Ursuline College
Social Work Program
Student Handbook: 2009-2011

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rev. April 2010
Introduction

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

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

The College’s Student Handbook/Calendar is published yearly and is available to students at no cost. Current College policies and contact information for student organizations and college personnel can be found in this resource. Ursuline College’s general academic policies are in the undergraduate College Catalog, accessible online through the main website of the College. Hence, general academic policies are not reproduced in this edition of the Social Work Student Handbook. Social Work course descriptions, admission criteria for the professional program and some key information for majors are located in the Social Work Department section of the Ursuline College Catalog.

I. Ursuline College

A. History of Ursuline College

The spiritual legacy of Ursuline College dates back to 1535, when Saint Angela Merici founded the Company of St. Ursula, a community of women who were different from monastic religious in that its goal was to integrate contemplation and active participation in society through service and education. Angela told her daughters to pray and to be flexible...
in adapting to the changing circumstances of time and place to address the needs of the Church in its mission to society. Although, known first as the Company of St. Ursula, in 1620 it was established as the Order of St. Ursula, i.e., O.S.U. Most recently, the congregation is known as the Ursuline Sisters of Cleveland, Ohio. Ursuline College is one way that the Ursuline Sisters institutionalized their role in revitalizing society through a special emphasis on the education of women.

The Ursuline Sisters who sponsor Ursuline College came from the Congregation of Paris’ monastery in Boulogne-sur-Mer, France at the invitation of Amadeus Rappe, the Bishop of Cleveland in 1850. Remaining true to the vision of education for women, Mother Mary of the Annunciation Beaumont obtained a charter from the state of Ohio to “confer all such degrees and honors as are conferred by colleges and universities in the United States.” Through this 1871 document, Ursuline College became one of the first Catholic women’s colleges in the United States chartered explicitly for the purpose of college education of women and the first chartered college for women in Ohio. From 1871 forward, enrollment has been open to those of all races and creeds who qualify scholastically.

As Cleveland expanded and enrollment increased, the College moved to several different locations. At the Overlook campus (1926-1966) enrollment more than tripled. When this property was sold to Case Western Reserve University, Ursuline College moved to its current site in Pepper Pike. As of 1966, Mother Marie Sands, O.S.U., President of the College and General Superior of the Ursuline Sisters, had completed a 10 year planning project and realized her dream to construct the Pepper Pike campus which included a new motherhouse for the Ursuline Sisters, the Ursuline Educational Center.

The College was separately incorporated as an independent, nonprofit organization in 1968, sponsored by the Ursuline Sisters of Cleveland. In January, 1969, the College Board of Trustees was formed, comprised of both lay persons and Ursuline Sisters. Names of various buildings and rooms on campus reflect members of the Board of Trustees, e.g., the Dauby Building, the Strawbridge Board Room, the Besse Library and Smith Hall. The Grace Hall student residence is named for Sr. Mary Grace OSU who was friend to students in Amadeus Hall at the Overlook Campus. In 1969, Ursuline College initiated a Continuing Education Program to address the needs of adult women who wished to complete their college education. Ursuline College was one of the first in Ohio to develop such a program.

As a decision was made to close St. John’s College on Superior Avenue, Bishop Hickey asked Ursuline College to accept the St. John College nursing program. Knowing that Ursuline had had a nursing program in its early history and in response to the Bishop’s request, President Sister Kenan Dulzer worked so that by July of 1975, the Division of Nursing of Saint John College of Cleveland was transferred to Ursuline College. A memorial garden in the Quad commemorates distinguished faculty of St. John’s College and alumnae.

Graduate programs were initiated in 1982. Currently, more than 8 graduate programs are offered, e.g., art therapy counseling, education and educational administration, liberal studies, ministry, nursing and business. The Accelerated Program, known as UCAP is an undergraduate, educational delivery system of 5 week course formats developed to meet the needs of working women and men. In 2000, women’s sports programs were begun. By 2010, ten teams celebrated the 10th anniversary of the Ursuline Arrows sports teams. Champions of Character is a criterion of excellence which has been earned by the Athletic
Program.

Since its inception in 1871 to its ongoing development, Ursuline College has been able to maintain favorable faculty-student ratios for learning and provide the intellectual vitality noted as an important part of the Ursuline philosophy of education. Supported by the commitment of the Ursuline Sisters of Cleveland, Ursuline College’s primary thrust remains educating women for roles of responsibility and leadership. The tag line: “Values, Voice and Vision” encapsulates the 3 manifestations of responsibility and leadership for Ursuline graduates. The Ursuline Studies Program is the structured core curriculum of the liberal arts requirements which seeks to develop persons of “Value, Voice and Vision,” based on a unique epistemological methodology as to the way women learn.

From a social justice and social advocacy perspective, the murder of Ursuline Sister Dorothy Kazel on December 2, 1980 in El Salvador has been a major catalyst for education for justice, awareness of the global poor and the effects of violence against women, both locally and internationally. Along with Sister Dorothy, Maryknoll Sisters Maura Clark and Ita Ford and lay woman Jean Donovan were raped and murdered by five El Salvadoran National Guardsmen. Some of these guardsmen and their superiors were trained in the School of the Americas at Fort Benning, Georgia. In 1986, six Jesuits who taught and administered the University of Central America, the UCA, were brutally murdered along with their housekeeper and her daughter. These events took on national proportions of concern against the foreign policies of the United States in Central America which led to violence.

Each year in late November, near the anniversary of the death of the four churchwomen, thousands of people across the United States gather at Fort Benning in Georgia to remember the deaths of the four churchwomen, the murders of the University of Central American Jesuits and their housekeeper and her daughter and the over 70,000 Salvadorans who were murdered or disappeared. This peace movement’s goal is to close The School of the Americas, now known as The Western Hemisphere Institute for Security Cooperation. Data from the SOA Watch (2004) confirmed the School’s continued support for human rights abusers. Insofar as the SOA has been a dimension of our nation’s foreign policy, the death of Sister Dorothy has brought awareness of such policy to our campus and community. Social justice is an integral theme in the Social Work Program.

In the Spring semester of each year, the student organized Women Watch recognizes women of all ages who have suffered a violent death in Cuyahoga County that year. The event is a memorial to Ursuline Sister Joanne Marie Mascha who was murdered in 1995.

B. Mission of Ursuline College

Ursuline College helps students achieve their educational and career goals by emphasizing the whole person and providing personalized attention within a liberal arts higher educational environment. While welcoming persons of all faiths, the College is Catholic in its origins, identity, and environment. Instruction and services are based on the dignity of the human person in accordance with the principles of Catholic Social Teaching.

In the liberal arts tradition, an Ursuline education emphasizes critical thinking; clear and graceful expression; free, mature judgment and choice; and commitment to continued
learning. In addition, faithful to the contemplative heritage of the Ursuline congregation, we perceive contemplation and reflection as integral factors in our search for wisdom. Thus a distinctly Ursuline education emphasizes a strong foundation in the arts and sciences, fosters the student-professor dialectic with its corollary of shared responsibility, respects the learning needs of the individual student, and recognizes the interrelatedness of spiritual vitality and service to the larger community.

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

The primary focus of the institution is on the academic preparation of students through an emphasis on excellence in teaching and on scholarship that supports teaching. The College seeks for its faculty women and men who are professionally competent, who are committed to developing a learning community, and who can contribute to its distinctively Ursuline character.

As a corollary of its emphasis on shared responsibility, the College seeks to foster a climate of collegiality in which all members have opportunity to influence and to participate in decision-making. Today, students reflect a wide range of ages, of economic, social and academic backgrounds, and of religions. A special effort to assess and meet the needs of our diverse clientele is made by providing flexible scheduling and a variety of approaches to learning. Ursuline College serves the local community by offering programs and facilities for social, cultural, and spiritual enrichment. In all of our services we strive for the integration of the intellectual, aesthetic, social, psychological, physical, and spiritual dimensions of life. The heart of any endeavor is to initiate and sustain a search for wisdom. Our mission then is to further this life of wisdom in contemporary society, and thus contribute to the building up in history of the Reign of God.

C. Vision Statement of Ursuline College

Focusing on women, Ursuline College welcomes all students into an academically challenging and values-based environment that fosters life-long learning of the total person and prepares leaders in the local and global communities.

D. Ursuline Sisters of Cleveland Sponsorship & Mission Statements:

As the sponsoring entity of Ursuline College, the Ursuline Sisters continue to articulate, infuse and connect the mission, history and legacy of the Ursuline Sisters with the philosophical orientation of students, administration and the at-large College community. The following Mission statement of 1996 was shared during the January, 1998 College Community Day. The Ursuline Sisters clarify their mission in the following words. Each value in the mission statement is furthered explicated for more clarity of understanding and for action.
The Mission of the Ursuline Sisters of Cleveland is:

Transforming Society through Contemplation, Justice and Compassion

Committed to the transformation of society by spreading the Gospel message of Jesus Christ and acting as God’s instruments, the Ursuline Sisters of Cleveland strive to reconcile and empower others to be Good News for all God’s people. We give special emphasis to families, women, the economically poor, and the powerless. We stand as a sign of hope and healing in our world. True to St. Angela’s charism to be open to the Spirit, dynamically adaptable to society’s changing needs and sensitive to women’s needs, we see our individual ministries as well as our service in sponsored institutions as characterized by the Gospel values of:

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

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

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

E. The Ursuline Studies Program

The Core Curriculum’s linkage with generalist practice in the region, especially with women is explained in this section of the Social Work Student Handbook.

The very heart of an Ursuline education, for every student, is the Ursuline Studies Program. By its very nature, the Ursuline Studies Program is committed to the incremental development and enrichment of all students. As an outcomes-based curriculum, the program views assessment of academic progress as an essential part of each course and each stage of development.

The Ursuline Studies Program involves a series of writing-intensive interdisciplinary courses that total 49 credit hours and serve as the liberal arts core of an Ursuline College education. The program highlights personal development, including wellness and career preparation; computer and information literacy; the cultivation of academic abilities; and the exploration of a coherent, integrated body of knowledge drawn from a variety of content areas.

