foundation for understanding the influence of macro systems on human behavior. Examines sociological, social psychological, economic, and cultural theories that are relevant to understanding organizations, communities, social institutions, society and the world at large. Highlights the forces of social exclusion and the consequences of social injustice. Develops students' awareness of self and others as shaped by these forces.

SWK 325 Social Welfare Policy 3 credits

Prerequisites: PSC 110 or PSC 200

The American government foundation must be completed prior to, or concurrently with enrollment in SWK 325.

Exploration of the use of social policy for meeting human needs and achieving social ideals. Introduction to the process of policy making and implementation emphasizing the impact of the political, economic, and cultural climate on social welfare policy and the roles of the public and private sectors in the delivery of social welfare services.

SWK 330 Research for Social Work I 3 credits

Note: Open only to social work majors

Introduces students to methods of social research used by social scientists in general and by practicing social workers, including single system design, program assessment, and the application of social work ethics to research procedures. The course has an introduction to statistics and to SPSS.

Spring semester

SWK 300 Generalist Practice with Communities and Organizations 3 credits

Prerequisites: SWK 325, SWK 311

Co-requisite: SWK 333

Note: Open to social work majors only

Generalist social work knowledge for practice with communities and organizations is integrated with professional values and skills. The skills of assessment, goal setting, intervention, termination, and evaluation are taught. Major themes include social justice, social change, and empowerment. Includes a forty-hour macro practice field experience.

SWK 312 Human Behavior and the Social Environment 3 credits
The psychology and human biology foundations must be completed prior to, or concurrently with SWK 312.

An overview of micro-level empirical and theoretical perspectives for understanding human behavior across the life cycle including the biological, psychological, and social factors which shape human lives. Includes discussion of individual, family, and group systems and evaluation and practical application of theory for generalist social work practice.

SWK 333 Research for Social Work II 4 credits
Prerequisites: SWK 330
Co-requisite: SWK 300
Note: Open only to social work majors

This course is a continuation of SWK 330 and is designed to give students practical, supervised experience in social work research. In this course, students will carry out research projects in a field setting using the proposals developed in SWK 330. Students will be introduced to SPSS and other data management and analysis techniques.

Senior year

Fall semester

SWK 320 Generalist Practice with Individuals and Families 3 credits
Prerequisites: SWK 200, SWK 300, SWK 312, SWK 333
Co-requisite: SWK 350
Note: Open to social work majors only

Generalist social work knowledge for practice with individuals, couples, and families is integrated with professional values and skills. The skills of assessment, goal setting, intervention, termination, and evaluation are taught. Major themes include the strengths perspective and cultural competence.

SWK 350 Field Instruction and Seminar I 6 credits
Prerequisite: SWK 200, SWK 300, SWK 311, SWK 312, SWK 330, SWK 333
Co-requisites: SWK 320
Note: Open to social work majors only.

Provides a minimum of 200 hours of experience in a social service agency or other social work setting under the supervision of a social work professional. Weekly seminar sessions promote specialized competencies and integrate knowledge, values and skills gained from classroom instruction with field experience.

Spring semester

SWK 420 Generalist Practice with Groups and Organizations 3 credits
Prerequisites: SWK 320, SWK 350
Co-requisite: SWK 450
Note: Open to social work majors only.

An introduction to the use of groups in generalist social work practice providing the beginning knowledge and skills necessary for effective work with formed and natural groups. Emphasizes the power of the group as a mutual aid system and the use of task groups and group problem solving with clients and in organizational practice.

SWK 450 Field Instruction and Seminar II 6 credits

Prerequisite: SWK 350

Co-requisites: SWK 420

Note: Open to social work majors only

Provides an additional minimum of 200 hours of generalist practice experience under social work supervision. Students are expected to build on their SWK 350 experience by assuming new responsibilities and challenges. Weekly seminar sessions integrate knowledge, values, and skills gained from classroom instruction and the field experience.

SWK 475 Social Work Senior Seminar 3 credits

Prerequisites: SWK 300, SWK 320, SWK 350

Prerequisites or Co-requisites: SWK 420, SWK 450

Note: Open to social work majors only. Fills writing-intensive course requirement.

SWK 475 must be taken concurrently with, or following completion of SWK 420 and SWK 450.

Capstone seminar for social work students. Promotes critical thinking, the development of professional identity, and the integration of the knowledge, values, and skills of the social work curriculum. Content is related to central social work perspectives, systems change, human rights, the role of social work in the United States and the world, and emerging issues in the profession.

Social Work Electives:

SWK 245 Social Gerontology 3 credits

Social, cultural, and physical factors which influence the process of aging. Special emphasis is given aspects of society which tend to improve or lessen the quality of life experienced by elderly people.

SWK 344 Substance Abuse 3 credits

Covers the causes, medical aspects, family dynamics, cross-cultural issues, and treatment modalities of drug and alcohol abuse. The course is designed with both undergraduate students and human service professionals in mind.

SWK 369 Working with Gambling Problems 3 credits

Covers the fundamentals for understanding gambling problems in the U.S. including an overview of the public policies for the treatment and control of gambling, an examination of the epidemiology of gambling across diverse groups, theoretical frameworks for assessing and intervention with problem gambling, and an understanding of the available research.

SWK 365 Special Topics in Social Work 3 credits

Note: Enrollment in some offerings may require consent of the instructor.

One-time offerings of social work elective courses. SWK 365 may be repeated for credit with a topic change. Academic requirements and expectations:

SOCIAL WORK EDUCATIONAL POLICIES

In its preparation of students for professional social work practice, the social work program recognizes its responsibility as gatekeeper to the profession including the program's obligation to insure the protection and safety of the clients who will be served by program graduates. Academic standards enforced by the program, therefore, include both competence in social work knowledge, values, and skills as demonstrated by students' classroom and field agency performance; and classroom, university, field agency, and community behavior in conformance with the ethical standards and behavioral expectations of the social work profession. Violation of the social work program academic standards including scholastic, ethical and conduct standards within a field placement, in the University, or in the community as described below will result in a review of the student's performance in the Social Work Program by the program faculty and may result in dismissal from the social work major.

Students' appropriate efforts to gain knowledge is a fundamental right. Students will not be prohibited from exercising their constitutional rights or from other lawful activity guaranteed by the United States. These activities expressly include, but are not limited to, freedom of speech and dissent.

Scholastic academic standard - minimum grade requirement | University policy requires students to earn a cumulative academic grade point average (CGPA) of at least 2.0 ('C') to receive a bachelor's degree from the University. Students whose CGPA drops below 2.0 are placed on academic probation or dismissed from the University.

Each Social Work Program course syllabus includes information about elements to be included in the evaluation of student achievement and course grade calculation. In academic courses grades are typically based on test performance, assignments, and classroom performance weighed as determined appropriate by the course instructor. Fieldwork courses, in addition, include an evaluation by the student's agency supervisor as a significant portion of the student's grade for the course.

Social work majors must demonstrate mastery of the knowledge, values, and skills of the social work profession. Social Work Majors must maintain a University cumulative grade point average of at least 2.0 ('C'). Grades earned in social work courses must reflect mastery of the profession's knowledge base and skills; motivation, work and time management skills; and critical thinking skills that are essential for effective social work practice. Therefore social work majors must earn a grade of 'C' or better in all required courses beyond the pre-major foundation course level. These courses include SWK 200, SWK 300, SWK 311, SWK 312, SWK 320, SWK 325, SWK 330, SWK 333, SWK 350, SWK 420, SWK 450, and SWK 475. The social work faculty will review the academic progress of all social work majors whose University cumulative grade point average drops below 2.0 or whose grades fall below C in the listed social work courses. At the discretion of the social work faculty, failure to meet the program's academic standards may delay admission into further courses in the sequence of study or result in suspension or dismissal from the social work major.

One or more grades of C- or lower in required social work courses will result in an academic progress review.

Ethical academic standard | The social work profession is committed to the advancement of human well-being and the promotion of social and economic justice for all. This professional role requires a public trust. Social work students therefore must show moral awareness, self-understanding, concern for the welfare of others,

and responsibility. Students must demonstrate respect, honesty, fairness, trustworthiness, appreciation of individual and cultural differences, and the ability to collaborate effectively with others.

Academic standards relating to personal conduct | Because social work clients are particularly vulnerable to misconduct, misjudgment, and biases, social work students must meet high standards for knowledge, ethical standards, and behavioral expectations. Ethical and responsible conduct is expected of social work majors in classroom activities, on fieldwork assignments, in the university, and in the community. Student conduct (especially behavior involving clients) in the classroom, university, field work agency, or in the community that is potentially dangerous to current or future clients or which raise doubt about the student's ability to adhere to the ethical expectations and obligations of professional practice constitutes a violation of social work program academic standards. In field agency placements students are expected to conform to agency policies and to conduct themselves ethically and responsibly with the agency, colleagues, and clients. Violations of campus or community regulations, violations of law and/or university standards of behavior will result in a review of the student's performance in the Social Work Program by the program faculty and may result in dismissal from the social work major in addition to university or community action taken against the student. The following are examples but not a complete list, of proscribed behaviors for social work students which may result in a student's dismissal from the social work major on academic grounds:

Academic dishonesty, University behavior code violations, and other community misconduct | Academic dishonesty may result in an academic progress review for social work majors.

- Dishonesty in the academic environment such as plagiarism, cheating on examinations, or other conduct punishable by the Connecticut State University
- Dishonesty about field work activities including, but not limited to, falsification of records such as field agency time sheets, field journal entries, or field performance documentation and evaluation forms
- Solicitation or acceptance of gifts of value, services, or money from clients that are not legitimate payment for services received on behalf of the student's field agency
- Sexual activity with clients including, but not limited to, kissing, fondling, or sexual intercourse

Social work majors should read and become familiar with the Connecticut State University Guidelines for Student Rights and Responsibilities and Judicial Procedures, and the Connecticut State University Punishable Offenses and Range of Sanctions contained in the ECSU Student Handbook. In addition, students also should be aware of other relevant policies such as the CSU Policy Regarding Racism and Acts of Intolerance, Eastern's alcohol and drug policy, and policy on sexual harassment also contained in the ECSU Student Handbook.

Social Work students are required to inform the Program Coordinator as soon as possible, but not later than five business days, following an arrest or a university offense that could result in disciplinary action by the university.

Student misconduct, on or off campus, directed toward other students, faculty, university staff, or members of the larger community may, at the discretion of the social work faculty, result in Social Work Program and/or University procedures for dismissal. The Connecticut State University "Proscribed Conduct" list published in Eastern's Student Handbook provides examples, but not a complete list, of misconduct which may result in a student's dismissal from the Social Work Program on academic grounds. When the legal or illegal behavior does not affect current or potential clients but the behavior violates the policies, standards, or

rules of the University, proceedings will follow the University's procedures for addressing student misconduct as described in the Eastern Connecticut State University Student Handbook.

Academic Problem and Performance Reviews

Stage 1: Faculty member(s) - student discussion | Typically the first level of response to academic problems of students in the Social Work Program, including inadequate scholastic performance, violation of the social work program scholastic, ethical or conduct standards, and/or violation of University or community regulations which pose potential risk to current or future clients or raise doubt about the a student's ability to adhere to the ethical expectations and obligations of professional practice will be a meeting between the student and the most closely involved social work faculty member(s) as identified in the table below:

Locus of problem	Meeting between student and:
Classroom	Course instructor
Field agency	Agency supervisor and field liaison
University or community	Program Coordinator

Discussion of classroom performance problems will include the student and the instructor of the course in which the problem is occurring. Problems arising in field agency placements may be discussed between the agency supervisor and student individually or, at the request of either student or agency supervisor, may include discussion with field liaison and the Social Work Program Field Coordinator. Problems involving violation of University or community regulations outside of the classroom or fieldwork agency will result in discussion between the student and the Social Work Program Coordinator.

Ideally a verbal resolution of the problem should suffice as an outcome of such meetings. If, in the opinion of the student or other individuals involved, a satisfactory resolution is not obtained, any of the individuals involved may request a meeting with the full social work faculty and/or proceed to stage three described below by requesting that the Social Work Program Coordinator convene an Academic Program Review or by pursuing the issue through university channels.

If, in the opinion of the social work faculty member(s) involved, the problem may potentially interfere with the student’s appropriateness for, or progress in, the Social Work Program, written documentation of the nature of the problem and decisions made during the student/faculty meeting should be sent to the Social Work Program Coordinator, with a copy given to the student, for inclusion in the student’s program file. If, in the opinion of the social work faculty member(s) involved, the problem is of such a severe or repeated nature as to raise immediate concern about the student’s continued participation in the Social Work Program, the Social Work Program Coordinator should be notified and a performance review meeting of the social work faculty will be called to discuss the problem as described below.

Behavior which constitutes a violation of the Connecticut State University Guidelines for Student Rights and Responsibilities may, in addition, be referred by the Social Work Program Coordinator to the Vice President of Student Affairs to initiate university disciplinary procedures as described in the Eastern Connecticut State University Student Handbook.

Immediate removal from a fieldwork placement | Fieldwork agencies have the right to remove a student from a field placement immediately if, in the opinion of the agency, continuation of the student in the placement may put agency clients at risk, or for other reasons is unacceptable to the agency. As soon as practical following the

immediate removal of a student from a field placement, the Social Work Program Field Coordinator will contact the agency and the student to obtain information about the cause of the removal and an Academic Performance Review meeting will be held to determine an appropriate course of action.

Stage 2: Social Work Major Academic Performance Review Meetings | The social work faculty will meet as needed to review the academic performance of social work majors. At the discretion of the faculty, students or other individuals with information relevant to issues to be discussed may be invited to attend such review meetings. These meetings will be used to:

- Monitor completion of admission conditions specified in provisional admission contracts
- Review the overall program performance of students receiving grades of C- or lower in required social work courses
- Review the progress of students whose cumulative University grade point average drops below 2.0
- Review the program performance of students accused of violation of the program's academic expectations such as violation of the social work program ethical or conduct standards, and/or violation of university or community regulations which pose potential risk to current or future clients

Potential Outcomes | Four outcomes are possible from academic performance review meetings. The affected student will be given a written statement of the faculty decision, a copy of which will be placed in the student's program file.

- No action - The faculty determines that no action is necessary at the time.
- Conditional continuation - The faculty determines specific conditions necessary for the student's continuation in the Social Work Program. Such conditions will be drafted into a written contract to be signed by the student and must be satisfactorily adhered to by the student in order to earn the BSW degree.
- Suspension - The faculty determines that the student should be removed from a fieldwork placement and/or from social work classes or that the student should not be permitted to progress in the field and/or social work course sequence from one semester to the next. In either case, suspension is considered a temporary removal from the Social Work Program to permit time for resolution of issues felt by the faculty to be interfering with the student's program performance. Conditions necessary for the student's continuation in program activities will be drafted into a written contract to be signed by the student and must be satisfactorily complied with by the student before further progress toward the BSW degree will be permitted.
- Dismissal - The social work faculty may recommend to the Dean of the School of Arts and Sciences that a student be dismissed from the social work major.

Stage 3: Student appeals and grievance resolution procedure | Students seeking to appeal social work major admissions decisions or academic performance review decisions by the social work faculty have two possible routes of appeal: to a social work program appeals board convened by the Social Work Program Coordinator or through university channels as described below.

Appeal of Decisions

Social Work Program Appeals Board | Students may request that the Social Work Program Coordinator convene as soon as practical an Appeals Board consisting of five Social Work Program Advisory Board members

(excluding student board members). Appeals Board members must have no vested interest in the outcome of the student's appeal. At the discretion of the Appeals Board, faculty, students or other individuals with information relevant to issues to be discussed may be invited to attend Appeals Board meetings. The Board will determine the outcome of the appeal utilizing the four performance review outcomes described above. The affected student will be given a written statement of the Appeals Board decision, a copy of which will be placed in the student's program file. Student requests for Appeals Board hearings must be submitted to the Program Coordinator as soon as practicable following receipt of notification of the decision to be appealed. Appeals Board decisions may be appealed through university channels as described below.

University levels of appeal | The Social Work Program appeals and grievance procedure described above does not abrogate a student's right to appeal utilizing university procedures. Levels of appeal within the university may include appeal to the Dean of the School of Arts and Sciences, and the Vice President for Academic Affairs or the Vice President of Student Affairs.

Junior and Senior Year Progress Reviews | The social work faculty routinely review the program performance of social work majors following completion of their junior year courses to certify each student's readiness to enter the senior year field work component of the Social Work Program. In addition the social work faculty reviews the program performance of graduating social work seniors to certify their readiness for the BSW degree.

OTHER ACADEMIC POLICIES

Policy For Written Work

In an age of practice accountability and documentation, the ability to communicate effectively in writing is an essential professional skill. Consequently, written assignments will be included as part of every social work course and the quality of a student's writing will form part of the student's course grade. The Social Work Program meets the University Writing Requirements through its intermediate and capstone level writing requirements in the major.

Written work submitted in social work courses should conform to standards to be found in the *Publication Manual of the American Psychological Association*.

Portfolio Expectation | Social work students should maintain a portfolio of their work in courses required by the Social Work Program. At a minimum this portfolio should contain:

- Course syllabi
- Major papers
- Copies of major tests returned by instructor
- Documentation of field experiences such as journals kept and copies of supervisor evaluations

The portfolio will provide useful documentation of student accomplishment in the Social Work Program and may be useful to the student in the future if the student wishes to seek advanced standing or course waivers for graduate education in social work.

In addition, student portfolios may be used by Social Work Program faculty in its reviews of student progress described below and/or as sources of data for review of goal attainment by the Social Work Program as a whole.

OPPORTUNITIES FOR SOCIAL WORK ENGAGEMENT AND IDENTIFICATION

Student Feedback to the Social Work Program | The Social Work Program faculty seeks the active participation of social work students in the conduct of the Social Work Program. All social work students should attend periodic program meetings that will be held to discuss program developments. In addition, social work students should feel free to approach social work faculty with comments, suggestions, and ideas at any time. Two social work majors, one junior and one senior, and an alternate from each class will be elected by their classes to membership on the program advisory board. Students also are encouraged to provide social work faculty with honest feedback on anonymous end of semester course evaluation forms distributed in each Social Work Program course. Finally, graduating seniors will be required to submit an anonymous evaluation of their Social Work Program experience at the end of the Social Work Senior Seminar.

Social Work Student Organization | A Social Work Club provides opportunities for pre-Social Work and Social Work majors to develop their interests and create opportunities for professional advancement and community service in the University setting. The club has hosted social work speakers, collaborated with other service clubs, provided assistance to local organizations and created a forum of the values and mission of social work on the campus.

Social work faculty have taken the lead to organize other activities to encourage development of group identity among social work students and provide a foundation for student expression. Significant among these efforts is the scheduling of at least two student organizational meetings and additional social activities each year. These events are announced in all social work classes and through e-mail messages sent to distribution lists of social work majors and pre-majors. A fall organizational meeting is planned for early in each fall semester to elect student leaders. Thereafter student organization meetings are conducted by students and faculty involvement will be negotiated with the student leadership.

NASW Membership | Student membership in the National Association of Social Workers is open to students in social work programs accredited by, or in candidacy under the Council on Social Work Education. Consequently, social work majors at Eastern are strongly encouraged to join NASW. Senior students will be required to join this professional association. Application forms are available from the Social Work Program Coordinator.

Phi Alpha National Social Work Honor Society | Eastern Connecticut State University Social Work Program has chartered the Pi Zeta chapter of Phi Alpha, the national honor society for social work. The purpose of the Phi Alpha Honor Society is to provide a closer bond among students of social work and to promote humanitarian goals and ideals. Phi Alpha fosters high standards of education for social workers and invites into membership those who have attained excellence in scholarship and achievement in social work. Eligible students have: declared social work as a major, achieved senior status, completed at least 7 of the 12 required social work courses, achieved an overall grade point average of 3.0 on a 4.0 scale, and achieved a 3.5 on a 4.0 scale grade point average in required social work courses. Social work faculty will approve the list of eligible students for induction.

STUDENT ADVISEMENT

Pre-Social Work Majors | Pre-social work majors are assigned academic advisors selected from the full-time social work faculty and are encouraged to meet with their advisors at any time to discuss academic or professional concerns. In addition for updated information on the Social Work Program and its requirements, all pre-social work majors should attend group advisement sessions sponsored by the program prior to each semester's pre-registration advisement period. At a minimum, pre-social work majors must meet with their advisors prior to each registration period to review their selection of courses and to obtain the code number necessary for registration. Students are free to select the advisor of their choice from among the social work faculty.

Social Work Majors | Each social work major is assigned an academic advisor within the Social Work Program. Students are encouraged to consult their advisors concerning any issues that may have an impact on their academic progress in the university. At a minimum, social work majors are required to see their advisors during each semester's pre-registration advisement period to review completion of Social Work Program and University degree requirements and to obtain the advisor's signature necessary for registration for the coming semester's courses.

Because of the small size of Eastern's Social Work Program, academic advisors typically encounter their advisees in class as well as in advisement sessions, greatly increasing the accessibility of students and advisors to each other. In addition, the small program size allows faculty to become acquainted with all social work majors, and majors know all social work faculty. Students are encouraged to approach any social work faculty member with program or course concerns. As a result, faculty and students often discuss individual concerns about academic progress, course selection, other educational issues, and career needs at times other than the formally required advisement meetings.

Social Work Program faculty make every effort to be available as needed to program students. Faculty office hours and office phone numbers are posted in the faculty office area and listed on all social work course syllabi. Students should feel free to use the University's voice mail or e-mail systems, including that in WebCT / Vista to communicate with faculty or, when necessary, for scheduling meetings with faculty outside of their regular office hours.

SPECIAL CONSIDERATIONS AND EXEMPTIONS FROM PROGRAM POLICIES AND REQUIREMENTS

The social work faculty will meet as needed to discuss requests from students for exceptions to program requirements, temporary withdrawal from the Social Work Program, or other student issues requiring case-by-case decisions by the program faculty. Such requests from students should be submitted in writing to the Social Work Program Coordinator.

SOCIAL WORK PROGRAM ASSESSMENT AND BENCHMARK ACHIEVEMENT

The Social Work Program engages in continuous and outcome assessment of student learning and the overall quality of our program. There are many assessment approaches that we employ including in class assignments, nationally normed testing, student satisfaction and self-assessment surveys, University-wide assessment and field faculty assessment of student performance in the field. We encourage all students to participate fully in these efforts, recognizing the importance of each individual in shaping the learning experiences of all.

Incoming juniors are requested to complete entrance surveys. An assessment day for senior students is scheduled during spring exam week. When you are requested to participate in University assessment efforts, such as the National Survey of Student Engagement (NSSE) or the Collegiate Learning Assessment (CLA) we urge you to participate.

The results of our assessments demonstrate that our social work students express high rates of satisfaction with the quality of their education within the University and specifically in the Social Work Program. Social work majors have the highest rates of all majors in achieving graduation and graduating on time. Social work majors persist to graduation. Few (approximately 5%) of those accepted withdraw from the major and almost all students (97%) who choose to proceed are successful in achieving the academic and behavioral standards of the program. NSSE survey results indicate that social work majors rank #1 of all majors in perceived quality of their educational experience, effort expended in their academic work (hours per week in studying, number of 5-19 page papers written), and enriching educational experiences. Student field faculty rate our senior students as highly effective in practice and over two years only two students (4%) did not achieve 100% of all 41 practice competency ratings by the end of their placements. Most students successfully achieve expected levels of success in classroom assignments. Generally students as a group achieve competency in classroom assignments. Nationally normed content and application tests (Area Competency Achievement Test in Social Work – ACAT and the Baccalaureate in Social Work Assessment Project – BEAP) demonstrate that students achieve national median levels and our Eastern social work faculty standard in most of the ten professional competency areas. In overall combined standards using multiple indicators, social work students now meet six of ten benchmarks that the program has established as goals.

Program faculty will discuss the specific achievements for the previous year in each class fall orientation and identify areas for improvement during the upcoming academic year.

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SOCIAL WORK FIELD EDUCATION

PURPOSE AND GOALS OF FIELD EDUCATION IN THE BSW PROGRAM

The Eastern Connecticut State University Bachelor of Arts in Social Work Program ensures that graduates of the program will have the competencies based on professional knowledge, values, and skills necessary for effective beginning level generalist social work practice. Field education is central to students' integration of theory and knowledge, and the application of the values and skills of social work practice.

As generalist practitioners, students within field placements will practice with knowledge about human behavior, employ strengths and ecological perspectives, and engage in culturally competent practice with multiple system levels including individuals, families, groups, organizations, and communities.

As students develop increasing abilities throughout their academic and field experiences, they will be prepared as beginning level generalist practitioners who will be self-aware professionals; employ a systematic approach to change with systems of all sizes; assume, as appropriate, a variety of helping roles especially those of enabler, broker, activist, advocate, and researcher; and engage in social work practice in ways which ensure client self-determination and empowerment.

Graduates' practice will be guided by the values and ethics of the social work profession. They will know the principles of social work practice and the NASW Code of Ethics. They will be able to identify and address ethical dilemmas in practice. They will be knowledgeable about and, strive to eliminate, the biological, psychological, and socio-cultural barriers to full human growth and development, including the elimination of poverty, oppression, and discrimination. Program graduates will implement the social work profession's commitment to the promotion of human rights and social and economic justice.

The fieldwork component of the program is integral to the development of effective generalist practitioners. Eastern Connecticut social service agencies, social work professionals, the ECSU Social Work Program and social work students collaborate to develop excellent beginning level generalist social work practitioners. Through the exploratory field work experience in Introduction to Social Work; team-based community mobilization practice in Generalist Practice with Communities and Organizations; and completion of two semesters of supervised field work in the senior year, students learn how to apply the knowledge, values and skills of generalist social work learned in the classroom; integrate theory with practice; develop a greater awareness of self through practice; and create a professional self through supervision in practice.

Relationship between Social Agencies and Eastern's Social Work Program | Eastern's BSW Program collaborates with field agencies in the education of social work students. The Program and the agencies jointly conduct the education of the students according to the policies detailed in this handbook and in course syllabi.

The social service agencies are expected to provide each student with appropriate supervision and to inform students of all relevant policies, rules and regulations pertinent to the student's field education. Students who are not employees of the agency are not entitled to Worker's Compensation benefits. Agencies shall not use student interns to replace staff. They are trainees and their work must be done under the educational supervision of a field supervisor. The agency will inform the University contact of any changes in the agency or staff that may affect the student's learning. Agencies may immediately suspend or remove a student from a placement if the student is likely to cause harm, however consultation regarding any change in the nature of placement is requested.

The BSW Program of Eastern Connecticut State University will insure that students are prepared to meet the academic standards at each phase of the field internship course of study and the goals and objectives of the Program and the University. The Program will provide support, information, training and consultation for the agency and field supervisor to promote student learning. The Program requires students to maintain confidentiality and perform all assignments in a manner in keeping with their developing professional capacities reflecting the standards of the profession of social work following the Code of Ethics of the National Association of Social Workers. The Program will inform the agency supervisor of any changes in student status that may affect the student's learning. The Program may immediately suspend or remove a student from a placement if the student is likely to cause harm, however consultation regarding any change in the nature of placement is preferred. Liability coverage is provided by the State of Connecticut under Section 10-235 of the General Statutes entitled: "Indemnification of Teachers, Board Members and Employees in Damage Suits; Expenses of Litigation" and by separate insurance for allied health professionals in training.

STRUCTURE OF BSW FIELD EDUCATION PROGRAM

Our program requires three levels of generalist social work field practice experience. Each are detailed on the Social Work Program field education website at: <http://www.easternct.edu/socialwork/socialworkfield.htm>.

Exploratory Field Education | The exploratory field education experience occurs as a part of the course requirement for students registered in SWK 200, Introduction to Social Work. The objective of the Introduction to Social Work course is to provide students who are contemplating entry into the social work major some basic knowledge about the profession. Students learn about the social welfare system, the history of the social work profession, and the nature of services, intervention strategies, and roles performed by social workers.

The exploratory field experience involves a twenty-hour field experience at a social service agency. The exploratory field experience occurs in a variety of social service settings and is expected to provide the student an opportunity to observe the work of social service agencies and social work and human service professionals, and assist the agencies in accomplishing their missions. The course instructor provides students a list of social service agencies that accept volunteers and provides assistance in choosing a placement that fits the students' interests. The students contact the identified agency representative to arrange for an interview and placement. Settings are diverse and include such placements as senior citizen centers, soup kitchens, day care centers, after-school programs, homeless shelters, domestic violence programs, and psychiatric hospitals.

Students are encouraged to provide direct services to clients or consumers or to engage in preventive or community change activities. Usually services provided are material support or assistance, such as serving food at soup kitchens, providing child day care at homeless shelters, or providing companionship to elderly homebound persons. Students may promote the use of food stamps or inform the public about entitlements or resources.

Students record their observations and interactions in a journal and write a series of three papers demonstrating their understanding of the agency, its mission and services, the context of the service within the community, and evaluating their experiences and learning. Students conduct library research about the population their setting serves, prepare a paper describing the agency, and write a personal assessment of their learning in the practicum. Students assess their readiness and motivation for further study in the field.

Student Expectations | Students must complete at least twenty hours of volunteer service in a social agency approved by the course (SWK 200) instructor. Students will identify their learning goals, collaborate with the agency to identify their activities and schedule, be responsible to the agencies for this contract, and provide ample opportunity for their supervisor to evaluate their performance and verify their time worked. Students must adhere to all ethical standards in this practice setting, including the expectation of client confidentiality. Students must successfully meet the expectations of the field requirement in order to receive a grade of C or higher in the course, which is needed to progress in the social work program.

Social Agency and Agency Supervisor | We expect the agency to provide opportunities for students to observe and to engage in service to persons and the community. With direct supervision provided by agency staff (social work supervision preferred), agencies will insure that ensure that agency standards are met, student safety is assured, and the student's field experience is verified and evaluated. The agency will assist the student in learning about the organizational and community context of practice, the roles of social workers, ethical standards of practice, human diversity, and the values that support their efforts. Supervisors are expected to complete an evaluation of the student's behaviors and overall potential for the social work profession.

JUNIOR COMMUNITY FIELD EDUCATION

The junior community field education experience occurs as part of the course requirement in Generalist Practice with Communities and Organizations (SWK 300). This is the first practice class for students admitted into the Social Work Program. This course is always taken during the spring semester and is concurrent with Social Work Research II (SWK 333).

Students in this community practice course work in small task groups of 5 to 6 people to mobilize communities to solve problems and meet communities' needs under the supervision of a social work professional. The community projects are identified through collaboration with the community agency, course instructor and/or the field coordinator. Students are assigned to the projects by the instructor(s) of SWK 300.