The Ursuline Studies core curriculum was developed to articulate the values expressed in the mission statement of the College, especially those associated with its identity as a
Catholic liberal arts college for women. The Ursuline Studies Program provides an educational philosophy and institutional mechanism through a syllabus review process for core and satellite courses to attain the learning objectives and academic goals of the three stage curriculum model. The Ursuline Studies’ philosophy conceives of education as the development of complex abilities, recognizing current research findings, about the preferred learning styles women in Belenky, Clinchy, Goldberger, & Tarule’s (1986) Women’s Ways of Knowing.1

The Ursuline Studies’ model facilitates women’s intellectual and ethical development through four stages of knowing: 1) received; 2) subjective; 3) procedural; and 4) constructive knowing. These four stages are addressed through the three staged model of The Ursuline Studies Program.

Stage One: Designed to facilitate the move the knower from one who passively accepts knowledge from others to the subjective position where one's own position is recognized, validated and appropriated as one’s own.

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

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


1. Academic Competencies of the Ursuline Studies Program
The Ursuline Studies Program seeks to develop certain abilities that help students to excel in academics and in life. The goals of this liberal arts education enables students to:

• **To Analyze and Synthesize** by examining and distinguishing constituent elements (analysis) and combining parts of elements in a whole (synthesis).

• **To Communicate Effectively** by exchanging ideas, thoughts, opinions or feelings through a common system of language, symbols, signs or gestures appropriate for everyday living.

• **To Interact Socially** by engaging in behavior that permits effective relationships in both one-to-one and group situations.

• **To Make Decisions Based on Values** by making discriminations based upon the consideration of what the individual prizes as ethical, socially worthwhile, good, beautiful and true.

• **To Respond to Beauty** by integrating the cognitive and affective domains in a
personal experience of the arts.

- **To Solve Problems** by finding a solution to a question or situation that presents uncertainty or difficulty.

- **To Take Responsibility for Society** by accepting the obligation to respond to unjust or oppressive social situations.

The Ursuline Studies Program promotes the through development of these abilities. The Program enables students to utilize them confidently in academic, professional, social and personal situations.

2. **Ursuline Studies: Learning Perspectives**

A liberal arts education prepares students to look at life and learning from diverse perspectives. The Ursuline Studies Program considers six perspectives to be of crucial importance for its core curriculum. These Learning Perspectives are woven into all of the courses that make up the Ursuline Studies Program's objectives.

- **Collaborative**: learning is collegial, cooperative, connected; it takes into account issues of gender, race and class.

- **Global**: learning takes place in a wide variety of cultures.

- **Historical**: learning provides an understanding of ourselves and society in relation to the human condition over time.

- **Philosophical**: learning is built around values and meaning.

- **Religious**: learning respects the spiritual dimension of life.

- **Scientific**: learning involves inquiry, posing hypotheses, and systematically supporting them.

The USP is designed for the ways women learn: collaboration over competition, self-expression instead of rote memorization, group interaction rather than passive learning. Ursuline College’s core education model is designed to promote and strengthen women’s self-assurance, personal identity and commitment to the community through clarification of values, ethical understandings and action on behalf of others. The Ursuline Studies Program assists the attainment of the Social Work Program's objectives by enabling women students to identify strengths and growth in which can be utilized as an aspect of practice with, and for, client systems. The USP forms a framework of learning goals and teaching methods which assist the faculty and students in the Social Work Program to emphasize empowerment within the classroom and for clients.

In the Greater Cleveland area, an entry-level generalist practitioner needs the systems approach because it offers the practitioner a multidimensional assessment tool for analyzing the impact of the political, economic, cultural, ethnic and spiritual systems on the client and client systems. The generalist approach to social work practice as it is framed,
supplemented and integrated with the Ursuline Studies Core Curriculum, prepares the student to work with client systems in Cleveland's urban, suburban, and rural environments.

The social work curriculum content, joined with the Ursuline Studies Program, incorporates information about Cleveland, Ohio, the nation, and global environments.

The diversity emphasized in their liberal arts education and the Social Work Program's courses help majors develop greater competency for effectiveness with diverse, vulnerable populations, especially those at-risk. Sensitivity to cultural issues is enhanced by open discussion among students in the Program and the availability of field experiences in the surrounding areas.

Ursuline College's Social Work Program strives to provide students with an understanding of the linkage between the political and economic policies that either support growth or encourage disinvestment in the central urban core. Understanding how some policies give advantages to some, rather than others, aims to prepare students for direct practice with individuals, families, groups, organizations, communities and neighborhoods. The generalist approach to social work practice at Ursuline College has the advantage of two research based organizations which specialize in researching the impact of policy on the greater Cleveland area and Ohio. The Center for Community Solutions and the Center on Urban Poverty offer online data for critical analysis of social and policy issues. Students have current data about which questions of use in generalist practice can be applied to practice, advocacy and leadership.

A strengths perspective of client systems is one of the key theoretical approaches to practice education at Ursuline College. The strengths based approach to education is a strategy for restructuring of student's perspectives of themselves and of their clients. Ursuline College has an institutional commitment to identifying women's strengths as an aspect of its mission through its core curriculum. Thus, the goals and objectives of the Social Work Program are consistent with the College’s general education curriculum and with faculty approaches across the curriculum. The approach of the Social Work Program is reinforced by other courses which students take in the liberal arts area. And the Social Work Program’s courses reinforce the academic goals and perspectives of the core curriculum.

F. Ursuline, Catholic Tradition as Related to the Social Work Program

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

Six Principles of Catholic Social Teaching referenced in the Social Work Program are:

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

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

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

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

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

6. **Solidarity.** We are one human family. Our responsibilities to each other cross national, racial, economic, and ideological differences. We are called to work globally for justice.²

Three other themes in Catholic social thought are: 1) the right to participate in decisions affecting one’s life; 2) the dignity of work with a corollary principle that the economy exists to serve people; and 3) care for God’s creation.

Catholic identity does not define itself as against all other human or secular reality. The Catholic understanding seeks to involve and touch all reality. The Catholic theological tradition insists on the basic goodness of the human which mediates the divine. A distinctive characteristic of Catholic institutions is inclusiveness. The Catholic Church in the United States has had a long institutional involvement in health care, education and social services. The tradition has seen formal institutions as effective means of carrying out its mission to teach the young, to care for the sick, and to serve the poor.³ Catholic Charities’ network of social services takes pride in respecting the religious beliefs of those who are served. The tradition of Catholic Charities can be traced to the Ursuline Sisters in New Orleans who opened the first orphanage and hospital in 1727 in the United States.

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

- to work in active partnership with other religiously sponsored charities and with the civic community;
- to support an active public-private partnership with government at all levels; and
- to advocate for those in need through public education about social justice and
- to serve individuals, families and communities in need.¹
Because poverty is an assault on the dignity of each and every person, the Social Work Program strives to teach attitudes of respect for the poor. The Ursuline College Social Work Program would reiterate a statement made by Rail: "We do not serve the poor because they are Catholic. We serve the poor because we are Catholic." The Social Work Program views itself in light of the mission of Ursuline College and the values of the Ursuline tradition.

G. Social Work Education at Ursuline College: 1946 to the Present

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

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

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

On June 19, 1995, the Social Work Program at Ursuline College received initial accreditation at the baccalaureate level from the Council of Social Work Education. On June 14, 1999 that accreditation was reaffirmed. Since 1999 the Social Work Program has focused on continual development of new courses and program policies to meet the emerging social work practice issues and the changing needs of our students. Development


3 Currant, 6-7


of an articulation agreement with Lakeland Community College and acceptance of specified courses from Tri-C, i.e., Cuyahoga Community College has increased opportunities for students to achieve a social work major at Ursuline College.

The Social Work Program established an Advisory Board in 1992. Florence A. Hangach, UC’48, Chairperson and Nancy Lee Graf, UC’58 met with the Jim Wahlberg, director of the Mandel School of Applied School of Social Sciences’ Intensive Weekend Program and former Director of Field Education, and assumed the role of Chair in July, 2005. He serves as Chair of the Advisory Board in 2010. Program alumnae serve on the Board, as do representatives of the civic and social work community. Social Work Organization student leaders represent student views and experiences of the Program to Board members.


The Social Work Program/Department is housed in the academic School of Graduate and Professional Studies.

H. The School of Graduate and Professional Studies: Learners to Leaders

Mission Statement: School of Professional Studies

Grounded in a liberal arts framework, the School of Professional Studies strives to prepare students to become qualified, conscientious, and productive members of their professions. This preparation is based on the College’s philosophical framework of Values, Voice and Vision, and is achieved through quality educational experiences and partnerships with the professional community.

(4/26/04)

II. Social Work Program

A. Vision Statement

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

(4/23/03 - Reviewed 3/3/05)
B. **Mission Statement of the Social Work Program**

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

(Revised 3/3/05)

C. **Goals of the Social Work Program**

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

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

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

4. To prepare students for graduate education and for social work licensure in the State of Ohio.

(Revised 3/3/05)

D. **Program Objectives of the Program are 10 Core Competencies,**

(Educational Policy and Accreditation Standards, 2008, Council on Social Work Education)

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

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

**Skills:** Social workers

- 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
- use supervision and consultation

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

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

3. Apply critical thinking to inform and communicate professional judgments

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

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

4. Engage diversity and difference in practice.

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

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

5. Advance human rights and social and economic justice.

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


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

Skills: Social workers
• use practice experience to inform scientific inquiry
• use research evidence to inform practice.

7. Apply knowledge of human behavior and the social environment.

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

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

8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

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

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

9. Respond to contexts that shape practice.

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

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

10. Engage, assess, intervene, and evaluate with individuals, families,
groups, organizations, and communities.

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

**Skills: Engagement**
Social workers
- substantively and affectively prepare for action with individuals, families, groups, organizations, and communities
- use empathy and other interpersonal skills
- develop a mutually agreed-on focus of work and desired outcomes

**Skills: Assessment**
Social workers
- collect, organize, and interpret client data
- assess client strengths and limitations
- develop mutually agreed-on intervention goals and objectives
- select appropriate intervention strategies

**Skills: 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
- facilitate transitions and endings

**Skills: Evaluation**
Social workers critically analyze, monitor, and evaluate interventions.

(Revised 8/2009 Competencies)

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**E. Program Definitions**

1. **An Entry-Level Generalist Social Work Practitioner**

An entry-level social work practitioner is defined by the Social Work Program at Ursuline College as one who has broad-based skills; foundational knowledge of persons and environments; a repertoire of change strategies; and a commitment to social work values. The generalist uses interventive methods within a systems framework to assist various size client systems with problem-solving. Following a problem solving process in their work with client systems, the generalist social work practitioner:

1. examines the entire social situation and interacts with client systems at the individual, family, group, organization and community levels to assess the need in all its complexities;
2. identifies areas for intervention with the client systems; 
3. develops a plan with the client systems for responding to the need; 
4. works with the client systems to carry out the plan; 
5. evaluates the results of the interventions with the client systems; and 
6. adjusts the plan with the client systems in an on-going assessment process or achieves termination of the problem-solving sequence because the goal has been attained.

2. **A Competent Social Work Practitioner**

The Social Work Program defined a **competent social work practitioner** as one who:

1. uses professional values, ethics, knowledge and skills; 
2. is sensitive to human diversity; 
3. is aware of interactions between the individual and the environment, and among systems, especially as these impact populations-at-risk; 
4. is a critical thinker who uses theoretical bases and scientific approaches to evaluate social work practice, social policies, programs’ effectiveness and service delivery systems; 
5. understands social inequity as it affects practice, policy, programs and services; 
6. uses a problem-solving model with a strengths perspective in interaction with client and societal systems. *

*Since competency has been identified in the 2008 EPAS, the 10 core competencies are assessed in the Social Work Program, further defining the concept.

3. **An Effective Social Work Practitioner**

The Social Work Program defined an **effective social work practitioner** as one who:

1. is able to use information from supervision, research, colleagues and client systems to modify or change his/her own practice with client systems, at the individual, family, group, organization and community levels; 
2. demonstrates awareness of the professional self in relation to verbal and written communication skills, professional behaviors and attitudes, and role of service and change in the community-at-large; 
3. is a reflective practitioner as demonstrated by his/her ability to analyze professional strengths and limitations; 
4. is able to function collaboratively with other disciplines and with other social
At Ursuline College, the generalist social work practitioner’s skill, attitude and knowledge base is strengthened by meeting the Ursuline Studies Program outcomes, i.e., being able to analyze and synthesize, communicate effectively, interact socially, make decisions based on values, respond to beauty, solve problems and take responsibility for society.


In alignment with Core Competency 3: Apply critical thinking to inform and communicate professional judgments. And, in light of the fuller explanation of critical thinking as given in the Educational Policy (2008), the following is repeated for the students’ information and reference.

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

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

In alignment with Core Competency 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.

(EPAS, 2008, Core Competencies 3, 10)

The Ursuline College Social Work Program continues to expand on the above Core Competencies which require critical thinking skills by using the following definition of Critical Thinking which delineates specific strategies in the ability to reason, or organize information, to analyze, synthesize, generate new information, and evaluate. Students use different critical thinking skills at different phases of the problem-solving process.

Reasoning includes skills in:
• comparing
• classifying
• ordering
• representing

Analyzing or breaking down a body of thought, as simple as a sentence, or as complex as an ideology, into its constituent parts includes the ability to identify
• attributes and components  
• relationships and patterns  
• main ideas  
• errors  

**Generating new information** from what one is given includes:
• inferring  
• predicting  
• elaborating  

**Synthesizing** or combining relevant aspects of information into a new understanding requires skills in:
• gathering information from appropriate sources  
• combining evidence from various sources  
• restructuring the information of former experiences of oneself, others, and authoritative sources with new information  

**Evaluating** requires the assessment of the reasonableness of thinking processes, i.e., logic, discriminations based on one's own, and other standards of ethical behaviors and values, the ability to distinguish assumptions from factual or evidential conclusions, and judging the quality of ideas and sources of information for their reliability, validity, and value implications.

Evaluating includes:
• establishing criteria for judging the value of ideas and the logic of ideas  
• verifying, or using criteria  

(rev. 1-2010)
Purpose: The Advisory Board is established to serve as a resource for and to advise the Social Work Department of Ursuline College. It serves at the discretion of the executive administration of Ursuline College.

Goals:

1. To provide input for the preparation of competent and effective entry-level social work professionals for generalist practice at the baccalaureate level of a liberal arts education.
2. To advise on program policies, curriculum development, and the accreditation process.
3. To build a network with community professionals who can connect the Social Work Program with resources.
4. To enhance the Social Work Program’s diversity in areas such as student enrollment as it relates to financial resources, curriculum enrichment and access to resources and information.

Objectives:

1. To create a linkage between the academic, theoretical preparation of the entry-level generalist social work and the social work practice environment in the community.
2. To review program policies, documents, student enrollment and retention information and program resources.
3. To advise the Social Work Program regarding curriculum development in areas such as, policy, practice, ethics, service delivery and field work.
4. To be actively involved in the accreditation process with the Council on Social Work Education.
5. To provide information to the Social Work faculty and students about professional resources and community needs for service and employment.
6. To provide varying perspectives on the use of the professional self with sensitivity to ethnicity and populations-at-risk.
7. To work with the representative from the Institutional Advancement Office on any areas related to financial resources and scholarships.

Membership

The Social Work Program’s Advisory Board membership has broad representation from the community, with an emphasis on the professional social work community. The size of the Board ranges between 9 and 15 members, excluding ex-officio members.

Student members of the Social Work Organization leadership team attend and participate in Advisory Board meetings. Other students are invited for depth of experience on agenda items.

The Director (Co-Directors) of the Program are ex-officio members of the Advisory Board.
IV. General Academic Policies

Students are responsible for familiarizing themselves with the general academic policies of Ursuline College. These policies can be found in the College’s Student Handbook and in the Ursuline College Catalog and on the UC website.

V. Social Work Department Policies

Program courses are listed in the Appendix section of this Handbook. For more information, refer to the Ursuline College Catalog for social work course descriptions and for their prerequisites. The Ursuline College Catalog is online. Audit forms for planning one’s academic program and course registration are online. Students can access their transcript information through My Ursuline.

A. Social Work Program Admission Policies

General Admission Policies

Program Admission policies are clearly stated in the College Catalog. Students interested in a Bachelor of Arts in Social Work are admitted to Ursuline College and are assigned a faculty who serves as an academic advisor in the Social Work Department. The faculty advisor plans a course of study with the student. Students are responsible for keeping their academic plan up-to-date, using the information on My Ursuline, the Catalog and Audit forms for Ursuline Studies and the Social Work Program. While enrolled in SW 302 Generalist Practice I, the student makes a formal application to the Social Work professional Program.

In order to qualify for admission to the Program students should:

1. Maintain a cumulative grade point average of 2.0 in general education course work and an average of 2.50 in courses designated as part of the social work program.
2. Evidence good moral character, emotional maturity, and commitment to the National Association of Social Work’s Code of Ethics.
3. Evaluate physical stamina in relation to demands of the social work profession.
4. Submit two letters of recommendation supporting the candidate’s abilities, motivation and suitability for the social work profession to the Program Director.
5. Make formal application to the social work program.
6. Interview with the faculty designated by the program director(s)

Forms for Admission to the Professional Level of the Program are located in the Appendix of this Handbook.
Conditional Admission to the Social Work Program

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

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

B. Advisement Policies and Procedures

At the time a person inquires into the Social Work Program, admission counselors provide basic information about the major. Typically a Co-Director of the Program is contacted for an initial interview with the prospective major. The Co-Directors keep the Admissions personnel apprised of the major’s core requirements, transfer of credits that meet program and Ursuline Studies requirements, the advantages in completing the program at Ursuline and the areas for employment in the social work program.

All incoming students who declare social work as their major are assigned to a social work faculty person for academic advising. Students design a comprehensive academic plan on a semester basis for all course requirements needed for graduation: social work, core curriculum and electives. The plan is revised as needed, A record of each meeting or contact with the student is kept in a file by the advisor.

At the start of each registration period, Social Work faculty meet with students using sign-up sheets, the phone or email postings to establish personal appointments. Faculty phone numbers and email addresses, as well as the Department Secretary’s phone number, are made available to students through their course syllabi, the department website and the College Student Catalog in the online Directory. Students can contact their advisor as needed.

At the initial advising session, students are given copies of their Audit Sheets and expected to bring them to subsequent registration appointments. Students are responsible for updating their Audit forms. Both faculty advisor and student have access to updated transcripts and course histories through the My Ursuline link. Each social work faculty advisor keeps the students’ advising records in a locked file in her office. All records associated with the academic file are copied to the file.

Students in SW 101 Introduction to Social Work have an opportunity to review the components of the Program with their instructor. The following list identifies points in the Program at which the Social Work Program’s academic and professional policies are explained and reviewed:
1. Initial Contact with the Program
2. Course registration prior to each semester
3. In SW 101 Introduction to Social Work
4. During SW 302 Generalist Practice I
5. The application process for the professional program.

Academic advising is an on-going process for students.

The Academic Audit Sheet is located in the Appendix of this Handbook and on the UC website under Academics.

C. Policy on Sharing Student Information

Policy Statement

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

The field placement interview conducted by the field education director includes questions related to past life experiences which may negatively impact on the student’s work in an agency or may limit field selection.

In an effort to improve their self awareness and their use of self in a professional role, it is an expectation of the Social Work Program that students will appropriately self-disclose personal and sensitive information, which may impact their work, to the faculty, field education director and field instructor.

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

Procedures: the FERPA Waiver and Confidentiality Waiver

FERPA
1. When students are preparing for interviews for field placement the signed waiver is given to the field education director for discussion and for placement in the student’s field file. In the field placement interviews, students are advised regarding what information they may need to share with the potential field instructor.
2. Signing of the waiver form by a student provides the faculty with the student’s consent to discuss relevant personal and educational information.