The community change project must provide students with an opportunity to engage and mobilize community members. Students are expected to spend no less than 45 hours in the field working on their community project. They must spend at least one hour working together with their task group members in the field and they must engage in weekly supervision meetings with their field instructors. The students prepare as a group a community assessment and develop a written intervention plan. In addition, in relation to their project, they must develop and implement an educational campaign, attend to two public meetings, and engage in a fund raising effort. At the conclusion of their project the group must present a formal oral presentation to classmates that chronicle their change efforts, identifying the strengths and challenges experienced during their projects, and write a paper demonstrating their understanding of the community change process and their practice experiences. The students also receive an individual evaluation of their skill development that is completed by the field instructor in collaboration with the students. (See the appendix for a copy of the Junior field experience evaluation form). Students are also expected to complete an individual self-evaluation narrative that identifies their skills development. In connection to their community change project, as part of their Social Work Research course (SWK 333), the students design and implement a research based practice evaluation project. They are expected to prepare both written and oral presentation of their evaluation projects. Although connected to their field experiences, the hours spent in relation to the evaluation project are not counted towards the 45 hours of required field experience.

Community projects have included voter registration drives, preventive public health education projects, organizing tenants in public senior housing to reduce the risk of falls, promotion of the Food Stamp Program, revitalizing community support for a teen center, reduction of problem gambling on college campuses, and other community mobilization activities.

Student Expectations | Students provide direct services within the community setting for at least 45 hours during the semester. Students must engage in community practice as a member of a team. Students assess community strengths and needs, identify goals, develop an intervention plan, mobilize the community and, in conjunction with SWK 333, Research II, evaluate their practice. Students must adhere to all agency policies and ethical standards of practice. Students must successfully complete the field component of SWK 300 in order to receive a grade of C or higher and proceed in the Social Work Program.

Social Agency and Agency Supervisor | The agency must be an agency in good standing within the community and one that provides ample opportunity for students to engage in mobilization to promote social justice, human rights and human well-being. Students must be supervised by an agency professional (social worker preferred). Agencies will insure that agency standards are met, student safety is assured, and the student's field experience is verified and evaluated. The agency will assist the student in learning about the organizational and community context of practice, the roles of social workers, ethical standards of practice, human diversity, and the values that support their efforts.

Agency field supervisors are expected to provide supervision to ensure agency standards are met, provide the student with basic agency and community information, assist the students in developing community assessments, reasonable goals and intervention strategies, integrate research into their practice, provide verification of the student's completion of the field experience, and evaluate the student's and team's performance.

SENIOR FIELD EDUCATION

The final field experience, completed during the student's senior year, is a two-semester, minimum 400 hour (200 hours per semester) placement within an approved social work agency under the supervision of an MSW. Students enroll in SWK 350 and SWK 450, Social Work Field Instruction and Seminar, which include an integrating, weekly field seminar. Students are enrolled concurrently in two generalist practice courses, SWK 320, Generalist Practice with Individuals and Families (Fall) and SWK 420, Generalist Practice with Groups and Organizations (Spring).

Placement Policies and Procedures | Students apply to the Field Coordinator in their junior year to indicate their readiness to begin a senior field placement. All placements are full year placements that begin in the fall academic semester. Students must have successfully completed all professional foundation and major courses, social research (SWK 330 and SWK 333), social welfare policy (SWK 325), generalist practice with communities (SWK 300). After consultation with the Field Coordinator, interviews with field supervisors, and a junior progress review of academic readiness, students are placed in an agency by the social work faculty.

Application for Senior Field Placement | Students will apply to the Field Coordinator in February of the semester prior to entering the field to indicate their readiness to enter the field and their interests for placement. See Appendix I for a copy of the fieldwork application form. Students are oriented to the senior field placement process. The Field Coordinator describes placement opportunities, expectations for

placements and interviews, sample questions that may be asked, and processes for personal decision making. A preferred resume style and approach to interviewing are presented.

As necessary, students are requested to inform the program about needs for special accommodation in the field placement and to register with the Office of AccessAbility Services to insure this accommodation. In addition, students must inform the field coordinator of any possible conflicts of interest related to potential field interview sites. That is, students must disclose if they, their close personal friends, or relatives are employed by, or are or have been clients of, the agency in which they intend to interview. Although this may not disqualify them from placement in the agency, some agency personnel policies may exclude their placement, and others may alter the nature of the placement or supervision based on this knowledge.

Placement Interview | Students are expected to review the list of available field placement sites available on-line. They are to identify *four* potential sites that appear to meet their needs. They are to print out and bring the field site data sheets of their potential sites to the meeting with the Field Coordinator. In addition, students must complete and submit their application for field and a copy of their resume, following the approved format discussed in the orientation, prior to scheduling a meeting with the field coordinator. During the meeting with the Field Coordinator, in collaboration with the student, at least two approved agencies that are most suitable for the student's unique educational needs will be identified.

Students arrange appointments with field supervisors and interview with *at least two agencies*. No student will be placed unless they have completed at least two interviews at approved agencies. *Students are not to interview with any agency unless directly referred by the field coordinator.* Students may be required to interview with more than two agencies if they are not accepted for their preferred internship. If a student is rejected for placement by two or more agencies a student progress review will be held to determine whether the student can be placed in the field the following year. This policy does not apply to students who are accepted but not given priority by an agency. Reasons for student rejection may include an inability to orally articulate personal social work goals and interests, passivity or cognitive rigidity, significant constraints or inflexibility in completing internship expectations or other cognitive or behavioral challenges.

Students may be required to agree to a criminal background check in order to intern at certain child welfare, criminal justice, and child serving agencies. Some agencies require that students complete a physical or complete a drug screen. The student may be responsible for the cost of these tests and background checks.

No later than April 1, each student identifies her/his preferences for field placement by completing and submitting the field preference form to the Field Coordinator (see appendix for a copy of the form) The preference form is to be submitted in **HARD COPY** to the Field Coordinator

It is the responsibility of the student to complete the application for field, all interviews, and notify the field coordinator of placement preference in a timely manner. Arrangements for field placement must be completed by the end of the spring semester prior to fall placement. Students who do not inform the field coordinator of two successful completed interviews and preference for placement by April 1, without prior approval, may be ineligible to enter the field during the following academic year.

Field Placement | Only students who are in good standing in the social work program will be admitted to the field.

The social work faculty reviews the performance of social work majors following completion of their junior year courses to certify each student's readiness to enter the senior year field component of the Social Work Program.

Based upon feedback from the field supervisor who interviewed the student, the student's preference, and the faculty assessment of the student's unique learning needs and strengths, the social work field coordinator recommends an appropriate placement for each student to the social work faculty. The social work faculty formally approves students' field placements. After approval, agencies and students are notified, and the student contacts the field supervisor to establish a schedule.

Student Expectations | Students are placed in an approved field agency where they will practice generalist social work under the supervision of a social worker. Students will complete at least 400 of supervised fieldwork within one agency.

Time in Field Placement | All social work students must complete a minimum of 400 hours of supervised field experience during their senior year in the program. A minimum of 200 hours must be completed during each of the fall and spring semesters within the same agency. Generally students will work approximately 15 hours per week and be in the agency on three days.

Students are expected to begin their fieldwork assignments during the first week of classes in the fall semester, and complete their assignments during the last week of classes prior to the final examination period. A balanced and orderly schedule of field hours is expected. During this period, which typically covers fourteen weeks, excluding school vacations, fieldwork students are required to spend a minimum of two days per week in their fieldwork agencies. A minimum of 200 hours of fieldwork experience must be completed during each semester and are required for successful completion (grade of C or higher) of the six-credit course. Students are expected to report to their field site until the last day of classes even if they earn their 200 hours prior to the end of the semester. There will be no early release from field. If the student earns more than 200 hours during the Fall semester this cannot be credited toward their Spring semester hours.

Students are not expected to engage in fieldwork during school vacations, intersession, or following the completion of spring semester. There may be circumstances however, dictated by client needs, for which supervisors may request students to maintain a presence in the agency during intersession. Students are not required to be available, but if based on client need, may work a maximum of twenty hours in the field prior to the beginning of the spring semester. Students must submit a written request to their field practicum instructor, approved by their field supervisor, prior to the end of the fall semester in order to practice during intersession. These hours will be credited to the spring semester.

Students are required to keep a daily record and time log of time spent on agency related tasks that must be signed by the agency field instructor and submitted to the faculty practicum instructor in HARD COPY.

Student Learning Contract | As soon as practical during the semester, and no later than the due date noted on the syllabus, each student should complete the "Student Learning Contract" (see appendix D). This contract must be approved and signed by the field instructor and student, and submitted to the faculty practicum instructor at the beginning of each semester.

The learning contract is a formal agreement between the student, the field instructor and faculty liaison delineating learning goals, tasks, and evaluation methods. In this document students will describe their responsibilities. The document will identify the student's unique learning objectives, specifically the skills, values, and knowledge that students will acquire and evaluation methods to be employed.

Conduct in Field Placement | Students must conduct themselves in accordance with the academic standards articulated in the Social Work Program Student Handbook and must comply with the agency's personnel practices unless specific deviations are agreed to with the field supervisor. Failure to comply with academic standards or agency policy may result in immediate removal from the field setting, termination of the field practicum, failure of the course, termination from the Social Work Program or other sanction. See the Social Work Program Student Handbook for the policy and practice related to academic conduct.

Other Field Requirements | Students must successfully complete the classroom academic requirements of the field practicum seminar that are described in the course syllabi in order to successfully complete their field practice experience.

LIABILITY

The social work internship program does not require students to independently purchase liability insurance. Social work students at Eastern Connecticut State University are provided with malpractice coverage through a student malpractice policy for "Allied Health Students" purchased by the University. A copy of the insurance policy is available for review in the Social Work Program office or on request from the Social Work Program Field Education Coordinator.

SOCIAL WORK FIELD AGENCIES

Social work agencies are selected as field opportunity sites if they meet program requirements. Fundamentally, social work agencies are sought which provide exceptional learning experiences for our BSW students, exhibit the highest ethical and practice standards, and are generally located in Eastern Connecticut. Agencies are sought which provide excellent field supervision and provide full opportunities for generalist social work practice, including practice with all systems of all sizes (individuals, families, groups, organizations and communities), practice with a diverse client population, and amenable to student research. Agencies are sought that promote the program mission. Students evaluate the quality of the field experience.

Expectations of Field Agencies

- *Educational Opportunities* | All agencies must provide opportunities for students to engage in micro, mezzo and macro practice (such as community organizing, lobbying, planning) and must assure that students have the opportunity to practice with diverse groups, especially those groups most oppressed and discriminated against in this society. Students must also have an opportunity to engage in practice-based research.
- *Student Role* | Students' roles in fieldwork agencies are that of students, not employees. Therefore, tasks assigned to students by fieldwork agencies must offer potential for student learning. Concomitantly, field agencies shall maintain adequate staff to meet agency goals without reliance on field students. While working with the fieldwork agency, students are bound by all agency policies and regulations.

- Agency Environment | All agencies must provide an environment that facilitates students' learning, including the designation of appropriate space for the student's work; orientation to and integration of the student into the work environment; and reasonable equipment and supplies to permit the student to effectively engage in work. Agencies must attend to the student's safety in the workplace, including providing necessary training.
- Supervision | All agencies must designate a supervisor who will have adequate time assigned for student supervision, approximately one hour per week, and be available throughout the placement to provide the highest quality field instruction to social work students. Field instructors should also be given adequate opportunity to engage in Eastern's Social Work Program orientation, trainings, and liaison visits.
- Standards of Practice | Agencies must demonstrate the highest standards of professional practice. Agency policies and practices shall demonstrate adherence to the highest ethical standards. The agency shall be in good standing in the practice community and demonstrate continuous efforts to assure the highest standards of effective practice.
- Non-Discrimination and Sexual Harassment | Agencies should adhere to Eastern's policies related to non-discrimination and sexual harassment as stated in this handbook and University publications, and meet all applicable laws. Students who have special learning needs should register with the University so that reasonable accommodation may be made by field agencies when necessary.

FIELD INSTRUCTORS

Social Work Program faculty work in partnership with field agencies and student internship field instructors. The social work program provides an orientation to the field for all field instructors prior to students beginning field placement.

Student field instructors are regarded by Eastern Connecticut State University as social work faculty. Social Work Program faculty collaborate with field faculty. Social Work Program faculty share relevant information about the student's educational achievement and work closely with field faculty in shaping the individualized educational programs of the students.

Educational programs and supportive resources are offered to all social work field instructors throughout the year. The Social Work Program welcomes the feedback of social work field instructors throughout the placement period and formally seeks feedback and evaluation of the curriculum and program from agency field instructors in an end of year meeting and through an evaluation instrument distributed to all field instructors.

Field instructors for Eastern Connecticut State University Bachelor of Social Work Program are selected who hold an MSW degree from a CSWE accredited program and are practitioners in good standing.

Because some excellent opportunities exist for student learning in agencies without MSW supervision, some exceptions to this policy may be made. Exceptions will be made however, based upon our program mission. Therefore, agencies without MSW supervision will be used as field placement sites only when the agency primarily provides service to the poor, oppressed, or persons experiencing discrimination or the agency works on behalf of social and economic justice. In these circumstances, the on-site field instructor will be a task supervisor who preferably has a BSW or a masters degree in a human service field. This supervisor must also adhere to the values and mission of the social work profession and be approved as a supervisor by the faculty

of the Social Work Program. A social work preceptor either affiliated with the agency or University, will be expected to provide additional support for the student's learning.

Field instructors must be willing to engage in generalist social work educational supervision and meet the expectations of the school detailed below.

Field Supervisor Expectations | Social work program field supervisors are expected to meet program expectations for credentials, supervision, and professional practice. Each fieldwork agency must designate a fieldwork instructor who will:

- Engage with the student in the learning process. Field instructors should desire this teaching role, recognize a variety of student learning styles, and demonstrate the ability to foster professional practice knowledge, values and skills in undergraduate social work students. Specifically, field instructors should be readily available to the student for information, support, direction and feedback as needed during the student's fieldwork experience.
- Demonstrate excellent professional practice, including ongoing efforts to improve practice through professional development. Field instructors should adhere to the highest ethical and practice standards and act as mentors to the field student.
- Provide orientation to the agency, clearly identifying agency rules and expectations, and ensuring that agency requirements are met by the student's performance.
- Collaborate with the student and the University field liaison to develop, implement and verify the field experience. The field instructor is asked to:
 - Assist the student in developing a practical learning contract that articulates the knowledge, values and skills to be attained through the placement, and the methods to achieve and evaluate these outcomes;
 - Verify the student's hours in the agency;
 - Provide ongoing evaluation of the student's performance, including the completion of a mid-semester and final student evaluation; and
 - Alert the field liaison as quickly as possible of unexplained student absences from her/his field assignment, unprofessional or unethical conduct, or any other problems that may require intervention on the part of the faculty liaison.
 - Attend social work program orientation and evaluation sessions and, if not previously trained as a field supervisor, participate in supervisor in field education training.
 - Provide the University with a current copy of a professional resume.

Field Instructor Benefits | Eastern Connecticut State University Social Work Program field supervisors are given adjunct faculty status. They are eligible for faculty identification cards that entitle them to faculty level borrowing privileges at Eastern's library, sports complex access, campus parking, access to cultural events and other privileges.

Field Liaison | The field liaison is a full-time Social Work Program faculty member who acts to guide the student in her/his field placement, assist in the integration of classroom based academic material with the field experience; and assure that the expectations of the field internship are met. The social work field liaison teaches the social work field internship seminar class. The field liaison is available for consultation, assistance, and support to both the student and the field supervisor.