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

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

Policy established: June, 2005
Policy reviewed: June 2007

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

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

I understand that in order for the Ursuline College Social Work Program to honor a verbal or written request for information by anyone, a signed authorization must be on file. Therefore, I ___________________ SS# __________ give my full consent to the Ursuline College Social Work Program to release information either verbally or in writing to faculty, potential field personnel/field instructors and/or current field site personnel/field instructor for the purpose of meeting the learning needs of the student and to ensure the protection of students, clients, faculty and field site personnel.

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

__________________________________________  _______________
Student’s Signature  Date

Policy established as of June, 2005.

(Adapted from the authorization form developed by the University of Cincinnati, School of Social Work, May 2005).
D. Civil Rights/ Nondiscrimination Policy

1. Ursuline College

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

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

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

Section 504 of the rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 prohibit discrimination against otherwise qualified handicapped individuals. Under both the ADA and Section 504, students with documented disabilities may be entitled to reasonable accommodations to ensure non-discrimination in programs, services and activities. Ursuline College has designated David Steiner, Chief financial Officer (x8302) to coordinate its compliance with Section 504 and the ADA.

If you believe you have been harassed or discriminated against in violation of law and this policy, it is essential that you report the matter immediately to Deanne Hurly, Vice President of Student Affairs (x8320). Dean Hurly will investigate all complaints filed with her office. If the complaint involves Dean Hurley, or you feel uncomfortable approaching her with your complaint, you should report the matter to Joanne Podis, Vice President for Academic Affairs, to determine the proper procedures to be followed. Please contact Dean Hurley for additional information on the College’s Harassment and Discrimination Policy.

For more information regarding civil rights and nondiscrimination policies at Ursuline College as well as other general campus policies, please see the Ursuline College Student Handbook.

____________________________________________________________________

2. Social Work Program’s Nondiscrimination Statement

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

E. Policy on Life Experience

Although Ursuline College has a policy that recognizes life experience for course areas that qualify, the Social Work Program does not accept life experience in lieu of the field practicum, or for courses in the professional foundation areas.

The Social Work Department's policy is in keeping with Evaluative Standards' on curriculum in the Council on Social Work Education's accreditation standards for baccalaureate social work programs. Questions on this policy can be discussed with the Program Co-Directors.

F. Sexual Harassment Policy

Ursuline College strives to provide an environment which promotes the worth and dignity of each individual. Sexual harassment demeans both the victim and the harasser and undermines the philosophy and mission of the College. Therefore, Ursuline College will not tolerate behavior which amounts to sexual harassment. Sexual harassment may take many forms including, but not limited to, unwelcome sexual attention or advances, requests for sexual favors, and other sexually suggestive remarks or conduct:

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

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

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

G. State of Ohio Employment and Licensure Restrictions Based on Criminal Convictions

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

Employment involving out-of-home care and services to children and work with the elderly is restricted based on criminal convictions. Social work licensure in the State of Ohio requires licensure applicants to report felony and first degree misdemeanor convictions on the application for the social work license (LSW). A decision regarding licensing of a social work graduate with a criminal conviction is made on a case by case basis by the Counselor, Social Worker, and Marriage and Family Therapists Board of the State of Ohio. Graduation from the Social Work Program at Ursuline College provides no guarantee that licensure will be awarded.
The application to the Social Work Program at Ursuline College requests information regarding criminal convictions to assist students in academic planning and field placement site selection. If you have questions regarding this policy or application, please contact the Program Co-Directors.

Policy established: May 25, 2001
Policy reviewed: January, 2005
June 2005; June 2007

Social Work Program Recommendation:

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

Policy established: May 25, 2001
Policy reviewed: January, 2005
June 2005; June 2007

H. Denial of Admission or Termination from the Social Work Program

1. Procedures

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

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

1. Academic grade point average below 2.0.
2. A grade of D in one or more of the social work courses. Students should review the College policy on Repeat courses in the College Catalog.
3. Failure in one or more of the social work courses. College policy: “Course failures in the academic major: A course failed in the major may be repeated once. If the student fails it again, s/he may not continue in that major. A student is also not permitted to continue in any major in which two different courses have been failed.”
4. Failure to meet Criterion 2 of the Program's Admission Policy. Criterion 2 states: “the student must exhibit good moral character, emotional maturity, and commitment to the NASW Code of Ethics.” The 1996 Code of Ethics is used as ethical criteria for consideration of denial of admission, or for termination from the Social Work Program.
5. Violation of the Ursuline College Student Code of Conduct
6. A serious life crisis which may impact the student's ability to relate to client systems, field faculty, agency colleagues, agency policy and procedures, and peers in the Social Work Program
7. Failure by the social work student to pursue steps recommended to address identified issues that come from a conference with the Social Work Department faculty, appropriate liberal arts faculty, and/or the Dean of the School of Professional Studies.

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

Usually one or more factors are considered in the decision to place a student on conditional admission to the Program, to deny admission to the Program, or to terminate the student from the Program

Prior to a final decision, the following procedures take place:

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

2. A conference of one of the following types to warn the student of salient issues:

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

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

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

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

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

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

2. The Appeals Process

a. The College Appeals Process
If a student is denied admission to the Program, or is being considered for termination from the program, the student follows the academic appeals process stated in the College Catalog and the College Student Handbook.

If a student is denied admission or is being considered for termination based on factors A, B, C, or E (as listed in section K, part 2 above), the College Appeals process applies. If factors D, F, and G are involved in the decision, then the Department Appeals Policy applies.

b. Social Work Program Appeals Policy
If the student is placed on conditional admission, is denied admission to the Social Work Program, or is terminated from the Program, the decision of the social work faculty is ordinarily final. Any student who objects to the decision should consult with the Program Directors within two weeks of the decision. If the student is still not satisfied, she/he should present their grievance to the Dean of the Professional Studies Division who will make an appropriate recommendation. This step must be taken within two weeks of the student's initial decision about her/his relationship with the professional social work program.

Any student who remains convinced of the injustice of the given evaluation may present a formal statement to the Social Work Appeals Panel through the Dean of the School of Professional Studies. Forms may be obtained from the Director(s) of the Social Work Program. This form must be presented to the Dean within one week after the student's notification. The Panel will consist of the Dean of the School of Professional Studies, two members of the Social Work Program’s Advisory Board and an alumna/us of the Social Work Program. Social Work faculty will present the process and rationale for their decision. The student will have the opportunity to present her/his formal statement. The decision of
the Social Work Appeals Panel is final and not subject to further appeal.

The Ursuline College Student Handbook and College Catalog contain additional policies regarding student conduct and academic issues. Please refer to the latest edition for further information.

A. Process of Application

All students requesting field placement must first successfully complete the application process for admission to the Social Work Program.

While enrolled in SW 302, Generalist Practice I, all students interested in formal application to the Social Work Program must complete the application and submit it to the field education director with letters of recommendation. Applications are reviewed by the Social Work Department faculty prior to a formal admission interview which is scheduled in conjunction with the initial field placement interview.

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

The field education director utilizes all application information provided by the student, the student’s references, and input from the social work faculty to prepare for the field placement conference. Once the student completes the conference and it is determined that the student is ready for field placement, the field education director initiates contact with the identified agencies to determine if the agency will accept a field student at this time. The field education director completes an on-site visit of new potential field agencies.

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

B. Roles and Responsibilities

1. Field Education Director/Faculty Field Supervisor

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

The field education director meets weekly with students in the Integrative Seminar of Field Placement I (SW 411A) and Field Placement II (SW 412A) to provide a forum for integrating empirical based knowledge with the practice experience in the agency. The field education program requires a field site visit each semester for each agency. A third site visit in an academic year will be conducted if it is deemed necessary by the field education director or field instructor. Agency field instructors are encouraged to contact the field education director whenever any issues or concerns arise in the agency.

The Social Work Program at Ursuline College also provides three Field Instruction Training Sessions per academic year for all field instructors and agency professional staff who supervise social work students.

The following are considered primarily the responsibility of the field education director:

1. to recruit, evaluate, select and retain agencies as sites for field placement.
2. to coordinate student selection and placement into field agency.
3. to meet with students and field instructors on a regular basis to clarify student’s role in the agency, and to monitor the quality of the field experience through a review of the learning contract and assignments.
4. to orient the field instructors and their agencies to the philosophy and design of the social work curriculum and the Educational Policy of the Council on Social Work Education.
5. to orient field instructors to the philosophy of Ursuline College Social Work Program, and the entry-level generalist social work perspective.
6. to provide the agencies and field instructors with the appropriate evaluation forms, information regarding the academic calendar, and course syllabi for relevant field and practice courses.
7. to assess field evaluations and coursework completed in the Integrative Seminar and assign grades.
8. to assume responsibility for informing students of their roles and responsibilities and support students’ learning through the Integrative Seminar.
9. to formally seek feedback from the field instructors regarding the curriculum of the Social Work Program as an avenue of renewal to improve the field education component.

10. to provide on-going training and support to the field instructors during the field placement.

11. to mediate difficulties which might arise in the field placement.

12. to assist students in creating a field placement experience that meets the student’s expectations and learning needs and the expectations of the Social Work Program and the agency.

2. Field Instructors and Agency

Agencies utilized by Ursuline College for field placements are selected on the basis of learning experiences available at that site and the credentials of the field instructors. The Greater Cleveland community provides opportunities for social work experience within a variety of settings: hospitals, child welfare agencies, income maintenance organizations, neighborhood centers, mental health centers, and other agencies which are privately and publicly funded. Given the diversity of the populations served by the social service network in Cleveland, Ursuline College students will have the opportunity to work with the most disadvantaged groups in this community.

The following are considered primarily the responsibility of the field instructor(s) and the agency:

1. to orient student to the agency by:
   • reviewing agency literature, forms, etc.
   • introducing students to agency director and staff
   • scheduling and orienting student to agency programs and services

2. to assist student in the development of the “professional self” by helping to clarify the student’s role in doing the work of the agency and by engaging in dialogue with student regarding professional values and ethics, behavior and strengths.