The liaison is expected to visit the student and field supervisor in the agency setting at least once per semester and more often at the request of either the student or field supervisor, or if problems become apparent. During the visit, the field liaison reviews the student's progress on meeting the individualized goals of the learning contract and the overall objectives of the field experience; assures that students practice at each system level (individual, family, group, community and organization); and meets the overall objectives of Eastern's Social Work Program field objectives. The liaison is expected to explore opportunities to enrich the student's learning; assist in the integration of student learning with other aspects of the curriculum; and to serve as a facilitator if problems arise.

The liaison will share pertinent information with the field instructor about the learning needs of the student and contact the field supervisor if she/he becomes aware of student problems that may affect field performance.

OTHER FIELD PLACEMENT POLICIES

Employed Field Placements | We cannot guarantee that students currently employed in social work agencies can complete the requirements for SWK 350 or SWK 450 in their employment settings. We will however, evaluate these settings on an individual basis, and will permit an employed placement when all Social Work Program expectations are met for achieving field learning objectives, agency setting, and supervision.

The primary emphasis of student fieldwork in the agency is learning rather than provision of service. Students learning opportunities must be at the level of a BSW worker.

- Employed students must engage in assignments that are different than their primary work responsibilities.
- Students must also be supervised by a person other than their primary employment supervisor.
- The field coordinator will visit the location, interview the supervisor, and report to the BSW faculty.
- Depending on the nature of the setting, supervision and tasks, some or all of a student's work time may be considered supervised field placement. Such arrangements must be approved by the BSW faculty.

PREVIOUS FIELD EXPERIENCE

No previous field experience, paid or unpaid, may be substituted for any portion of the social work major field experience in the professional curriculum.

No previous supervised field placement for which students received academic credit (such as those in community college programs) may be used again as a student's internship.

APPENDICES
APPENDIX A | SOCIAL WORK PROGRAM FACULTY

Full Time Faculty

Thomas E. Broffman, Assistant Professor, BASW University of Pittsburgh; MSW University of Pittsburgh; Ph.D. Social Work, Boston College

Margaret E. Martin, Professor, BA Emmanuel College; MSW Washington University; Ph.D. Social Welfare Policy, Brandeis University

Eunice Matthews, Professor, BSW Morgan State University; MSW Columbia University School of Social Work; Ph.D. Sociology, City University of New York

Robert J. Wolf, Associate Professor, BA Drake University; MSW University of Chicago School of Social Service Administration; MA, Ph.D. Sociology, University of California at Santa Barbara

Part Time Faculty

Catina Caban-Owen, BA, MSW University of Puerto Rico, MPA University of Hartford, Ph.D. Social Work, University of Connecticut

Kenneth Cunningham, BA, MSW Springfield College; Ph.D. Social Work, University of Connecticut

Nusie Halpin, BA, MSW University of Connecticut

Michael F. Hebert, BA Eastern Connecticut State University, MSW University of Connecticut, MBA (Health Care Management) Rensselaer Polytechnic University

Denise Keane, BA Drew University, MA (Education) University of Connecticut, MSW Springfield College

APPENDIX B | SOCIAL WORK PLAN OF STUDY

PRE-SOCIAL WORK MAJOR	
<p>FRESHMAN and SOPHOMORE YEARS Required Social Work Liberal Arts Foundation</p> <p style="text-align: center;">At least four foundation areas must be completed for program admission. Either semester.</p>	
<p>_____ Sociological foundation (SOC 100 or SOC 300)</p>	<p>_____ Human biological foundation (BIO 202 Human Biology)</p>
<p>_____ American government foundation (PSC 110 or PSC 200)</p>	<p>_____ Anthropological foundation (ANT 106, ANT 337, or ANT 358)</p>
<p>_____ Psychological foundation (PSY 100 General Psychology)</p>	
<p>SOPHOMORE YEAR Social Work Professional Foundation Courses</p> <p>Both semester continued progress toward completion of Social Work Foundation and LAC requirements</p>	
<p>Fall Semester</p>	<p>Spring Semester</p>
<p>_____ SWK 200 Introduction to Social Work <i>(Required for Program admission – complete before first 45 credits)</i></p>	<p>Students considering participation in the National Student Exchange or study abroad should plan their experience for the Sophomore year spring semester.</p>
SOCIAL WORK MAJOR	
<p>SOCIAL WORK MAJOR <i>Program Admission Required</i> </p> <p>Grade requirement Social work majors must earn a grade of 'C' or better in all required courses beyond the liberal arts foundation level in order to be accepted into or continue in the Social Work major. These courses are: SWK 200, 300, 311, 312, 320, 325, 330, 333, 350, 420, 450, and 475.</p>	
<p>JUNIOR YEAR</p> <p>Both semesters Substantial completion of LAC requirements</p> <p>All liberal arts foundation and professional foundation courses must be completed prior to admission to junior year courses.</p>	
<p>Fall Semester</p>	<p>Spring Semester</p>
<p>_____ SWK 311 Social Environment & Human Behavior (Pre/co-requisites: SOC, ANT foundations)</p>	<p>_____ SWK 300 Communities and Organizations (Prerequisites SWK 311, SWK 325, Co-requisite SWK 330)</p>
<p>_____ SWK 325 Social Welfare Policy (Pre/co-requisite: PSC foundation)</p>	<p>_____ SWK 312 Human Behavior & Social Environment (Pre/co-requisites: PSY, BIO foundations)</p>
<p>_____ SWK 330 Research for Social Work I</p>	<p>_____ SWK 333 Research for Social Work II (Pre-requisite SWK 330, Co-requisite SWK 300)</p>

SENIOR YEAR	
Fall Semester Prerequisites: SWK 300, SWK 312, and SWK 333	Spring Semester Prerequisites: SWK 320, SWK 350
_____ SWK 320 Social Work Practice with Individuals and Families	_____ SWK 420 Social Work Practice with Groups and Organizations
_____ SWK 350 Field Instruction & Seminar	_____ SWK 450 Field Instruction & Seminar
	_____ SWK 475 Social Work Senior Seminar

***Eastern Connecticut State University Liberal Arts Core Curriculum (LAC)
and Required Social Work Courses Which Satisfy the Curriculum***

Tier I Methods and Concepts	Tier II Synthesis and Application	Tier III Independent Inquiry
*First Year Experience * College Writing ** Health and Wellness * Mathematics Colloquium (LAP 130) Arts in Context Literature and Thought Historical Perspectives Natural Sciences (BIO 202) Social Sciences (SOC 100, PSY 100, ANT 106, PSC 110)	Applied Information Technology (SWK 333) Creative Expression Cultural Perspectives Natural Sciences Individuals and Societies (SWK 311)	Culminating Liberal Arts Experience (SWK 475)

Requirements and Pre-requisites

**Must be completed within the first 30 credits at Eastern **Must be completed within the first 60 credits at Eastern
Prerequisites | Tier I Mathematics for Tier II Information Technology | Tier I Natural Sciences for Tier II
Natural Sciences | Tier I Social Sciences for Tier II Individuals and Societies | One of the following for Tier II
Creative Expression: Tier I Arts in Context or Tier I Literature and Thought | One of the following for Tier II
Cultural Perspectives: Tier I Arts in Context or Tier I Literature and Thought or Tier I Historical Perspectives
or Tier I Social Sciences At least two Tier II course categories must be completed prior to Tier III course
enrollment.*

Special rules apply to transfer students with 60 credits. See the University Catalog for all requirements.

APPENDIX C | SOCIAL WORK PROGRAM APPLICATION FORMS

EASTERN CONNECTICUT STATE UNIVERSITY

Department of Sociology, Anthropology and Social Work

Social Work Program Application Forms | Revised August 2011

THE SOCIAL WORK PROGRAM IS ACCREDITED BY
THE COUNCIL ON SOCIAL WORK EDUCATION

Admissions Process | Deadlines

- Applications due to the Social Work Program Coordinator January 31 prior to fall admission
- Admissions decisions will be conveyed to applicants by March 15
- Later applications will be accepted as long as space remains for additional students

Admission to Eastern Connecticut State University and the Social Work Program are separate.

Admission to the University does not guarantee admission to the Social Work Program.

The Social Work Program does not grant social work course credit for life experience or previous work experience.

Admissions Process | Ranking of Applications

- GPA |with special attention given to grades earned in liberal arts and professional foundation courses. An over-all GPA of at least 2.3 ('C+') is expected for program admission. Admission to the SWK major is based on a variety of variables in addition to GPA, thus all students with a strong desire to be social workers are encouraged to apply
- Number of social work program liberal arts foundation and professional foundation areas completed. Completion SWK 200 and four foundation areas is required for formal program admission, although students may apply prior to their completion
- Evidence of the applicant's commitment to the ideals and mission of the social work profession
- The applicant's potential for enriching diversity in the Social Work Program through life experience or membership in an underrepresented demographic group. Eastern Connecticut State University does not discriminate on the basis of race, color, national origin, age, sex, disability, or sexual orientation in admission to, access to, treatment in, or employment in its programs and activities. The Social Work Program actively seeks diversity in its social work majors. We encourage applications from persons of color and other underrepresented groups.
- Personal behavior and classroom performance demonstrating potential for adherence to the ethical expectations and obligations of professional social work practice

Required Application Materials

- Contact information and course completion matrix
- Behavioral survey
- Pre-admission field work statement
- Personal essay
- Professional reference
- Transcripts from all institutions of higher education
- Affirmative Action form (optional)

Applicant Name	Date of Application
Local Address	Telephone
Permanent Address	Mobile Phone
Current University	Email
Number of College Credits Completed	Expected Date of Graduation

Course Completion Matrix

Applicants must have completed approximately 45 credits at the time of application including SWK 200 Introduction to Social Work or an equivalent course. The introductory course must include at least 20 hours of fieldwork experience. At the discretion of the social work faculty, volunteer or social agency experience may be substituted for the pre-admission fieldwork requirement. List all courses below which you have completed or anticipate completing prior to the fall semester during which you begin the major. Completion of SWK 200 and at least four of the foundation areas is required for admission to the social work major.

<i>Course or Equivalent</i>	<i>University</i>	<i>Semester Year</i>	<i>Grade</i>
<i>Required Social Work Foundation Courses</i>			
Sociological foundation SOC 100 Introduction to Sociology			
Psychological foundation PSY 100 General Psychology			
Anthropological foundation ANT 106 Cultural Anthropology			
American Government foundation PSC 110 American Government and Politics			
Human biology foundation BIO 202 Human Biology			
SWK 200 Introduction to Social Work			
<i>Other Social Work Courses</i>			
SWK 311 Social Environment and Human Behavior			
SWK 312 Human Behavior and the Social Environment			

May we contact course instructors or, if entering Eastern from another institution, the Department Chair or Program Director to discuss your academic performance? Yes ___ No ___

Please rate the applicant on the characteristics below

Characteristic	Excellent	Good	Fair	Poor	Cannot Judge
Level of maturity					
Emotional stability					
Sensitivity to the needs and feelings of others					
Ability to accept and work with persons different from the applicant (gender, race/ethnicity, class, sexual orientation, other)					
Punctuality and attendance					
Effectiveness in carrying out assigned tasks					
Willingness to accept direction and supervision					
Willingness and ability to learn					
Initiative, creativity and motivation					
Applicant's potential for a career in social work					

Thank you for your assistance in evaluating this applicant for our social work program.

Return all required application materials directly to the student in a sealed, signed envelope or mail to:

Margaret E. Martin, MSW, Ph.D.
 Coordinator, Social Work Program
 Webb Hall 429
 Eastern Connecticut State University
 Willimantic, CT 06226-2295

EASTERN CONNECTICUT STATE UNIVERSITY
Department of Sociology, Anthropology and Social Work
Social Work Program Application Forms | Revised August 2011

OPTIONAL AFFIRMATIVE ACTION FORM

The information requested below is optional. It will be used to help the Social Work Program evaluate the demographic characteristics of its applicant pool. This page will be removed from your application form and will not be part of your application file. Your answers will not influence the decision made by the social work faculty about your admission to Eastern’s Social Work Program.

Application Year			
Gender Identification	Man	Woman	Transgender
Sexual Orientation			
Age		18-24 Years	25 and older
Disability (check all that apply)	No	Yes – Physical	Yes - Emotional
	Yes – Cognitive	Yes - Social	Yes - Communication
Race / Ethnicity Check all that apply	White (European Origin)	Black - African American	Black - Other African Origin
	Hispanic / Latino	Native American	Asian / Pacific Islander
	Other		
Pell Grant Eligible		Yes	No
First Generation College Student		Yes (neither of your parents completed college)	No (one or both of your parents completed college)

This form may be submitted with your application (will be removed) or sent under separate cover to:
 Department Secretary, Social Work Program Webb Hall 436
 Eastern Connecticut State University, Willimantic, CT 06226-2295

EASTERN CONNECTICUT STATE UNIVERSITY

Department of Sociology, Anthropology and Social Work

Social Work Program Application Forms | Revised August 2011

INFORMATION FOR APPLICANTS TO THE SOCIAL WORK MAJOR

SOCIAL WORK PROGRAM ACADEMIC EXPECTATIONS | The Social Work Program recognizes its responsibility as gatekeeper to the profession including an obligation to protect clients who will be served by program graduates. Academic standards enforced by the program include both competence in social work knowledge, values, and skills as demonstrated by students' classroom and field agency performance; and behavior in conformance with the ethical and behavioral expectations of the social work profession.

Scholastic Academic Standard | Social work majors must demonstrate mastery of the knowledge, values, and skills of the social work profession. Social Work Majors must maintain a University cumulative grade point average of at least 2.0 ('C'). Grades earned in social work courses must reflect mastery of the profession's knowledge base and skills; motivation, work and time management skills; and critical thinking skills that are essential for effective social work practice. Therefore social work majors must earn a grade of 'C' or better in all required courses beyond the pre-major foundation course level. These courses include SWK 200, SWK 300, SWK 311, SWK 312, SWK 320, SWK 325, SWK 330, SWK 333, SWK 350, SWK 420, SWK 450, and SWK 475. The social work faculty will review the academic progress of all social work majors whose University cumulative grade point average drops below 2.0 or whose grades fall below C in the listed social work courses. At the discretion of the social work faculty, failure to meet the program's academic standards may delay admission into further courses in the sequence of study or result in suspension or dismissal from the social work major.

Ethical Academic Standard | The social work profession is committed to the advancement of human well-being and the promotion of social and economic justice for all. This professional role requires a public trust. Social work students therefore must show moral awareness, self-understanding, concern for the welfare of others, and responsibility. Students must demonstrate respect, honesty, fairness, trustworthiness, appreciation of individual and cultural differences, and the ability to collaborate effectively with others.

Academic Standards Relating to Personal Conduct | Because social work clients are particularly vulnerable to misconduct, misjudgment, and biases, social work students must meet high standards for knowledge, ethical standards, and behavioral expectations. Ethical and responsible conduct is expected of social work majors in classroom activities, on fieldwork assignments, in the University, and in the community.

Student conduct (especially behavior involving clients) in the classroom, University, field work agency, or in the community that is potentially dangerous to current or future clients or which raise doubt about the student's ability to adhere to the ethical expectations and obligations of professional practice constitutes a violation of social work program academic standards. In field agency placements students are expected to conform to agency policies and to conduct themselves ethically and responsibly with the agency, colleagues, and clients. Violations of campus or community regulations, violations of law and/or University standards of behavior will result in a review of the student's performance in the Social Work Program by the program faculty and may result in dismissal from the social work major in addition to University or community action taken against the student. The following are examples, but not a complete list of proscribed behaviors for social work students that may result in a student's dismissal from the social work major on academic grounds.

- Academic dishonesty, such as plagiarism, cheating on examinations, or other conduct punishable by the Connecticut State University.
- Dishonesty about field work activities including, but not limited to, falsification of records such as field agency time sheets, field journal entries, or field performance documentation and evaluation forms.
- Solicitation or acceptance of gifts of value, services, or money from clients that are not legitimate payment for services received on behalf of the student's field agency.
- Sexual activity with clients including, but not limited to, kissing, fondling, or sexual intercourse.

Social work majors should read and become familiar with the Connecticut State University Guidelines for Student Rights and Responsibilities and Judicial Procedures, and the Connecticut State University Punishable Offenses and Range of Sanctions contained in the ECSU Student Handbook. In addition, students also should be aware of other relevant policies such as the CSU Policy Regarding Racism and Acts of Intolerance, Eastern's academic misconduct, alcohol and drug, and sexual harassment policies also contained in the ECSU Student Handbook and at <http://www.easternct.edu/studentaffairs/studenthandbook.htm>.

Social Work students are required to inform the Program Coordinator as soon as practical, but no later than five business days, following any arrest or University offense that could result in disciplinary action by the University.

Student misconduct, on or off campus, directed toward other students, faculty, University staff, or members of the community may, at the discretion of the social work faculty, result in Social Work Program and/or University procedures for dismissal. The Connecticut State University "Proscribed Conduct" list published in Eastern's Student Handbook provides examples, but not a complete list, of misconduct which may result in a student's dismissal from the Social Work Program on academic grounds. When the legal or illegal behavior does not affect current or potential clients but the behavior violates the policies, standards, or rules of the University, proceedings will follow the University's procedures for addressing student misconduct as described in the Eastern Connecticut State University Student Handbook.

SOCIAL WORK PROGRAM MISSION | The Social Work Program of Eastern Connecticut State University prepares bachelor-level generalist social work professionals who competently and effectively advance social justice and human rights. Ready for professional practice and graduate study upon graduation, our students promote human well-being by employing practice skills that are grounded in social work's body of knowledge and professional values. Students are ready to serve diverse client populations especially those most vulnerable and oppressed. The Social Work Program improves the lives of people of the region and state by increasing the number of effective social work practitioners who serve our residents.

Because the program relies upon a collaborative, supportive and engaged learning community, our students achieve professional competencies that are rooted in relational, experiential and empirical learning. Dedicated classroom and field faculty teach and mentor individual and small cohorts of students to promote and achieve a professional ideal that emphasizes the importance of human relationships and service to the community. Students develop professional social work identities grounded in self-awareness, professional values, and the history and mission of social work in the United States.

Our students develop social work practice competencies in our beautiful and paradoxical region. We serve a diverse community within urban, rural and suburban settings in Eastern Connecticut. We are the "Last Green

Valley’ – a national heritage corridor that characterizes our unique assets as a rural environment within the Washington – Boston megalopolis. We work within a wealthy state with contrasts of extreme poverty and high rates of income inequality. Windham County, CT where Eastern Connecticut State University is located is the poorest county in Connecticut in a state with the second highest median income in the country. Our graduates are capable of meeting human needs and mobilizing opportunities in diverse community settings.

Social work is a major program in Connecticut’s only public liberal arts university – a university that aspires to be a model of social responsibility, environmental stewardship and educational access. Our educational community prepares our social work liberal arts graduates to be broadly educated about the human condition in society, intellectually curious and responsible citizens, who are capable of promoting social justice and human well-being in a rapidly changing global context.

For additional information, visit the Social Work Program website at <http://www.easternct.edu/socialwork/>

APPENDIX D | COUNCIL ON SOCIAL WORK EDUCATION EDUCATIONAL POLICY AND ACCREDITATION STANDARDS



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, human rights, and scientific inquiry¹ 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.

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

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

Educational Policy 1.2—Program Context

Context encompasses the mission of the institution in which the program is located and the needs and opportunities associated with the setting. Programs are further influenced by their historical, political, economic, social, cultural, demographic, and global contexts and by the ways they elect to engage these factors. Additional factors include new

knowledge, technology, and ideas that may have a bearing on contemporary and future social work education and practice.

Accreditation Standard 1.0—Mission and Goals

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

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

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

2. Explicit Curriculum

Educational Policy 2.0—The Social Work Curriculum and Professional Practice

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

Educational Policy 2.1—Core Competencies

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

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

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

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

Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice.

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

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

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

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

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

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

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

Educational Policy 2.1.4—Engage diversity and difference in practice.

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

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

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

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

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

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

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

- use practice experience to inform scientific inquiry and
- use research evidence to inform practice.

Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.

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

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

Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers

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

Educational Policy 2.1.9—Respond to contexts that shape practice.

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

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

Educational Policy 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

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

Educational Policy 2.1.10(a)—Engagement

Social workers

- substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
- use empathy and other interpersonal skills; and
- develop a mutually agreed-on focus of work and desired outcomes.

Educational Policy 2.1.10(b)—Assessment

Social workers

- collect, organize, and interpret client data;
- assess client strengths and limitations;
- develop mutually agreed-on intervention goals and objectives; and
- select appropriate intervention strategies.

Educational Policy 2.1.10(c)—Intervention

Social workers

- initiate actions to achieve organizational goals;
- implement prevention interventions that enhance client capacities;
- help clients resolve problems;
- negotiate, mediate, and advocate for clients; and
- facilitate transitions and endings.

Educational Policy 2.1.10(d)—Evaluation

Social workers critically analyze, monitor, and evaluate interventions.

Educational Policy B2.2—Generalist Practice

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

Educational Policy M2.2—Advanced Practice

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

Educational Policy 2.3—Signature Pedagogy: Field Education

Signature pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner. Professionals have pedagogical norms with which they connect and integrate theory and practice.⁴ In social work, the signature pedagogy is field education. The intent of field education is to connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies.

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

Accreditation Standard B2.0—Curriculum

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

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

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

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

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

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

Accreditation Standard M2.0—Curriculum

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

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

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

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

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

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

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

Accreditation Standard 2.1—Field Education

The program discusses how its field education program

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

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

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

- 2.1.3** Provides a minimum of 400 hours of field education for baccalaureate programs and 900 hours for master's programs.
- 2.1.4** Admits only those students who have met the program's specified criteria for field education.
- 2.1.5** Specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; maintaining field liaison contacts with field education settings; and evaluating student learning and field setting effectiveness congruent with the program's competencies.
- 2.1.6** Specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program competencies. Field instructors for baccalaureate students hold a baccalaureate or master's degree in social work from a CSWE-accredited program. Field instructors for master's students hold a master's degree in social work from a CSWE-accredited program. For cases in which a field instructor does not hold a CSWE-accredited social work degree, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.
- 2.1.7** Provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.
- 2.1.8** Develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student's employment.

3. Implicit Curriculum

Educational Policy 3.0—Implicit Curriculum: The Learning Environment

The implicit curriculum refers to the educational environment in which the explicit curriculum is presented. It is composed of the following elements: the program's commitment to diversity; admissions policies and procedures; advisement, retention, and termination policies; student participation in governance; faculty; administrative structure; and resources. The implicit curriculum is manifested through policies that are fair and transparent in substance and implementation, the qualifications of the faculty, and the adequacy of resources. The culture of human interchange; the spirit of inquiry; the support for difference and diversity; and the values and priorities in the educational environment, including the field setting, inform the student's learning and development. The implicit curriculum is as important as the explicit curriculum in shaping the professional character and competence of the program's graduates. Heightened awareness of the importance of the implicit curriculum promotes an educational culture that is congruent with the values of the profession.⁵

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

Educational Policy 3.1—Diversity

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

Accreditation Standard 3.1—Diversity

- 3.1.1** The program describes the specific and continuous efforts it makes to provide a learning environment in which respect for all persons and understanding of diversity and difference are practiced.
- 3.1.2** The program describes how its learning environment models affirmation and respect for diversity and difference.
- 3.1.3** The program discusses specific plans to improve the learning environment to affirm and support persons with diverse identities.

Educational Policy 3.2—Student Development

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

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

Admissions

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

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

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

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

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

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

Advisement, retention, and termination

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

3.2.7 *The program spells out how it informs students of its criteria for evaluating their academic and professional performance, including policies and procedures for grievance.*

3.2.8 *The program submits its policies and procedures for terminating a student's enrollment in the social work program for reasons of academic and professional performance.*

Student participation

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

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

Educational Policy 3.3—Faculty

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

Accreditation Standard 3.3—Faculty

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

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

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

M3.3.3 *The master's social work program identifies no fewer than six full-time faculty with master's degrees in social work from a CSWE-accredited program and whose principal assignment is to the master's program. The majority of the full-time master's social work program faculty has a master's degree in social work and a doctoral degree preferably in social work.*

3.3.4 *The program describes its faculty workload policy and discusses how the policy supports the achievement of institutional priorities and the program's mission and goals.*

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

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

Educational Policy 3.4—Administrative Structure

Social work faculty and administrators, based on their education, knowledge, and skills, are best suited to make decisions

regarding the delivery of social work education. They exercise autonomy in designing an administrative and leadership structure, developing curriculum, and formulating and implementing policies that support the education of competent social workers.

Accreditation Standard 3.4—Administrative Structure

3.4.1 *The program describes its administrative structure and shows how it provides the necessary autonomy to achieve the program's mission and goals.*

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

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

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

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

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

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

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

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

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

3.4.5 *The program identifies the field education director.*

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

3.4.5(b) *The program documents that the field education director has a master's degree in social work from a CSWE-accredited program and at least 2 years of postbaccalaureate or postmaster's social work degree practice experience.*

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

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

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.

APPENDIX E.1 | NATIONAL ASSOCIATION OF SOCIAL WORKERS CODE OF ETHICS

Approved by the 1996 NASW Delegate Assembly and revised by the 2008 NASW Delegate Assembly

Preamble

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

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

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

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

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

Purpose of the NASW Code of Ethics

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

The *NASW Code of Ethics* serves six purposes:

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

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

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

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

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 well-being of

individuals, families, social groups, organizations, and communities.

Value: *Integrity*

Ethical Principle: *Social workers behave in a trustworthy manner.* Social workers are continually aware of the profession's mission, values, ethical principles, 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 well-being of clients. In general, clients' interests are primary. However, social workers' responsibility to the larger society or specific legal obligations may on limited occasions supersede the loyalty owed clients, and clients should be so advised. (Examples include when a social worker is required by law to report that a client has abused a child or has threatened to harm self or others.)

1.02 Self-Determination

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

1.03 Informed Consent

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

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

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

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

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

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

1.04 Competence

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

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

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

1.05 Cultural Competence and Social Diversity

- (a) Social workers should understand culture and its function in human behavior and society, recognizing the strengths that exist in all cultures.
- (b) Social workers should have a knowledge base of their clients' cultures and be able to demonstrate competence in the provision of services that are sensitive to clients' cultures and to differences among people and cultural groups.
- (c) Social workers should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, 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 well-being 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 well-being of clients by drawing on the perspectives, values, and experiences of the social work profession. Professional and ethical obligations of the interdisciplinary team as a whole and of its individual members should be clearly established.

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

2.04 Disputes Involving Colleagues

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

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

2.05 Consultation

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

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

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

2.06 Referral for Services

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

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

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

2.07 Sexual Relationships

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

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

2.08 Sexual Harassment

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

2.09 Impairment of Colleagues

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

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

2.10 Incompetence of Colleagues

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

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

2.11 Unethical Conduct of Colleagues

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

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

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

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

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

3. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES IN PRACTICE SETTINGS

3.01 Supervision and Consultation

(a) Social workers who provide supervision or consultation should have the necessary knowledge and skill to supervise or consult

appropriately and should do so only within their areas of knowledge and competence.

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

(c) Social workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation 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' well-being, privacy, and dignity. Informed consent should include information about the nature, extent, and duration of the participation requested and disclosure of the risks and benefits of participation in the research.

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

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

(h) Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.

(i) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.

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

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

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

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

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

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

manner that makes participants' interests primary.

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

6. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO THE BROADER SOCIETY

6.01 Social Welfare

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

6.02 Public Participation

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

6.03 Public Emergencies

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

6.04 Social and Political Action

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

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

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

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

APPENDIX E.2 | INTERNATIONAL FEDERATION OF SOCIAL WORKERS STATEMENT OF ETHICAL PRINCIPLES

<http://ifsw.org/policies/statement-of-ethical-principles/>

3 March 2012

1. Preface

Ethical awareness is a fundamental part of the professional practice of social workers. Their ability and commitment to act ethically is an essential aspect of the quality of the service offered to those who use social work services. The purpose of the work of IASSW and IFSW on ethics is to promote ethical debate and reflection in the member organisations, among the providers of social work in member countries, as well as in the schools of social work and among social work students. Some ethical challenges and problems facing social workers are specific to particular countries; others are common. By staying at the level of general principles, the joint IASSW and IFSW statement aims to encourage social workers across the world to reflect on the challenges and dilemmas that face them and make ethically informed decisions about how to act in each particular case. Some of these problem areas include:

- The fact that the loyalty of social workers is often in the middle of conflicting interests.
- The fact that social workers function as both helpers and controllers.
- The conflicts between the duty of social workers to protect the interests of the people with whom they work and societal demands for efficiency and utility.
- The fact that resources in society are limited.

This document takes as its starting point the definition of social work adopted separately by the IFSW and IASSW at their respective General Meetings in Montreal, Canada in July 2000 and then agreed jointly in Copenhagen in May 2001 (section 2). This definition stresses principles of human rights and social justice. The next section (3) makes reference to the various declarations and conventions on human rights that are relevant to social work, followed by a statement of general ethical principles under the two broad headings of human rights and dignity and social justice (section 4). The final section introduces some basic guidance on ethical conduct in social work, which it is expected will be elaborated by the ethical guidance and in various codes and guidelines of the member organisations of IFSW and IASSW.

2. Definition of Social Work

The social work profession promotes social change, problem solving in human relationships and the empowerment and liberation of people to enhance well-being. Utilising theories of human behaviour and social systems, social work intervenes at the points where people interact with their environments. Principles of human rights and social justice are fundamental to social work.

3. International Conventions

International human rights declarations and conventions form common standards of achievement, and recognise rights that are accepted by the global community. Documents particularly relevant to social work practice and action are:

7. Universal Declaration of Human Rights
8. The International Covenant on Civil and Political Rights
9. The International Covenant on Economic Social and Cultural Rights
10. The Convention on the Elimination of all Forms of Racial Discrimination
11. The Convention on the Elimination of All Forms of Discrimination against Women
12. The Convention on the Rights of the Child
13. Indigenous and Tribal Peoples Convention (ILO convention 169)

4. Principles

4.1. Human Rights and Human Dignity

Social work is based on respect for the inherent worth and dignity of all people, and the rights that follow from this. Social workers should uphold and defend each person's physical, psychological, emotional and spiritual integrity and well-being. This means:

- Respecting the right to self-determination – Social workers should respect and promote people's right to make their own choices and decisions, irrespective of their values and life choices, provided this does not threaten the rights and legitimate interests of others.
- Promoting the right to participation – Social workers should promote the full involvement and participation of people using their services in ways that enable them to be empowered in all aspects of decisions and actions affecting their lives.
- Treating each person as a whole – Social workers should be concerned with the whole person, within the family, community, societal and natural environments, and should seek to recognise all aspects of a person's life.
- Identifying and developing strengths – Social workers should focus on the strengths of all individuals, groups and communities and thus promote their empowerment.