3. to assist the student in development of a professional relationship with the field instructor by scheduling weekly conferences where the student can learn to use the supervisory experience in clarifying practice skills and goals.

4. to participate in field instruction training at Ursuline College, when possible, to understand the Social Work Program’s philosophy and approaches to social work education.

5. to develop a learning contract with the student which will include assignments designed to meet the Core Competencies.

6. to provide the student with appropriate “hands on” experiences and supervisory support and feedback in the following areas:
• interviewing
• developing relationships
• assessment skills
• work with various size client systems
• integration of theory and research with practice
• working with diverse client systems
• applying the problem solving model to client situations in the agency setting
• evaluation of strengths, skills and effectiveness of their practice

7. to monitor and evaluate student progress and to provide feedback to the student regarding their strengths and limitations.

8. to contact the field education director at Ursuline College if problems or questions arise regarding the student's performance.

9. to complete two formal evaluations of the student: a Midpoint Evaluation in December and a Final Evaluation in April and to sign off on student hours in the agency.

3. Student Responsibilities

The following are considered primarily the responsibility of the student:

1. to meet agency standards with regards to absences, appointments, meetings, deadlines, and other professional expectations.

2. to document clearly and in a timely fashion according to agency guidelines.

3. to demonstrate the integration of knowledge, skills, values and ethics obtained in the classroom with the demands of practice through oral presentations, logs, research, and written assignments.

4. to maintain timely and accurate logs about the problems, issues, and events of the field placement for the field education director.

5. to meet with the field education director as needed to resolve issues in the field placement.

6. to demonstrate an increasing ability to practice independently at a beginning level as skills develop.

7. to initiate and maintain appropriate relationships with client systems with an understanding of professional boundaries.

8. to demonstrate an awareness and understanding of one’s own patterns of behavior and strengths in relationship to the developing professional self.

9. to actively participate in the weekly Integrative Seminar.

10. to demonstrate a commitment to the values and ethics of social work.

C. Policies related to Field Placement

1. Nondiscrimination Policy

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

2. Employability in the field site

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

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

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

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

1. The student will be responsible for securing paid employment in a community agency in consultation with the field education director.
2. The position secured by the student will meet the Social Work Program’s guidelines for new and valid learning opportunities for this student.
3. The student’s supervisor or assigned agency personnel must have the necessary credentials to be a field instructor and be willing to carry out those responsibilities.
4. The agency personnel must agree to meet with the field education director to coordinate the field experience and process.
5. The student will work a maximum of 40 hours per week in this position.
All decisions regarding employment in the field site are the responsibility of the field education director in consultation with the social work faculty, the student, and agency personnel. Students will be denied a paid field placement if the field education director determines that the agency is unable or unwilling to meet the educational objectives of the program and the academic needs of the student.

Policy Est.: June 2006
Policy Reviewed: June 2007; June 2009

3. Liability Insurance
All students registering for SW 411: Field Placement I will be required to purchase liability insurance prior to beginning work in the agency. Liability insurance can be purchased through the College policy or individually through the National Association of Social Workers (NASW). Students should consult with the field education director regarding necessary liability limits.

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

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

The NASW Code of Ethics (Standard 4.06 (c)) states: “Social workers should ensure that their representations to clients, agencies and the public of professional qualifications, credentials, education, competence, affiliations, services provided, or results to be achieved are accurate. Social workers should claim only those relevant professional credentials they actually possess and take steps to correct any inaccuracies or misrepresentations of their credentials by others.”

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

Policy Established: September 2, 1993

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

1. Students must become familiar with and follow confidentiality policies of the agencies in which they are placed.

2. No identifying information regarding specific clients, their families and other significant persons is to be revealed outside of the agency. Within the Integrative Seminar class and Practice classes pseudonyms or third person references should be substituted in oral presentations or in written materials (logs, case studies).

3. Identifying information includes names, addresses, phone numbers and any background information by which clients might be identified.

4. For community or professional presentation or for written material distributed outside of a class, students must alter case information to eliminate identifying information.

5. Students are responsible for the protection of any professional information or records they have in their possession.

6. When in doubt about the integrity of any confidentiality issue or practice, students should feel free to seek consultation and advice from social work faculty.

Policy: 9/2/1993

D. Criteria for selecting Field Instructors

Agencies are selected based on the agency’s ability to provide the student with a variety of direct service responsibilities under the close supervision of an agency field instructor.

Field instructors are chosen based on their practice competence; skill in utilizing supervision to guide the student and their strengths based approach to social work education. The Social Work Program ordinarily selects field instructors who are licensed, master’s level social workers. If an agency cannot provide a field instructor with these credentials, then additional supervision is provided by the field education director. Field instructors’ practice competence should include a generalist perspective regarding the various roles of social workers. Field instructors are required to have a minimum of one year of experience in their current agency prior to accepting a student for field placement. Selected field instructors must be able to assist the student in relating his/her field experience to information learned in the classroom.

E. Educational development of Field Instructors

The Social Work Program of Ursuline College offers field instructors the opportunity to attend on-campus training sessions during the academic year for the following purposes:

- to familiarize field instructors with the Council on Social Work Education’s Educational Policy and the curriculum design of the Social Work Program.
VII. Student’s Rights and Responsibilities

- to orient field instructors to the mission, goals, and objectives of the Social Work Program.
- to assist the field instructors in developing educational techniques and interventions which may be helpful in teaching core practice skills to students.
- to inform field instructors of the four phases of the field instruction process and to discuss the student’s and field instructor’s responsibilities at each phase.
- to engage field instructors in dialogue around problems which may surface in the field placement and possible methods for resolution.
- to provide support to field instructors in their role as supervisors.
- to provide a forum for input from the field instructors regarding assessment criteria, program/curriculum development and program renewal.

The Program applies for CEUs for all training sessions from the State of Ohio licensing board.

A. Student Rights

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

B. Student Responsibilities

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

1. to know the Program’s policies;
2. to take ownership for their academic and professional planning;
3. to respect the confidentiality of others in the Program and any constituency
   identified in the NASW Code of Ethics;
4. to strive to enact the Mission of the Social Work Program at Ursuline College;
5. to strive for competent, effective, value-based generalist, entry-level social
   work practice.
6. to know and be compliant with the NASW Code of Ethics.

Regarding the students’ right to organize a Social Work Organization, **students are
encouraged**:

- to develop leadership skills by participating in the organization;
- to support the efforts of those who serve on the Social Work Organization’s
governing board;
- to act in accordance with the student social work organization’s mission and
  procedures.

In addition to the right to expect information from faculty, **students have the responsibility**:

- to communicate their questions and concerns to the faculty for the improvement of
  the Program in areas of academic and student affairs
- to communicate with their academic and professional advisors; and
- to follow the procedures for admission, field placement, and procedures for other
  Program policies.

As a member of the Ursuline College community, **social work students have the
responsibility**:

- to know the history, tradition and mission of Ursuline College;
- to follow the policies of Ursuline College;
- to utilize the learning environment of collaboration, dialogue, critical thinking, and
  respect for differences among students;
- to use the resources available in a way that respects them for other person’s use;
  and
- to participate in the alumna association through service and leadership in the civic
  and professional communities which promotes the academic heritage of Ursuline
  College.

C. **Participation in Formulating and Modifying Policies**

The Social Work Program enables students to participate in formulating and modifying
policies affecting academic and student affairs in the following ways.

**First**, students have the opportunity to provide feedback through conferencing and
classroom interaction regarding modification of academic and program policies.

**Second**, students affect Program policies by qualitative feedback to faculty by making
statements like, "I can't tell you how much I have changed, since I have been here at Ursuline." By exploring such comments, the faculty person gains insight into the processes at work in the Program and in the Ursuline College learning environment whereby students identify changes in themselves.

**Third,** a premise of education at Ursuline College and in the Social Work Program is that because students have experiences and knowledge that is different from instructor’s knowledge, these differences are a source of learning for the instructor and for other students. The teacher is a co-learner.

This premise of education in the Social Work Program is based in some part on Paolo Friere’s (1973) *Pedagogy of the Oppressed,* on Gilligan’s studies of women’s experience of learning, and by Goldberger, Tarule, Clinchy and Belenky's research, especially *Women's Ways of Knowing* (1986) and *Knowledge, Difference, and Power* (1996). Because the students know the assumptions of Ursuline education, they expect to participate in policy formulation through direct interaction with faculty and other students.

**Fourth,** students participate in academic policy formulation and revision through: a) course evaluations which shape future presentations of courses and b) alumna feedback. Students have participated in the accreditation processes through the Candidacy site visits starting in 1993, the initial accreditation site visit in 1995, and subsequent reaffirmation visits.

**Fifth,** student representatives are invited to attend meetings of the Social Work Program Advisory Board.

**Sixth,** students participate in the Alum-Student Dialogues.

**Seventh,** students initiated the Social Work Organization in 1992 while in the SW 318 Programs, Policies, and Issues course. In the Fall of 1994, another group of students researched and developed a statement of Social Work Program Student Rights for their final SW 318 project. Their ideas were used as a basic guide for the Department's Statement of Student Rights and Responsibilities (1998).

Students participate in the Social Work Organization (SWO) as a means of having a "voice" in Program policies, curriculum and activities and representation on the Social Work Program Advisory Board.

The current size of the Social Work Program by numbers of both students and by faculty discourages the creation of multiple formal mechanisms warranted in larger programs where faculty and students have less opportunity for almost daily interaction. Class size promotes open discussion and opportunities for students to ask questions before, during, and after classes. Faculty schedules are posted; email addresses are available for students to contact faculty on areas of interest and concern.
A. Assessment Overview

Social work majors are assessed for their fit with the social work profession in a number of ways. From their first course in the program, attitudes, knowledge, skills, values and ethical criteria are presented in each course in relationship to professional development. Students are being continually assessed for fit and ability to work with clients.

Second, students are informed of the criteria for admission to the professional component of the Social Work Program in all major College and Program publications.