4.2. Social Justice

Social workers have a responsibility to promote social justice, in relation to society generally, and in relation to the people with whom they work. This means:

- Challenging negative discrimination* – Social workers have a responsibility to challenge negative discrimination on the basis of characteristics such as ability, age, culture, gender or sex, marital status, socio-economic status, political opinions, skin colour, racial or other physical characteristics, sexual orientation, or spiritual beliefs.*In some countries the term “discrimination” would be used instead of “negative discrimination”. The word negative is used here because in some countries the term “positive discrimination” is also used. Positive discrimination is also known as “affirmative action”. Positive discrimination or affirmative action means positive steps taken to redress the effects of historical discrimination against the groups named in clause 4.2.1 above.
- Recognising diversity – Social workers should recognise and respect the ethnic and cultural diversity of the societies in which they practise, taking account of individual, family, group and community differences.
- Distributing resources equitably – Social workers should ensure that resources at their disposal are distributed fairly, according to need.
- Challenging unjust policies and practices – Social workers have a duty to bring to the attention of their employers, policy makers, politicians and the general public situations where resources are inadequate or where distribution of resources, policies and practices are oppressive, unfair or harmful.
- Working in solidarity – Social workers have an obligation to challenge social conditions that contribute to social exclusion, stigmatisation or subjugation, and to work towards an inclusive society.

5. Professional conduct

It is the responsibility of the national organisations in membership of IFSW and IASSW to develop and regularly update their own codes of ethics or ethical guidelines, to be consistent with the IFSW/ IASSW statement. It is also the responsibility of national organisations to inform social workers and schools of social work about these codes or guidelines. Social workers should act in accordance with the ethical code or guidelines current in their country. These will generally include more detailed guidance in ethical practice specific to the national context. The following general guidelines on professional conduct apply:

- Social workers are expected to develop and maintain the required skills and competence to do their job.
- Social workers should not allow their skills to be used for inhumane purposes, such as torture or terrorism.
- Social workers should act with integrity. This includes not abusing the relationship of trust with the people using their services, recognising the boundaries between personal and professional life, and not abusing their position for personal benefit or gain.
- Social workers should act in relation to the people using their services with compassion, empathy and care.
- Social workers should not subordinate the needs or interests of people who use their services to their own needs or interests.
- Social workers have a duty to take necessary steps to care for themselves professionally and personally in the workplace and in society, in order to ensure that they are able to provide appropriate services.
- Social workers should maintain confidentiality regarding information about people who use their services. Exceptions to this may only be justified on the basis of a greater ethical requirement (such as the preservation of life).
- Social workers need to acknowledge that they are accountable for their actions to the users of their services, the people they work with, their colleagues, their employers, the professional association and to the law, and that these accountabilities may conflict.
- Social workers should be willing to collaborate with the schools of social work in order to support social work students to get practical training of good quality and up to date practical knowledge
- Social workers should foster and engage in ethical debate with their colleagues and employers and take responsibility for making ethically informed decisions.
- Social workers should be prepared to state the reasons for their decisions based on ethical considerations, and be accountable for their choices and actions.
- Social workers should work to create conditions in employing agencies and in their countries where the principles of this statement and those of their own national code (if applicable) are discussed, evaluated and upheld.

The document “Ethics in Social Work, Statement of Principles” was approved at the General Meetings of the International Federation of Social Workers and the International Association of Schools of Social Work in Adelaide, Australia, October 2004.

APPENDIX F | UNIVERSAL DECLARATION OF HUMAN RIGHTS

Adopted and proclaimed by the United Nations General Assembly
resolution 217 A (III) of 10 December 1948

On December 10, 1948 the General Assembly of the United Nations adopted and proclaimed the Universal Declaration of Human Rights the full text of which appears in the following pages. Following this historic act the Assembly called upon all Member countries to publicize the text of the Declaration and "to cause it to be disseminated, displayed, read and expounded principally in schools and other educational institutions, without distinction based on the political status of countries or territories."

PREAMBLE

Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

Whereas disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people,

Whereas it is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law,

Whereas it is essential to promote the development of friendly relations between nations,

Whereas the peoples of the United Nations have in the Charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women and have determined to promote social progress and better standards of life in larger freedom,

Whereas Member States have pledged themselves to achieve, in co-operation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms,

Whereas a common understanding of these rights and freedoms is of the greatest importance for the full realization of this pledge,

Now, Therefore THE GENERAL ASSEMBLY proclaims THIS UNIVERSAL DECLARATION OF HUMAN RIGHTS as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.

Article 1.

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

Article 2.

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

Article 3.

Everyone has the right to life, liberty and security of person.

Article 4.

No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

Article 5.

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

Article 6.

Everyone has the right to recognition everywhere as a person before the law.

Article 7.

All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

Article 8.

Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

Article 9.

No one shall be subjected to arbitrary arrest, detention or exile.

Article 10.

Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

Article 11.

Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defence.

No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.

Article 12.

No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.

Article 13.

Everyone has the right to freedom of movement and residence within the borders of each state.

Everyone has the right to leave any country, including his own, and to return to his country.

Article 14.

Everyone has the right to seek and to enjoy in other countries asylum from persecution.

This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

Article 15.

Everyone has the right to a nationality.

No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

Article 16.

Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.

Marriage shall be entered into only with the free and full consent of the intending spouses

The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

Article 17.

Everyone has the right to own property alone as well as in association with others.

(2) No one shall be arbitrarily deprived of his property.

Article 18.

Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

Article 19.

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

Article 20.

Everyone has the right to freedom of peaceful assembly and association.

(2) No one may be compelled to belong to an association.

Article 21.

Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.

Everyone has the right of equal access to public service in his country.

(3) The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

Article 22.

Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

Article 23.

Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.

Everyone, without any discrimination, has the right to equal pay for equal work.

Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.

Everyone has the right to form and to join trade unions for the protection of his interests.

Article 24.

Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

Article 25.

(1) Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.

(2) Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

Article 26.

(1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

(2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

Parents have a prior right to choose the kind of education that shall be given to their children.

Article 27.

(1) Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.

(2) Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

Article 28.

Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

Article 29.

Everyone has duties to the community in which alone the free and full development of his personality is possible.

In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.

These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

Article 30.

Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.

**APPENDIX G |
FORMS RELATED TO THE SOCIAL WORK FIELD EDUCATION PROGRAM**

JUNIOR FIELD PLACEMENT APPLICATION
LEARNING CONTRACT JUNIOR FIELD
JUNIOR FIELD EVALUATION FORM
APPLICATION FOR SENIOR FIELD PLACEMENT
SENIOR FIELD PLACEMENT PREFERENCE FORM
LEARNING CONTRACT SENIOR FIELD
SENIOR FIELD EVALUATION FORM
SENIOR FIELD SITE DATA FORM
SENIOR FIELD LIAISON REPORT
SUPERVISOR INFORMATION FORM

EASTERN CONNECTICUT STATE UNIVERSITY
 Social Work Program
 APPLICATION FOR JUNIOR SOCIAL WORK FIELD PRACTICUM

Instructions: *The following are the instructions for obtaining your junior field placement. This process is to be complete prior to the end of the Fall semester. Students are expected to be diligent regarding the completion of the placement process.*

1. You must complete the field placement application. Please pay particular attention to the course clusters. If you have a preference for a particular cluster you must indicate it on the form. The course cluster will not be separated under any circumstances.
2. You have the option of organizing your task group members. Groups are to be four to five members. When organizing your own group please make sure that your schedules are compatible because you will be expected to be in the field together for a minimum of 1.5 hours per week. And will need to meet to complete other course assignments. If you do not organize your own task groups you will be placed in task groups by the field coordinator.
3. You will then be assigned to your course clusters and field sites. If you register prior to your field assignment, when registering for the spring semester just make sure that you pick SWK 300 & SWK 333 on your schedule. We will be responsible for assigning you to the proper sections once the placement process has been completed.

Name:
Address (School):
Address (Home):
Cell Phone:
Phone:
Email (Eastern email address):
Information
Do you have a driver's license? Yes [<input type="checkbox"/>] No [<input type="checkbox"/>]
Will you have access to a car? Yes [<input type="checkbox"/>] No [<input type="checkbox"/>]
Do you have any conflicts of interest that would exclude you from working in any specific agencies (i.e., relative works there, your family has received services there, etc.)?
Many agencies require that you have a criminal background check and may exclude students with a record of certain behaviors. If you have serious motor vehicle infractions or criminal charges/convictions please disclose them so we can plan for an appropriate placement.

Availability									
<i>Please check all time slots that you are available</i>									
	8-9	9-10	10-11	11-12	12-1	1-2	2-3	3-4	4-5
Mondays									
Tuesday									
Wednesday									
Thursday									
Friday									
Potential Task Group Members									
1.					4.				
2.					5.				
3.									
Location Rankings									
<p>When classes are in session this spring approximately how far are you from the following towns? Rank order the preferences with 1 being the best and 6 the worst, if there is one that is <u>not possible</u> mark (NP)</p>									
Location			Distance Miles/Minutes				Ranking		
Manchester									
Harford									
Norwich									
Hebron									
Willimantic									
Cluster Preference									
Cluster One: SWK 300.01 Tuesday (9:30-21:15) Tuesday; SWK 333.01 TR () SWK 312									
Cluster Two: SWK 300.01 Tuesday (9:30-21:15) Tuesday; SWK 333.01 TR () SWK 312									
I prefer : Cluster one [<input type="checkbox"/>] Cluster Two [<input type="checkbox"/>] No Preference [<input type="checkbox"/>]									

Project Tasks/Events

Resource Development/Fund raising efforts

Educational Campaign

Title:

Objectives:

Method(s) of Communication:

Supervision

Meeting location

Meeting time

Task group liaison with field instructor

EASTERN CONNECTICUT STATE UNIVERSITY

SOCIAL WORK PROGRAM JUNIOR FIELD PLACEMENT LEARNING EVALUATION

| *Revised 2012*

EASTERN CONNECTICUT STATE UNIVERSITY SOCIAL WORK PROGRAM	
<p style="text-align: center; margin: 0;">Mission</p> <p>The Social Work Program of Eastern Connecticut State University prepares bachelor-level generalist social work professionals who competently and effectively advance social justice and human rights. Ready for professional practice and graduate study upon graduation, our students promote human well-being by employing practice skills that are grounded in social work's body of knowledge and professional values. Students are ready to serve diverse client populations especially those most vulnerable and oppressed. The Social Work Program improves the lives of people of the region and state by increasing the number of effective social work practitioners who serve our residents.</p>	<p style="text-align: center; margin: 0;">Goals</p> <ol style="list-style-type: none"> 1. Provide a learning environment that challenges and supports students to create a social work identity that is a synthesis of self and professional role 2. Educate skillful practitioners who are guided by social work knowledge and values 3. Develop and inspire social work students to become empowered professionals who are advocates and agents for social justice and human rights.
Student Name	Field Instructor(s) Name
Agency Name	Program Name
Agency Address	Spring Mid-semester Final Year
<i>The following signatures indicate all parties' receipt of the evaluation</i>	
Field Instructor Signature Date	Student Signature Date
<i>Brief description of key activities</i>	
Goal of the Project	
Outreach /Engagement Activities	
Fundraising Activities	
Educational Campaign	

Evaluation Standards

*All placements apply Eastern Connecticut State University Social Work Program standards to their unique settings. These are guidelines for field instructors in determining the adequacy of the performance of the BSW intern at various stages of the internship. Note that the expectations for performance increase throughout the two semesters. Students must continue to improve their skills and knowledge in order to achieve minimum expected competence. Minimum practice competency in stated * items is essential to receive a passing grade in the field semester. If students do not achieve minimum standards in these areas, they may receive a grade lower than C for the seminar.*

Instructions

*For each item, please check the column that best describes the student's performance in relation to the standards set for each evaluation period. Minimum practice competency in stated * items is essential to receive a passing grade in the field semester. For any rating at (1) or (3) please justify your ranking in the comments section.*

Competencies must be demonstrated in at least 75% of behaviors	1	2	3	Comments
Rating 1 needs additional assistance – does not meet standards 2 meets standards 3 performs above standards Practice Competency and Behaviors				
Competency 10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities				
1. Understands the agency setting. <i>The student demonstrates an understanding of the implications of the agency's mission and policies on the work they are doing with their client systems, as evidence in their discussion during supervision and the adherence to agency policies.</i>				
2. Understands the community <i>The student demonstrates an understanding of the community, its culture, demographics, power structure, and other characteristics, and uses that understanding to guide the interventions as evidence in the discussions during supervision and assessment paper.</i>				
3. Demonstrates ability to engage client system and maintain the relationship. <i>The student demonstrates with increasing consistency abilities to construct accurate empathic responses to clients, demonstrates active listening skills, pays attention to both verbal and non-verbal cues, discussion in supervision and other documentation.</i>				
4. Demonstrates ability to assess client needs including attention to unique client strengths. <i>The student is able to identify with increasing frequency and independence the multiple dimensions of the client system's personal and environmental strengths, resources, risks and threats as evidenced in the assessment paper. The student uses with decreasing frequency superficial generalizations and a focus on deficits.</i>				
5. Demonstrates ability to contract with the client system. <i>The student is able with increasing frequency to contract with the client system, mutually construct a direction for the work, and demonstrate a purpose for each contact that is sensitive to the needs of the client system and the overall direction as evidenced in the proposal paper, and discussions during supervision where preparation for meetings are discussed.</i>				
6. Ability to develop and implement knowledge based intervention plans. <i>The student is able with increasing frequency and independence to develop intervention strategies that are purposeful, creative, responsive, reflective, and supported by the literature. The student demonstrates the ability to identify the reason behind their choices as evidenced in their proposal paper and discussions.</i>				

7. Ability to perform generalist social work roles as appropriate: enabler, broker, activist, advocate, researcher. <i>The student is able to distinguish between roles during discussion, shows and understanding of when the role is appropriate and how to fulfill it.</i>				
8. Ability to terminate effectively with client systems. <i>The student identifies the potential challenges brought about by the termination process, and sensitively acts to promote client welfare and is sure to thank those who were supporters of their collective action as evidenced in the supervision discussions.</i>				
9. Demonstrates ability to evaluate practice. <i>The student demonstrates with increasing frequency and depth the ability to examine the effectiveness of his/her interventions and makes appropriate adjustments.</i>				
10. Forms collaborative relationships with student colleagues and professionals. <i>The student is able to communicate effectively with fellow students and other professionals, demonstrate the ability to identify and engage effective problem solving when relational issues arise.</i>				
11. Works effectively with and within tasks groups <i>The students demonstrate an understanding of the stages of the group development, and are able to use that knowledge to assist them in maintaining the focus and work of the group. The student is also able to demonstrate their ability to provide attention to both dimensions of the group process; the relationships and tasks, and evidence during supervision</i>				
Competency 2: Apply social work ethical principles to guide professional practice				
12. Demonstrates an understanding of appropriate boundaries. <i>Student is able to maintain appropriate boundaries evidenced by the student's abilities to articulate her/his role to the client system, and to identify boundary challenges in the helping relationship. This is rated on the degree of guidance needed to demonstrate these behaviors.</i>				
13. Knows and uses social work values and ethical principles in practice <i>The student is able to identify ethical standards relevant to decisions, acknowledge the client's and personal values, and employs evidence to assess the harms and benefits of action. This is rated on the consistency with which the student demonstrates this behavior.</i>				
Competency 5: Advance human rights and social and economic justice				
14. Knows and uses social work values, ethics and human rights principles in practice. <i>The student identifies relevant social and economic justice principles within their practice domains and employs increasing assertiveness to inform others about these principles.. The student identifies relevant human rights within their practice domain and employs increasing assertiveness to act to inform others about these rights</i>				
Competency 4: Engage diversity and difference in practice.				
15. Demonstrates respect for and understanding of clients and co-workers, including those different from themselves and especially for those from non-dominant groups. <i>The student is able to identify how various systems of power impact on the social context of the client system evidenced in their discussion of the client systems. The student is rated based on the frequency and independence in which they present this insight.</i>				
16. Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power. <i>The student is able to identify how various systems of power impact on the social context of the client system evidenced in their discussion of the client systems.</i>				

<p>17. Gain Sufficient self awareness about the influence of personal biases and values in working with diverse groups. <i>The student demonstrates increasing levels of self-awareness in regard to how their personal experiences and values influence the helping relationship. The student is a rated based on the frequency of and independence with which they present this information in their discussions of clients systems.</i></p>				
<p>18. Recognize and communicate their understanding of the importance of difference in shaping life experiences. <i>The student is able to demonstrate a conscious awareness that not everyone views the world as they do, and it able to make the connection between the life experience of the client system and ho the client may view a situation. This is rated based on the student's ability to construct effective empathic responses.</i></p>				
<p>19. View themselves as learners and engage those with whom they work as informants. <i>The student demonstrates a healthy desire to understand more about the client systems refraining from making assumptions based on generalized information about the culture, class or other elements of the clients systems, as evidenced by the questions the student develops during supervision and the questions directed to the client system.</i></p>				
<p>Competency 1: Identify as a professional social worker and conduct oneself accordingly</p>				
<p>20. Demonstrates appropriate level of maturity, emotional stability and judgment. <i>The student is able to demonstrate a level of self reflection and self awareness that affords them the ability to understand the experiences of others and how others might experience them with increasing frequency and depth.</i></p>				
<p>21. Demonstrates responsibility, punctuality, and reliable attendance <i>The student is consistently where they are supposed to be when they are supposed to be there.</i></p>				
<p>22. Professional appearance in relation to agency standards. <i>Student dresses appropriately for the role and setting, is conscious of own demeanor and communication style and is able to articulate the impact it has on the helping relationship. This is rated on the degree of guidance needed.</i></p>				
<p>23. Uses supervision and consultation effectively. <i>The student is prepared for supervision with an agenda, ask questions and is able to process and use feedback, The student seeks out consultation when appropriate, This rating is based on the supervisor's perception of the consistency with which the student engages in this behavior, with an understanding that the discussions during supervision should reflect increasing understanding of the complexities involved in the student's experiences.</i></p>				
<p>Competency 3: Apply critical thinking to inform and communicate professional judgments.</p>				
<p>24. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom. <i>The student is able to identify the various sources of knowledge used to guide practice and support conclusions when discussing client systems and does so with increasing frequency. Students can state "How they know what they think they know about the client system, from what evidence are they supporting their conclusions.</i></p>				
<p>25. Analyze models of assessment, prevention, intervention, and evaluation. <i>The student articulates qualities that support his/her client assessment, identifies missing information, and adequately defends her/his choice of an evidence-based intervention. Students are rated on their ability to demonstrate increasing depth and complexity in their analysis.</i></p>				

<p>26. Uses effective written, oral and non-verbal communication skills. <i>The student shows ability to orally communicate with clients and colleagues in a responsive way and to demonstrate reasoned conclusions evidenced in observation, process recordings and agency documentation.</i></p>				
<p>Competency 6: Engage in research-informed practice and practice-informed research</p>				
<p>27. Use research evidence to inform practice. <i>The student is able to discuss with increasing frequency how to assess the effectiveness of her/ his interventions and the student refers to the professional literature in the construction of assessments, interventions, and evaluation of her/ his practice.</i></p>				
<p>Competency 7: Apply knowledge of human behavior and the social environment.</p>				
<p>28. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation. <i>The student is able to identify with increasing frequency and independence the theoretical perspective he/ she is applying in social work practice.</i></p>				
<p>29. Critique and apply knowledge to understand person and environment. <i>The student is able to construct an eco-map of client systems and employ relevant knowledge to evaluate client needs.</i></p>				
<p>Competency 8: Engage in policy practice to advance social and economic well being</p>				
<p>30. Analyze, formulate, and advocate for policies that advance social well being <i>The student is able with increasing frequency and independence to describe and critique policies that impact on the client system and identify specific policy change to promote social welfare</i></p>				
<p>31. Collaborate with colleagues and clients for effective policy action. <i>They are able to identify and link with advocates and advocacy groups that promote changes in policies that impact on their client system.</i></p>				
<p>Competency 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.</p>				
<p>32. Students are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts in the development of their collective actions. <i>With increasing frequency and independence the student actively seeks information, and demonstrate awareness of various social, economic, environmental, and technological changes and trends that impact their client system evidenced in their discussions in supervision and in their proposal and project summary papers.</i></p>				
<p>33. Recognize that the context of practice is dynamic, and use knowledge and skills to respond proactively <i>The student continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services;</i></p>				

EASTERN CONNECTICUT STATE UNIVERSITY
Social Work Program
APPLICATION FOR SENIOR SOCIAL WORK FIELD PRACTICUM

Instructions: *The following are the instructions for obtaining your senior field placement. This process is to be completed prior to the end of the spring semester. Students are expected to be diligent regarding the completion of the placement process.*

Step One:

1. You must complete the field placement application.
2. You must prepare an updated resume. The resume should only be one page in length, free of errors, and utilizing the format suggested.

Step Two:

1. Review the list of potential fields sites posted on the Social Work website under Field Practicum
3. Identify and print out no less than **four field** site data sheets that represent your interest.
4. Set up an appointment with Dr. Matthews.
5. Bring to the appointment a copy of the application, your error free resume, and no fewer than four field placement data sheets. If you have a suggestion for a potential field placement bring to the meeting the contact information of the potential field site.
6. At the meeting you will receive two referrals for potential field placements. [*You are not to contact any potential field placement that was not referred by Dr. Matthews*]

Step Three:

1. You are to contact immediately the field instructors to schedule an interview to discuss the potential of doing your field practicum at that agency. [*Please note that the field instructor is interviewing you as well so your attire should be professional, and you should prepare for the interview by reviewing the data sheet and the program website to familiarize yourself with the program.*] Make sure to follow the instructions on the field site data form as to the best way to contact them. Also, recognize that the field instructors are busy and it may take multiple attempts to reach them. Make sure that you leave your name and contact information when you call, but do not wait for them to call you back. It is in your best interest to be diligent.
2. Once you have conducted **both** interviews, complete the preference section of the referral form and return this in **HARDCOPY** to Dr. Matthews immediately. [*All interviews and referral/preference forms must be completed no later than April 1st.*]
3. Once the student's referral/preference form is submitted and the field instructor's rankings of the students they interviewed is obtained **Dr. Matthews will make the final placement.**
4. Students will be notified of their placement. If there is not a successful match made the student will be requested to conduct additional interviews.

Name:
Address (School):
Address (Home):
Cell Phone:
Phone:
Email (Eastern email address):
Information
Do you have a driver's license? Yes [<input type="checkbox"/>] No [<input type="checkbox"/>]
Will you have access to a car? Yes [<input type="checkbox"/>] No [<input type="checkbox"/>]
Do you have caregiving concerns that will impact on your availability? Yes [<input type="checkbox"/>] No [<input type="checkbox"/>]
If yes please specify
Will you be employed during this period? Yes [<input type="checkbox"/>] No [<input type="checkbox"/>]
If yes, are your hours flexible? Yes [<input type="checkbox"/>] No [<input type="checkbox"/>] If not what are they?
How many hours are you expecting to work?
Do you have any special skills that may apply to specific practicum settings or populations (i.e., a second language, ASL, CPR training)?
Do you have any conflicts of interest that would exclude you from working in any specific agencies (i.e., relative works there, your family has received services there, etc.)?
Many agencies require that you have a criminal background check and may exclude students with a record of certain behaviors. If you have serious motor vehicle infractions or criminal charges/convictions please disclose them so we can plan for an appropriate placement.

EASTERN CONNECTICUT STATE UNIVERSITY

Social Work Program

SENIOR SOCIAL WORK FIELD PRACTICUM REFERRAL & PREFERENCE FORM

Instructions: This form is to be completed and submitted to Dr. Matthews in HARDCOPY not later than **April 1**

Name:	
Address (School):	
Address (Home):	
Cell Phone:	
Phone	
Email (Eastern email address)	
Referral	
Field Site Referral:	
Date Interview was completed:	
Field Site Referral	
Date Interview was completed:	
Field Site Preference	
First Interview	
Would consider placement at this Agency Yes [] No []	Rank your preference []
Second Interview	
Would consider placement at this Agency Yes [] No []	Rank your preference []
Additional Site Referrals	
Field Site Referral	
Field Site Referral	
Updated Preference	
Third Interview	
Would consider placement at this Agency Yes [] No []	Rank your preference []

EASTERN CONNECTICUT STATE UNIVERSITY
SOCIAL WORK PROGRAM SENIOR FIELD LEARNING CONTRACT

| *Revised August 2011*

Student Name	Field Instructor Name
Agency Name	Semester Fall Spring Year
Program Name	Faculty Liaison
Agency Address	
<i>The following signatures indicate all parties' approval and acceptance of the Learning Contract</i>	Field Instructor Date
Faculty Liaison Date	Student Date

<i>Practice Competencies</i>	<i>Activities, Tasks or Responsibilities</i>	<i>Learning Outcomes</i>	<i>Assessment Method</i>
1. Identify as a professional social worker and conduct oneself accordingly.			
2. Apply social work ethical principles to guide professional practice.			
3. Apply critical thinking to inform and communicate professional judgments.			
4. Engage diversity and difference in practice.			
5. Advance human rights and social and economic justice.			
6. Engage in research-informed practice and practice-informed research.			
7. Apply knowledge of human behavior and the social environment			

<i>Practice Competencies</i>	<i>Activities, Tasks or Responsibilities</i>	<i>Learning Outcomes</i>	<i>Assessment Method</i>
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.			
9. Respond to contexts that shape practice.			
10. *Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.			

EASTERN CONNECTICUT STATE UNIVERSITY

SOCIAL WORK PROGRAM SENIOR FIELD PLACEMENT LEARNING EVALUATION | Revised January 2012

Student Name	Field Instructor(s) Name
Agency Name	Fall Mid-semester Final Year
Program Name	Spring Mid-semester Final Year
Agency Address	
<i>The following signatures indicate all parties' receipt of the evaluation</i>	
Field Instructor Signature Date	Student Signature Date

<i>Brief description of key activities</i>
Face to face contact with individual clients and families
Work with groups
Macro practice and indirect services (e.g. meetings, conferences, advocacy, policy practice, community projects)

Eastern Connecticut State University Social Work Program

Mission	Goals
<p>The Social Work Program of Eastern Connecticut State University prepares bachelor-level generalist social work professionals who competently and effectively advance social justice and human rights. Ready for professional practice and graduate study upon graduation, our students promote human well-being by employing practice skills that are grounded in social work's body of knowledge and professional values. Students are ready to serve diverse client populations especially those most vulnerable and oppressed. The Social Work Program improves the lives of people of the region and state by increasing the number of effective social work practitioners who serve our residents.</p>	<ol style="list-style-type: none"> 4. Provide a learning environment that challenges and supports students to create a social work identity that is a synthesis of self and professional role 5. Educate skillful practitioners who are guided by social work knowledge and values 6. Develop and inspire social work students to become empowered professionals who are advocates and agents for social justice and human rights.

Evaluation Standards

All placements apply Eastern Connecticut State University Social Work Program standards to their unique settings. These are guidelines for field instructors in determining the adequacy of the performance of the BSW intern at various stages of the internship. Note that the expectations for performance increase throughout the two semesters. Students must continue to improve their skills and knowledge in order to achieve minimum expected competence. *Minimum practice competency in stated * items is essential to receive a passing grade in the field semester.* If students do not achieve minimum standards in these areas, they may receive a grade lower than C for the seminar.

Fall, mid-semester evaluation

Practice competencies should be present at least 40% of the time.

- Student demonstrates high levels of reliability and openness to supervision.
- Student demonstrates respect for clients.
- Student demonstrates appropriate professional presentation.
- Student demonstrates maturity, emotional stability and adequate judgment.
- Student demonstrates purposeful use of self.
- Student applies social work knowledge to practice.

Fall, final evaluation

Practice competencies should be generally present at least 50% of the time.

- In addition to previous |Student should demonstrate assertiveness in relation to supervision.

Spring, mid-semester

Practice competencies should be present at least 60% of the time.

- In addition to previous |Student should demonstrate abilities to identify and address ethical dilemmas
- Students should be assertive in meeting client needs

Spring, final evaluation

Practice competencies should be present at least 80% of the time.

- Student should have a refined sense of human rights and anti-oppressive practice.
- There are no significant deficiencies in demonstrated knowledge, skills or values.
- The agency would be willing to hire a student with these attributes to perform beginning generalist social work.

Instructions

For each item, please check the column that best describes the student's performance in relation to the standards set for each evaluation period. Minimum practice competency in stated * items is essential to receive a passing grade in the field semester.

For any rating at (1) or (3) please justify your ranking in the comments section.

Practice Competency and Behaviors Minimum Standards Competencies Present Fall Mid (40%) Fall Final (50%) Spring Mid (60%) Spring Final (80%) Rating 1 needs additional assistance – does not meet standards 2 meets standards 3 performs above standards	1	2	3	Comments
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				
(1) advocate for client access to the services of social work; <i>Student is able to identify the differences among the professions in the setting. He/she is able to identify the benefits of having a social work professional in the current position, evidenced by discussions with the supervisor.</i>				
(2) practice personal reflection and self-correction to assure continual professional development; <i>Student is able to identify and discuss how personal experiences, identity, and skills impact on the practice experience with the client system, and is able to make appropriate adjustments based on those reflections. This is rated by the degree of guidance needed to engage the student in this discussion.</i>				
(3) attend to professional roles and boundaries; <i>Student is able to maintain appropriate boundaries evidenced by the student's abilities to articulate her/his role to the client system, and to identify boundary challenges in the helping relationship. This is rated on the degree of guidance needed to demonstrate these behaviors.</i>				
(4) demonstrate professional demeanor in behavior, appearance, and communication; <i>Student dresses appropriately for the role and setting, is conscious of own demeanor and communication style and is able to articulate the impact it has on the helping relationship. This is rated on the degree of guidance needed.</i>				
(5) engage in career-long learning; <i>The student engages in additional learning opportunities, this is rated on the degree of independence the student demonstrates in seeking out additional learning opportunities (e.g. conferences, workshops, additional reading materials) and the frequency with which it is done.</i> and				

<p align="center">Practice Competency and Behaviors</p> <p>Minimum Standards Competencies Present</p> <p>Fall Mid (40%) Fall Final (50%) Spring Mid (60%) Spring Final (80%)</p> <p>Rating</p> <p>1 needs additional assistance – does not meet standards </p> <p>2 meets standards 3 performs above standards</p>	1	2	3	Comments
<p>(6) use supervision and consultation:</p> <p><i>The student is prepared for supervision with an agenda, ask questions and is able to process and use feedback, The student seeks out consultation when appropriate, This rating is based on the supervisor's perception of the consistency with which the student engages in this behavior, with an understanding that the discussions during supervision should reflect increasing understanding of the complexities involved in the student's experiences.</i></p>				
<p>2. *Apply social work ethical principles to guide professional practice. Social workers have an obligation to conduct themselves ethically and to engage in ethical decisionmaking. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers</p>				
<p>(7) recognize and manage personal values in a way that allows professional values to guide practice;</p> <p><i>Student demonstrates knowledge of the values of the profession reflected in behavior in the helping relationship and discussion during supervision. The student also demonstrates an awareness of her/his personal values and is able to identify value conflicts when they emerge. This rating is based on the consistency with which the student appears able to demonstrate the above skills and the level of prompting that is required on the part of the supervisor.</i></p>				
<p>(8) make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;</p> <p><i>The student is able to demonstrate knowledge of the code of ethics, able to identify how to access the code of ethics, and describes how the code of ethics guides her/his practice in discussion of client systems,</i></p>				
<p>(9) tolerate ambiguity in resolving ethical conflicts;</p> <p><i>The student is able to acknowledge that uncertainty exists in resolving ethical conflicts by identifying potential acceptable alternative choices, not insisting on a definitive answer, and identifies discomfort or other feelings that demonstrate an awareness of the complexities involved. This rating is based on the consistency in which the student demonstrates these skills.</i></p> <p>and</p>				
<p>(10) apply strategies of ethical reasoning to arrive at principled decisions.</p> <p><i>The student is able to identify ethical standards relevant to decisions, acknowledge the client's and personal values, and employs evidence to assess the harms and benefits of action. This is rated on the consistency with which the student demonstrates this behavior.</i></p>				