Third, the Program conforms to the requirements of the Higher Learning Commission’s requirements for ongoing academic assessment. Reports are submitted to the administration on a yearly basis as to how the data are used to inform and adapt the program curriculum.

Fourth, the Educational Policy of the Council on Social Work Education and its accreditation standards are the professional educational policy guidelines by which the Program evaluates its performance in developing entry-level social work professionals with a generalist perspective.

The nonacademic assessment of the student follows criteria set forth in this Handbook with the emphasis on: 1) the National Association of Social Worker’s Code of Ethics; 2) the mission, goals and values of the Program; and 3) those of Ursuline College. The policies for denial of admission to the professional level of course work, for conditional admission to that level, and for termination from the Program are identified in this Handbook.

B. Assessment Planning History

The Social Work Program developed a Time-Series Assessment Plan at the time of initial accreditation of the Social Work Program (June 1995) and was further defined with the reaffirmation accreditation (June 1999). The Ursuline Social Work Program’s Assessment Plan is a time-series model in which data capture points have been identified along course work in the professional foundation and the professional courses. The Plan includes follow-up data capture points after graduation from the Program. The 1999 assessment plan included a curriculum mapping of assignments, illustrating the assessment of each program objective; surveys instruments; and external measures of student/program success.

The report submitted to the Council on Social Work Education in March 1999, each of the program objectives was further clarified regarding whether or not the emphasis was on a “strengths perspective” or on “problem-solving”. The assessment plan focused on the
evaluation of the 14 Program Objectives and the quality of delivery of the curriculum, rather than on assessing student learning at the data capture points.

In May 2003, Ursuline College began a campus-wide initiative to develop and define an institutional assessment plan to assess student learning. This plan required the development of assessment plans for each program and department.

In June 2003, The Social Work Program created curriculum templates for each faculty course load. Curriculum templates were completed for courses taught by the Social Work Department in September 2003. These maps also incorporated courses cross-listed in Sociology and Psychology. Curriculum maps outlined where program objectives were introduced, reinforced, and assessed.

During September and October 2003, the Program faculty engaged in an extensive course by course review to analyze course objectives, content, and the assignments designed to measure student learning in relation to the course objectives. Course embedded assignments were evaluated to determine usefulness as data capture points, i.e., rubrics, in a program-wide assessment plan. By November 2003, assessment maps detailed where and how the outcomes/objectives were assessed across the courses and course assignments.

1. Status of the Assessment Plan

CSWE introduced a new Education Policy in fall of 2008. Ten Core Competencies are required outcomes for both baccalaureate and master’s level social education programs. The shift to the 10 Core Competencies from 12 Program Objectives, or 14 objectives as in the Ursuline College program, has challenged social work programs to rethink their curriculum and their assessment plans.

The Ursuline College Program spent the academic year, 2008-2009, discussing the 2008 Core Competencies with its Advisory Board. At the fall, 2009 Board meeting, members and student representatives were introduced to the Draft of the Field Contract/Evaluation for 2009-2010. The Draft is a pilot for assessing program success in light of the core competencies.

SW 204 Human Behavior and the Social Environment’s rubrics were piloted in Fall, 2009. SW 318 Policies, Programs and Issues’ rubric remained the same as previously due to the rubric relevance for specified core competencies. The data capture points for the time series model are the same; the rubrics may differ based on alignment with the Core Competencies. Curriculum is reviewed for its efficacy in addressing the competencies.

2. Time-Series Assessment Plan

Time (1): At the professional foundation level, rubrics are embedded in the following capstone courses for specified Content Areas: SW 240 Human Behavior and the Social Environment; SW 318 Policies, Programs and Issues; and SW 434 Research Methods.

Time (2): During SW 302
Time (3): Completion of the Practice Classes (SW 401-402) and the Field Placement (SW 411-412): 10 Core Competencies

Time (4): After Graduation: LSW Exam of the State of Ohio Results

Time (5): Follow-up Alumnae Survey and the Social Work Program Field Faculty Survey

Qualitative and quantitative data are gathered for each student throughout the Program Assessment process.

Established: 1995
Revised: 1999, 2007
Under Revision: 2009-2010

3. Use of Assessment Data

The Social Work Program submits an assessment report at the end of every academic year to the Dean of Graduate & Professional Studies who reviews the report and forwards the information to office which reviews assessment data on all academic programs. The Social Work faculty compiles, analyzes and evaluates the Program based on the data which are related to specified core competencies. The faculty makes changes in the content emphasis, methodology of instruction and use of related materials in order to address areas noted for improvement in the Program.
A. Brief Overview of the Social Work Organization: SWO

1. History
Initiated by student leadership in SW 318 Policies, Programs, and Issues during the fall of 1992, the Social Work Organization is the central organizing body for students in the Social Work program. The Social Work Organization holds elections each Spring for the designation of new leadership team members/officers. The governing board, i.e., Leadership Team consists of four or more students who occasionally share the responsibilities of a single position. The Leadership Team meets with the Faculty Advisor on a regular basis.

The Student Social Work Organization: Voices that Challenge was founded by students in the SW 318 Policies, Programs & Issues course (1992). The Constitution and Mission Statement were adopted December 10, 1992; founding Co-Presidents were Kathryn Mahoney and Jeannine Rybak.

The title of the organization was adapted to: Social Work Organization: Standing With Others in Spring, 2007. President: Susan Wood Hull

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

The student president has the main responsibility of developing a budget proposal and submitting it to the faculty advisor and to the Director of Student Activities.

Additional funds are awarded to a student organization that achieves the Founder’s Day Community Service Award. In the 2009-2010 academic year, student organizations could earn an additional $100 for completing and submitting all paperwork to the Student Activities Office.

3. Activities: SWO has been involved in the following types of programs:
- “Welcome Back to School” and “Meet ‘n Greet” socials to develop bonds of friendship and introduce new majors to the organization.
- “Senior Farewell” socials to celebrate the achievements of those who are graduating from the Program; retreat programs for Social Work majors;
- Alum-Student Dialogues: alumna reunions and networking events for alumnae and students
- Volunteer outreach events with Cleveland area community service agencies;
• Community service drives: food, clothing, toiletries, children’s books etc.,
• Information sessions about the social work profession with guest speakers’
• Sponsorship of student attendance at professional meetings in the community;
• Support of and collaboration in college-wide events and programs

Students have the opportunity to earn academic credit for participating in selected projects and events of the SWO. The Social Work Organization has been honored on a consistent basis for its exemplary community service projects at the College Community event: Founder’s Day.

4. Leadership Development

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

The Social Work Organization offers the students the opportunity to:

• give input into all aspects of the Social Work Program, taking an active role in shaping program policies and procedures;
• organize extracurricular activities, both social and intellectual;
• be a forum within which all special interests of students can be heard;
• work together to share and allocate resources, provided to their Organization through student activities programming.
• raise the awareness of the social work profession within the Ursuline College community; and
• increase appreciation for the values of social work in the general community through their participation in leadership activities; and
• develop leadership skills as a social work professional.

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

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

Constitution

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

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

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

Article III: Membership
Section 1. Membership is open to all students and alumni of Ursuline College.
Section 2. All students declaring a major in social work are ipso-facto members.
Section 3. Active membership is made up of all students who have participated in two meetings during the current academic year and those who have expressed an interest to the officers.

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

Section 2: Powers and Duties
a. The president, or co-presidents, of the Social Work Organization shall be the official representative(s) of the organization; she/he shall have, in
conjunction with the treasurer, the power to authorize the necessary
disbursements of SWO funds, to call meetings when deemed necessary, to
preside over all meetings, to report activities regularly to the Faculty Advisor
and the Director of Campus Programming, and to appoint chairperson and
members of all committees.

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

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

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

Section 3: Qualifications:

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

Section 4: Terms of Office:

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

Section 5: Provision for Removal from Office:

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

b. If an officer wants to resign her/his office for any reason, this can be
accomplished by a formal letter of resignation to the remaining
officers.

Article V: Committees

Committees may be formed for specific functions within the organization. All
committee chairpersons shall report to the officers.

Article VI: Meetings

Section 1. Meetings of the active membership will be scheduled at least once every 4 to
6 weeks. An announcement shall be made in advance to the active
membership by means of posting.

Section 2. At each meeting of SWO reports shall be given by the officers, new and old business discussed, and announcements made.

Section 3. A two-thirds vote of active membership shall be required for action.

**Article VII: Elections**

Section 1. Election of officers shall take place in the spring of each academic year to fill positions in the fall of the following year.

Section 2. All candidates shall be self-nominated.

Section 3. Election procedure

a. Membership of SWO shall be informed of all dates, times, and places which concern elections.

b. Candidates shall submit nominations to the officers. In the case of more than two nominations for the same office, a primary election shall be held to determine the two final nominees.

c. Counting of ballots shall be done by a committee of officers not seeking re-election. If all officers are seeking re-election, the committee shall consist of members not seeking election. This counting shall be done in the presence of the SWO advisor.

**Article VIII: Finances**

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

**Article IX: Advisor**

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

**Article X: Ratification**

Section 1. The constitution shall be ratified by a two-thirds vote of the active membership.

Section 2. A representative of Student Services shall have a copy of the constitution for approval.

**Article XI: Amendment Procedures Section**

Section 1 Amendments may be initiated in the form of a petition signed by 10 percent of the active membership or introduced by an officer.

Section 2. All amendments must be passed by a two-thirds majority of the active membership.
SWO: Officers

Fall 2010
President  Ashly Blanton

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

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

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

Each semester the leadership team is re-examined in light of the student’s ability to serve on the team, given their academic schedule and other obligations. Information on the Officers is submitted to the Student Affairs Office by the Faculty Advisor.
Appendix I: Codes of Ethics

A. National Association of Social Workers Code of Ethics

Approved: 1996 NASW Delegate Assembly
Revised: 1999 NASW Delegate Assembly

Preamble

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

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

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

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

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

Purpose of the NASW Code of Ethics

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

The NASW Code of Ethics serves six purposes:

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

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

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

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

\(^1\)For information on NASW adjudication procedures, see NASW Procedures for the Adjudication of Grievances.
In addition to this Code, there are many other sources of information about ethical thinking that may be useful. Social workers should consider ethical theory and principles generally, social work theory and research, laws, regulations, agency policies, and other relevant codes of ethics recognizing that among codes of ethics social workers should consider the NASW Code of Ethics as their primary source. Social workers also should be aware of the impact on ethical decision making of their clients' and their own personal values and cultural and religious beliefs and practices. They should be aware of any conflicts between personal and professional values and deal with them responsibly. For additional guidance social workers should consult the relevant literature on professional ethics and ethical decision making 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,
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, age, marital status, political belief, religion, and mental or physical disability.