<p align="center">Practice Competency and Behaviors</p> <p>Minimum Standards Competencies Present</p> <p>Fall Mid (40%) Fall Final (50%) Spring Mid (60%) Spring Final (80%)</p> <p>Rating</p> <p>1 needs additional assistance – does not meet standards </p> <p>2 meets standards 3 performs above standards</p>	1	2	3	Comments
<p>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</p>				
<p>(11) distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;</p> <p><i>The student is able to identify the various sources of knowledge used to guide practice and support conclusions when discussing client systems and does so with increasing frequency. Students can state “How they know what they think they know about the client system, from what evidence are they supporting their conclusions.”</i></p>				
<p>(12) analyze models of assessment, prevention, intervention, and evaluation;</p> <p><i>The student articulates qualities that support his/her client assessment, identifies missing information, and adequately defends her/his choice of an evidence-based intervention. Students are rated on their ability to demonstrate increasing depth and complexity in their analysis.</i></p> <p>and</p>				
<p>(13) demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.</p> <p><i>The student shows ability to orally communicate with clients and colleagues in a responsive way and to demonstrate reasoned conclusions evidenced in observation, process recordings and agency documentation.</i></p>				
<p>4. Engage diversity and difference in practice. Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers</p>				
<p>(14) recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;</p> <p><i>The student is able to identify how various systems of power impact on the social context of the client system evidenced in their discussion of the client systems. The student is rated based on the frequency and independence in which they present this insight.</i></p>				

<p align="center">Practice Competency and Behaviors</p> <p>Minimum Standards Competencies Present</p> <p>Fall Mid (40%) Fall Final (50%) Spring Mid (60%) Spring Final (80%)</p> <p>Rating</p> <p>1 needs additional assistance – does not meet standards </p> <p>2 meets standards 3 performs above standards</p>	1	2	3	Comments
<p>(15) gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;</p> <p><i>The student demonstrates increasing levels of self-awareness in regard to how their personal experiences and values influence the helping relationship. The student is rated based on the frequency of and independence with which they present this information in their discussions of clients systems.</i></p>				
<p>(16) recognize and communicate their understanding of the importance of difference in shaping life experiences;</p> <p><i>The student is able to demonstrate a conscious awareness that not everyone views the world as they do, and is able to make the connection between the life experiences of the client system and how the client may view a situation. This is rated based on the student's ability to construct effective empathic responses.</i></p> <p>and</p>				
<p>(17) view themselves as learners and engage those with whom they work as informants.</p> <p><i>The student demonstrates a healthy desire to understand more about the client system, refraining from making assumptions based on generalized information about the culture, class, or other elements of the client's system, as evidenced by the questions the student develops during supervision and the questions directed to the client system.</i></p>				
<p>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</p>				
<p>(18) understand the forms and mechanisms of oppression and discrimination;</p> <p><i>The student is able to identify with increasing insight, oppressive systems and acts of discrimination.</i></p>				
<p>(19) advocate for human rights and social and economic justice;</p> <p><i>The student identifies relevant human rights within their practice domain and employs increasing assertiveness to act to inform others about these rights.</i></p> <p>and</p>				
<p>(20) engage in practices that advance social and economic justice.</p> <p><i>The student identifies relevant social and economic justice principles within their practice domains and employs increasing assertiveness to inform others about these principles.</i></p>				

<p align="center">Practice Competency and Behaviors</p> <p>Minimum Standards Competencies Present</p> <p>Fall Mid (40%) Fall Final (50%) Spring Mid (60%) Spring Final (80%)</p> <p>Rating</p> <p>1 needs additional assistance – does not meet standards </p> <p>2 meets standards 3 performs above standards</p>	1	2	3	Comments
<p>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</p>				
<p>(21) use practice experience to inform scientific inquiry <i>The student is able to discuss with increasing frequency how to assess the effectiveness of her/ his interventions. and</i></p>				
<p>(22) use research evidence to inform practice. <i>The student refers to the professional literature in the construction of assessments, interventions, and evaluation of her/ his practice.</i></p>				
<p>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</p>				
<p>(23) utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; <i>The student is able to identify with increasing frequency and independence the theoretical perspective (e.g. psychodynamic, cognitive behavioral, social learning) he/ she is applying in social work practice.</i> and</p>				
<p>(24) critique and apply knowledge to understand person and environment. <i>The student is able to construct an eco-map of client systems and employ relevant knowledge to evaluate client needs.</i></p>				
<p>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</p>				

<p align="center">Practice Competency and Behaviors</p> <p>Minimum Standards Competencies Present</p> <p>Fall Mid (40%) Fall Final (50%) Spring Mid (60%) Spring Final (80%)</p> <p>Rating</p> <p>1 needs additional assistance – does not meet standards </p> <p>2 meets standards 3 performs above standards</p>	1	2	3	Comments
<p>(25) analyze, formulate, and advocate for policies that advance social well-being;</p> <p><i>The student is able with increasing frequency and independence to describe and critique policies that impact on the client system and identify specific policy change to promote social welfare.</i></p> <p>and</p>				
<p>(26) collaborate with colleagues and clients for effective policy action.</p> <p><i>The student is able to identify and link with advocates and advocacy groups that promote changes in policies that impact on their client system.</i></p>				
<p>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</p>				
<p>(27) continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services;</p> <p><i>With increasing frequency and independence the student actively seeks information and demonstrates an awareness of the various social, economic, environmental, and technological changes and trends that impact their client system.</i></p> <p>and</p>				
<p>(28) provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.</p> <p><i>The student takes responsibility for the quality of services provided and can articulate to colleagues a vision for positive change through at least one specific improvement in quality.</i></p>				
<p>10. *Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.</p>				

<p align="center">Practice Competency and Behaviors</p> <p>Minimum Standards Competencies Present</p> <p>Fall Mid (40%) Fall Final (50%) Spring Mid (60%) Spring Final (80%)</p> <p>Rating</p> <p>1 needs additional assistance – does not meet standards </p> <p>2 meets standards 3 performs above standards</p>	1	2	3	Comments
Educational Policy 2.1.10(a)— Engagement Social workers				
(29) substantively and affectively prepare for action with individuals, families, groups, organizations, and communities; <i>The student consistently takes actions to prepare for contact with client systems (e.g. identifies meeting place appropriate for contact, reviews records when available, talks to potential sources of information about client systems) and can identify her/his own affect and readiness. These are demonstrated in process records and in supervision.,</i>				
(30) use empathy and other interpersonal skills; <i>The student demonstrates with increasing consistency abilities to construct accurate empathic responses to clients, demonstrates active listening skills, pays attention to both verbal and non verbal cues, as evidenced in their process recordings, discussion in supervision and other documentation.</i> and				
(31) develop a mutually agreed-on focus of work and desired outcomes. <i>The student is able with increasing frequency to contract with the client, mutually construct a direction for the work, and demonstrate a purpose for each contact that is sensitive to the needs of the client and the overall direction.</i>				
Educational Policy 2.1.10(b)—Assessment Social workers				
(32) collect, organize, and interpret client data; <i>The student demonstrates with increasing frequency and independence ability to collect information about the client system through effective and creative observation, interaction, and use of records. The student also demonstrates, through documentation and supervision, ability to logically arrange this data and to draw conclusions and meaning from that which is known.</i>				
(33) assess client strengths and limitations; <i>The student is able to identify with increasing frequency and independence the multiple dimensions of the client system’s personal and environmental strengths, resources, risks and threats.. The student uses with decreasing frequency superficial generalizations and a focus on deficits.</i>				
(34) develop mutually agreed-on intervention goals and objectives; <i>The student is able with increasing frequency and independence to develop collaborative goals for the work that are relevant, achievable and measurable.</i> and				

Practice Competency and Behaviors Minimum Standards Competencies Present Fall Mid (40%) Fall Final (50%) Spring Mid (60%) Spring Final (80%) Rating 1 needs additional assistance – does not meet standards 2 meets standards 3 performs above standards	1	2	3	Comments
(35) select appropriate intervention strategies. <i>The student is able with increasing frequency and independence to develop intervention strategies that are purposeful, creative, responsive, reflective, and supported by the literature. The student demonstrates the ability to identify the reason behind their choices as evidenced in their process recording and discussions.</i>				
Educational Policy 2.1.10(c)—Intervention Social workers				
(36) initiate actions to achieve organizational goals; <i>The student demonstrates with increasing frequency and independence an awareness of agency policies and how these affect client outcomes. The student is able to recommend and initiate changes when relevant.</i>				
(37) implement prevention interventions that enhance client capacities; <i>The student takes action to identify and reduce risks to well-being in the client system.</i>				
(38) help clients resolve problems; <i>The student demonstrates problem-solving skills and collaborates with clients to identify, choose and implement effective solutions based upon the client's values as demonstrated in student process recordings and agency documentation.</i>				
(39) negotiate, mediate, and advocate for clients; <i>The student demonstrate abilities to act assertively to advance client goals through skills of negotiation, mediation, or advocacy.</i> and				
(40) facilitate transitions and endings. <i>The student identifies the potential challenges, to worker and client, brought about by the termination process, and sensitively acts to promote client welfare, as evidenced in the process recordings and supervision discussions.</i>				
Educational Policy 2.1.10(d)—Evaluation				
(41) Social workers critically analyze, monitor, and evaluate interventions. <i>The student demonstrates abilities with increasing frequency and independence, to monitor, critique and evaluate their practice employing both qualitative and quantitative evidence discussed in supervision and recorded in agency records.</i>				

Please identify the student's strengths

Please identify the knowledge, skills, attitudes or behaviors that the student needs to improve

Additional comments

EASTERN CONNECTICUT STATE UNIVERSITY
SOCIAL WORK PROGRAM FIELD SITE INFORMATION

| *Revised June 2012*

Please submit this form:
 Eastern Connecticut State University Field Education Coordinator, Social Work Program
 83 Windham Street Willimantic, CT 06226 or matthewse@easternct.edu

Agency Name
Unit/Program Name
Site Address
Main Telephone
Agency Website Address
Field Instructor Name
Field Instructor Telephone
Field Instructor Email Address
Additional People Supervising the Student: (Task Supervisor)
Task Supervisor Telephone
Task Supervisor email
Program Description/ Purpose
Population Served:
Age: 0-5 [<input type="checkbox"/>] 6-8 [<input type="checkbox"/>] 9-11 [<input type="checkbox"/>] 12-13 [<input type="checkbox"/>] 14-18 [<input type="checkbox"/>] 19-25 [<input type="checkbox"/>] 26-60 [<input type="checkbox"/>] 61- older [<input type="checkbox"/>]
Check all that apply
Diversity: Caucasian [<input type="checkbox"/> %] African Diaspora [<input type="checkbox"/> %] Native Amer. [<input type="checkbox"/> %] Latino(a) [<input type="checkbox"/> %]
Asian [<input type="checkbox"/> %] Other specify [<input type="checkbox"/> %] estimate the percentage
About Your Program
Is your program: Inpatient/Residential [<input type="checkbox"/>] Outpatient [<input type="checkbox"/>] Both [<input type="checkbox"/>]
Program Category: Behavioral Health Service [<input type="checkbox"/>] Medical Services [<input type="checkbox"/>] Youth Services [<input type="checkbox"/>]
Recreational Services [<input type="checkbox"/>] Developmental disabilities [<input type="checkbox"/>] Addiction Services [<input type="checkbox"/>] School [<input type="checkbox"/>]
Pre-School [<input type="checkbox"/>] Housing/Residential [<input type="checkbox"/>] Criminal Justice [<input type="checkbox"/>] Elderly Services [<input type="checkbox"/>]
Adult Protection [<input type="checkbox"/>] Child Welfare [<input type="checkbox"/>] Community Practice [<input type="checkbox"/>] Advocacy/ Policy Practice [<input type="checkbox"/>]

Types of Services Provided (Check all that apply): Individual psychotherapy [] Counseling []
Case Management [] Group [] Crisis Intervention [] Day treatment []
What are the agency's hours of operation?
Qualifications For the Internship
Is a car required? Yes [] No []
Does the student need a valid driver's license Yes [] No []
Special Training/ Knowledge: Yes [] No []
If yes specify
Do you have a preference for the days/hours in the field Yes [] No []
If yes please specify
To Arrange an Interview
Whom should the student contact to arrange an interview? [] Field Instructor [] Other
If other please specify (include contact information)
What is the best method to reach that person: Phone [] Email [] Both []
If placed with your Agency
Whom should the student contact?
Is there a training or orientation need prior to entering the field? Yes [] No []
If yes please specify

EASTERN CONNECTICUT STATE UNIVERSITY
 SOCIAL WORK PROGRAM SENIOR FIELD LIAISON REPORT

| *Revised August 2011*

Student Name	Field Instructor Name			
Agency Name	Semester	Fall	Spring	Year
Program Name	Faculty Liaison			
Date				

System Areas of Generalist Practice:

Individuals

Families

Groups

Organizations

Communities/Societies

Research

Learning Contract Progress

Key Student Strengths

Areas of Challenge

Plan to Enhance Knowledge, Values, Skills

Required Improvement Areas

Plan to Address Problems

Indicators of Accomplishment

Outcomes if Plan is Not Achieved

EASTERN CONNECTICUT STATE UNIVERSITY
 SOCIAL WORK PROGRAM FIELD SUPERVISOR INFORMATION

| Revised August 2011

Please submit this form or an updated résumé containing this information to:
 Eastern Connecticut State University Field Education Coordinator, Social Work Program
 83 Windham Street Willimantic, CT 06226 or matthewse@easternct.edu

Name of Field Supervisor	
<i>Please write your name as it appears on your driver's license, as University ID cards will be produced from this information.</i>	
Agency and Program	
Agency Address	
Supervisor Telephone	Supervisor Fax
Supervisor E-Mail	
Social Work and Other Education	
MSW Degree Date Degree Received	
Name of College or University	
City and State of College or University	
Concentration / Minor Concentration (if any)	
BSW Degree Date Degree Received	
Name of College or University	
City and State of College or University	
Other Graduate Education	
Degree Date Degree Received	
Discipline or Area	
Name of College or University	
City and State of College or University	
Concentration / Minor Concentration (if any)	
Other Undergraduate Education	
Degree Date Degree Received	
Discipline or Area	
Name of College or University	
City and State of College or University	
Concentration / Minor Concentration (if any)	
Current Social Work Certifications	
CT LCSW	CT LSW ACSW
Other State License	State and Level

Social Work Diplomate
Other Certifications
Seminar in Field Education Completed yes no
School and Date Completed
Professional Social Work Experience Include title, dates, and location of at least the last three professional social work positions
Social Work Field Instruction Experience Indicate dates, numbers of students and academic programs for which students were supervised
Professional Associations
Other Qualifications