1.06 Conflicts of Interest

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

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

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

(d) When social workers provide services to two or more people who have a relationship with each other (for example, couples, family members), social workers should clarify with all parties which individuals will be considered clients and the nature of social workers' professional obligations to the various individuals who are receiving services. Social workers who anticipate a conflict of interest among the individuals receiving services or who anticipate having to perform in potentially conflicting roles (for example, when a social worker is asked to testify in a child custody dispute or divorce proceedings involving clients) should clarify their role with the parties involved and take appropriate action to minimize any 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 or when laws or regulations require disclosure without a client's consent. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

1.08 Access to Records

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

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

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

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

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

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

1.10 Physical Contact

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

1.11 Sexual Harassment

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

1.12 Derogatory Language

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

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

(b) Social workers should avoid accepting goods or services from clients as payment for professional services. Bartering arrangements, particularly involving services, create the potential for conflicts of interest, exploitation, and inappropriate boundaries in social workers' relationships with clients. Social workers should explore and may participate in bartering only in very limited circumstances when it can be demonstrated that such arrangements are an accepted practice among professionals in the local community, considered to be essential for the provision of services, negotiated without coercion, and entered into at the client's initiative and with the client's informed consent. Social workers who accept goods or services from clients as payment for professional services assume the full burden of demonstrating that this arrangement will not be detrimental to the client or the professional relationship.

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

1.14 Clients Who Lack Decision-Making Capacity

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

1.15 Interruption of Services

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

1.16 Termination of Services

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

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

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

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

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

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

2. Social Worker’s Ethical Responses to Colleagues

2.01 Respect

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

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

(c) Social workers should cooperate with social work colleagues and with colleague 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.

(d) 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.

(e) 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, age, marital status, political belief, religion, or mental or physical disability.

4.03 **Private Conduct**

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

4.04 **Dishonesty, Fraud, and Deception**

Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception.
4.05 Impairment

(a) Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility.

(b) Social workers whose personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties interfere with their professional judgment and performance should immediately seek consultation and take appropriate remedial action by seeking professional help, making adjustments in workload, terminating practice, or taking any other steps necessary to protect clients and others.

4.06 Misrepresentation

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

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

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

4.07 Solicitations

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

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

4.08 Acknowledging Credit

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

(b) Social workers should honestly acknowledge the work of and the contributions made by others.
5. **Social Workers’ Ethical Responsibilities To The Social Work Profession**

5.01 **Integrity of the Profession**

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

(b) Social workers should uphold and advance the values, ethics, knowledge, and mission of the profession. Social workers should protect, enhance, and improve the integrity of the profession through appropriate study and research, active discussion, and responsible criticism of the profession.

(c) Social workers should contribute time and professional expertise to activities that promote respect for the value, integrity, and competence of the social work profession. These activities may include teaching, research, consultation, service, legislative testimony, presentations in the community, and participation in their professional organizations.

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

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

5.02 **Evaluation and Research**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

6.01 **Social Welfare**

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

6.02 **Public Participation**

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

6.03 **Public Emergencies**

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

6.04 **Social and Political Action**

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

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

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

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

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

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

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

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

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

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

1. Program Mission and Goals

Educational Policy 1.0—Program Mission and Goals

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

Educational Policy 1.1—Values

Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work. These values underpin the explicit and implicit curriculum and frame the profession’s commitment to respect for all people and the quest for social and economic justice.
Educational Policy 1.2—Program Context
Context encompasses the mission of the institution in which the program is located and the needs and opportunities associated with the setting. Programs are further influenced by their historical, political, economic, social, cultural, demographic, and global contexts and by the ways they elect to engage these factors. Additional factors include new knowledge, technology, and ideas that may have a bearing on contemporary and future social work education and practice.

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

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

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


2. Explicit Curriculum

Educational Policy 2.0—The Social Work Curriculum and Professional Practice

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

Educational Policy 2.1—Core Competencies

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

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

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

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

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

- recognize and manage personal values in a way that allows professional values to guide practice;
- make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics (Fnt 2) and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;
- tolerate ambiguity in resolving ethical conflicts; and
- apply strategies of ethical reasoning to arrive at principled decisions.


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

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

- distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- analyze models of assessment, prevention, intervention, and evaluation; and
- demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.
Educational Policy 2.1.4—Engage diversity and difference in practice.

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation.

Social workers:
• appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.
• recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
• gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
• recognize and communicate their understanding of the importance of difference in shaping life experiences; and
• view themselves as learners and engage those with whom they work as informants.

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

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

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

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

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

• use practice experience to inform scientific inquiry and
• use research evidence to inform practice.
Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.

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

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

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

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

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

Educational Policy 2.1.9—Respond to contexts that shape practice.

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

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

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

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes:

- identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals;
• using research and technological advances; evaluating program outcomes and practice effectiveness;
• developing, analyzing, advocating, and providing leadership for policies and services;
• and promoting social and economic justice.

**Educational Policy 2.1.10(a)—Engagement**

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

**Educational Policy 2.1.10(b)—Assessment**

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

**Educational Policy 2.1.10(c)—Intervention**

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

**Educational Policy 2.1.10(d)—Evaluation**

Social workers critically analyze, monitor, and evaluate interventions.

**Educational Policy B2.2—Generalist Practice**

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

**Educational Policy M2.2—Advanced Practice**

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

**Educational Policy 2.3—Signature Pedagogy: Field Education**

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

**Accreditation Standard B2.0—Curriculum**

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

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

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

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

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

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

**Accreditation Standard M2.0—Curriculum**

The 10 core competencies are used to design the foundation and advanced curriculum. The advanced curriculum builds on and applies the core competencies in an area(s) of concentration. The program
M2.0.1 Identifies its concentration(s) (EP M2.2).

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

3. Implicit Curriculum

Educational Policy 3.0—Implicit Curriculum: The Learning Environment

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


Educational Policy 3.1—Diversity

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

Accreditation Standard 3.1—Diversity
3.1.1 The program describes the specific and continuous efforts it makes to provide a learning environment in which respect for all persons and understanding of diversity and difference are practiced.

3.1.2 The program describes how its learning environment models affirmation and respect for diversity and difference.

3.1.3 The program discusses specific plans to improve the learning environment to affirm and support persons with diverse identities.

Educational Policy 3.2—Student Development

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

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

Admissions

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

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

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

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

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

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

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

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

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

Student participation

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

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

Educational Policy 3.3—Faculty

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

Accreditation Standard 3.3—Faculty

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

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

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

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

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

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

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

**Educational Policy 3.4—Administrative Structure**

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

**Accreditation Standard 3.4—Administrative Structure**

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

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

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

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

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

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

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

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

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

3.4.5 The program identifies the field education director.

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

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

B3.4.5(c) The program describes the procedures for determining the field director’s assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field at least 25% assigned time is required for baccalaureate programs. The program demonstrates this time is sufficient.
M3.4.5(c) The program describes the procedures for determining the field director’s assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field at least 50% assigned time is required for master’s programs. The program demonstrates this time is sufficient.

3.4.5(d) The program provides documentation that the field director has a fulltime appointment to the social work program.

Educational Policy 3.5—Resources

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

Accreditation Standard 3.5—Resources

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

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

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

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

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

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

4. Assessment

Educational Policy 4.0—Assessment

Assessment is an integral component of competency-based education. To evaluate the extent to which the competencies have been met, a system of assessment is central to this
model of education. Data from assessment continuously inform and promote change in the explicit and implicit curriculum to enhance attainment of program competencies.

**Accreditation Standard 4.0—Assessment**

4.0.1 The program presents its plan to assess the attainment of its competencies. The plan specifies procedures, multiple measures, and benchmarks to assess the attainment of each of the program’s competencies (AS B2.0.3; AS M2.0.4).

4.0.2 The program provides evidence of ongoing data collection and analysis and discusses how it uses assessment data to affirm and/or make changes in the explicit and implicit curriculum to enhance student performance.

4.0.3 The program identifies any changes in the explicit and implicit curriculum based on the analysis of the assessment data.

4.0.4 The program describes how it makes its constituencies aware of its assessment outcomes.

4.0.5 The program appends the summary data for each measure used to assess the attainment of each competency for at least one academic year prior to the submission of the self-study.

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Appendix III: Social Work Program
Course Requirements and Course Descriptions

A. Accreditation Status

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

B. Academic Requirements

The social work major is 58 credit hours. 42 credit hours are offered by the Social Work Program are listed here in numerical order: SW 101, 216, 240, 302, 318, 338, 401, 402, 411, 412, and 434. In Spring, 2010, the Curriculum Committee approved the change of multiple SW 488 Special Topics courses to be designated as SW 360 A-E electives. The SW 488 Special Topics designation was kept to provide the inclusion of current topics of relevancy to social work practice. Because some Social Work Program requirements meet requirements in the Ursuline Studies Program requirements, the student’s academic plan will vary by credit hours taken in SWP and the USP.

Built upon a liberal arts foundation, students take courses across five curricular content areas: 1) Human Behavior and the Social Environment; 2) Social Welfare Policy and Services; 3) Research; 4) Social Work Practice; and 5) Field Experience. SW 101: Introduction to Social Work is the orientation to the profession. One Special Topics course in the Department is required, i.e., SW 30 A-E or a SW 488, and one course in ethics. Students are enrolled in two semesters of field experience in a social service agency for 480 clock hours under the supervision of a master’s level social work practitioner and the faculty field director. An Integrative Seminar meets weekly during the field placement. Field placement hours meet the clock hour requirements for social work licensure by the State of Ohio.

Required courses

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

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

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

IV. Social Work Practice
    • An ethics course;
      This requirement can be filled by one of the following options: 1) the SW 360B Ethics and the Helping Professions; or 2) PH 260 Bioethics (Ursuline Studies Level II, Western Satellite) or 3) PH 360 Ethical Values (US Level III)
• A social work elective:
  This requirement can be fulfilled by one of the SW 360 courses or a SW 488
  Special Topics course.

SW 302 Generalist Practice I
SW 401 Generalist Practice II
SW 402 Generalist Practice III

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

Additional Electives: Independent Study courses are designed by students to address a particular
social work career interest. An Academic Internship offers a student academic elective credit for
volunteer work in a social service setting.

SW 461, 462 Independent Study (1-3 credits; 1-3 credits)
SW 475, 476 Academic Internships (1-6 credits)

C. Course Descriptions

SW 10 IV
Introduction to Social Work (3)
The first course in the social work major introduces the profession's history, philosophy,
mission, purposes, fields of practice, and the experience of diverse populations within the
context of the social welfare system. Students are introduced to generalist social work
approaches with individuals, families, groups, organizations, communities, and cultural
systems. Professional values, ethics, diversity, and action on behalf of justice are
emphasized. Participation in field observation in an agency setting for 10-15 hours during the
semester is required, unless life experience meets this requirement.

SW 216
Social Welfare as a Social Institution (3)
Designed to provide students with a basic understanding of the historical development of
social welfare policies and services in the United States. Compares societal needs, values,
and responses to the values of the social work profession. The first of two policy courses.
Prerequisites: SO 103; SW 101 can be taken concurrently.

SW 240
Human Behavior and the Social Environment (3)
A study of human behavior and development from an ecological and social systems
approach, including biological, psychological, spiritual, sociological, economic, political and
system theories. The social work practice perspective emphasizes how lifespan development
is affected by interactions among individuals, families, groups, organizations, and
communities at local, national and international levels. The impact of prejudice and
discrimination on cultural diversity, ethnicity, sexual orientation, physical/mental disabilities and health issues as it impacts social and economic justice. Ethical values and issues are discussed. Prerequisites: SO 103; PS 101; SW 101; BI 140 is also required for the HBSE Content Area.

SW 302  
Generalist Practice I (3)  
A study of the integrative systems approach to generalist social work practice examining the individual as a member of the family, small groups, the community and societal level systems. Introduces student to basic interpersonal helping skills using a problem-solving model. Emphasizes student's awareness of the self and of cultural, ethnic and lifestyle diversity as these impact practice. Prerequisites: courses in the HBSE and Policy Content Areas; SW 338. This course is restricted to social work majors.

SW 318  
Policies, Programs and Issues (3)  
An examination of the formulation of social welfare policy resulting from the interaction of social, political, and economic factors. Analysis of current social welfare programs and services. Discussion of methods for influencing social policy through advocacy at differing levels of policy-making. Prerequisite: SW 216.

SW 338  
Sociological Theory (3)  
Selected sociological theories are examined for their assumptions about social stability and social change in society, social institutions, organizations, communities, small groups, families' and individuals' behaviors. Linkage between research in sociology and social work practice is made. Prerequisites: PS 101; SO 103; SW 101.

SW 360  
Courses in this area explore emergent social work practice issues and provide specific information regarding high risk and vulnerable populations. Social work majors are required to take one (1) course in this sequence to complete the Social Work major or a SW 488 Special Topics.

SW 360 A Changing Roles of Women

SW 360 B Ethics and the Helping Professions

SW 360 C Introduction to Addictions

SW 360 D Domestic Violence; Issues and Challenges

SW 360 E The Challenge of Aging
**SW 401**  
*Generalist Practice II (3)*  
Designed to prepare students for generalist social work practice with all size client systems with special emphasis on how the social work profession uses groups to accomplish individual, family, organization and/or community goals. Use of the problem solving model is reinforced and expanded. Prerequisites: SW 302, 434. This course is restricted to social work majors.

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

**SW 411, 412**  
*Field Placement I, II (6, 6)*  
A two-semester sequence requiring 480 clock hours in an agency setting under the supervision of an agency field instructor and an academic instructor. Offers students actual work situations to integrate with the theoretical basis of generalist practice. The Integrative Seminar meets weekly with the Faculty Supervisor of Field Placement and other students in placement. Effective Fall 2003, the agency-based fieldwork will be graded on a Pass/Fail basis (3 credit hours) The Integrative Seminar (3 credits) will be graded based on the Ursuline College grading system. SW 411 and 412 are taken concurrently with SW 401 and 402. Prerequisites: SW 302, 434. Students are required to carry liability insurance coverage while in field placement. This course is restricted to social work majors.

**SW 434**  
*Research Methods (3)*  
Research concepts, ethics and designs are examined. Social Work majors focus on their application to social work practice, especially the single-subject design. Sociology students develop a research design for an appropriate topic. Prerequisites: SW 338; MA 212.

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

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

**SW 488**  
*Special Topics (3, 3)*
Topics of special interest in social work are offered to address emergent issues and to enrich the program offerings. Content varies from year to year.

Ursuline College Catalog: 2009-2011. The Catalog is reviewed every two years. It is available online. Students should use the Search button for quick access. The SW 360 courses were added to the Catalog offerings in Spring, 2010.

1. ADMISSION FORM COVER LETTER TO THE STUDENT

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

Dear Student:

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

1. Provide two letters of recommendation from persons who know you well enough to comment on the following areas:
   
   a. your strengths as a beginning social work professional;
   
   b. your limitations as a beginning social work professional;
   
   c. your interactive skills in resolving conflicts;
   
   d. your leadership abilities;
   
   e. solving skills; and
   
   f. your ability to manage time and stress.

2. Complete the following attached forms:

   a. Form A: Course Work Summary
b. Form B: Self Appraisal Inventory

c. Form C: Application to the Social Work Program

3. Other:

Thank you for applying to the Social Work Program.

<table>
<thead>
<tr>
<th>Name of Student</th>
<th>Date</th>
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<tr>
<th>Student ID number</th>
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For the following courses, give your grade and the semester in which the course was taken:

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<tr>
<th>Professional Foundation Courses</th>
<th>Semester</th>
<th>Grade</th>
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<tbody>
<tr>
<td>1. SO 103: Principles of Sociology</td>
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<tr>
<td>2. PS 101: Introduction to Psychology</td>
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<td></td>
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<td>3. SW 101: Introduction to Social Work</td>
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<td>4. SW 216: Social Welfare as a Social Institution</td>
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<td>5. BI 140: Human Biology and Aging</td>
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<td>6. SW 240: Human Behavior &amp; the Social Environment</td>
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<td>7. MAT 212: Statistics/Lab</td>
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<tr>
<td>8. SW 318: Policy, Program Issues</td>
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<td></td>
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<td>9. SW 338: Sociological Theory</td>
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<tr>
<td>10. SW 434 Research Methods (in process at the time of application)</td>
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Grade Average in Program
Academic GPA

_________________
In the letters of recommendation, your referents were asked to comment on the following areas:
1) your strengths and limitations as a beginning social work professional,
2) your interactive skills in resolving conflicts,
3) your leadership abilities,
4) your problem-solving skills and
5) your ability to manage time and stress.

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

A. An example of a situation that reflects some of the strengths I bring to the social work field is:
APPLICATION TO THE SOCIAL WORK PROGRAM
FORM B: SELF APPRAISAL INVENTORY – PAGE 2

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

C. An example of a situation in which there was conflict. I handled the conflict in the following way:
D. An example of a situation in which I see myself taking a leadership role is:

E. An example of a situation where someone asked you for help, or where a problem needed to be solved. What was the problem? Describe how you responded.
F. How do I address my responsibilities in terms of time management?

Write a short narrative regarding the path to your decision to become a Social Work Professional. If you need to supplement this space with another page, please add it.
FORM C: APPLICATION to the SOCIAL WORK PROGRAM

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Date of Admission to Ursuline College:

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<th>Email address:</th>
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The following information is being used for statistical purposes only.

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<th>U.S. citizen</th>
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<td></td>
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<tr>
<td>Male</td>
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The following information helps us to describe the composition of the Social Work Program. This is an optional section.

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<th>Black, Non-Hispanic:</th>
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<td>Latina/o:</td>
<td>Native American:</td>
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<td></td>
<td>Asian/Pacific Islander:</td>
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<th>Islamic:</th>
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<td></td>
<td>Other:</td>
<td>(specify):</td>
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General information:

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<thead>
<tr>
<th>I have pled guilty to, or was convicted of:</th>
<th>Any felony (including theft offense and drug abuse offense)</th>
<th>Yes</th>
<th>No</th>
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<tr>
<td></td>
<td>Corruption of a minor</td>
<td>Yes</td>
<td>No</td>
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<tr>
<td></td>
<td>Sexual imposition</td>
<td>Yes</td>
<td>No</td>
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<tr>
<th>Rate your health/physical condition:</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
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<tr>
<th>Is there any special health condition of which the department should be aware at this time?</th>
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</table>

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

<table>
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<tr>
<th>Name:</th>
<th>Date:</th>
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</table>
A. Student Information Form

Name: ___________________________  Date: ___________________________
Present Address: ___________________________  Permanent Address: ___________________________
                                               ___________________________  ___________________________
                                               ___________________________  ___________________________
Phone Number: _______________________  Permanent Phone Number: ___________________

Date of Birth: _______________________

Expected Date of Graduation from Ursuline College: ___________________

A. Education: Colleges attended prior to admission to Ursuline:

College Name: ___________________________
Dates of Attendance: ___________________________
Degree(s): ___________________________

College Name: ___________________________
Dates of Attendance: ___________________________
Degree(s): ___________________________

Employment History:
(Paid and Volunteer)

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

Agency/Organization Name: ___________________________
Time Employed: ___________________________
Responsibilities: ___________________________
Agency/Organization Name: __________________________________________

Time Employed: _____________________________________________________

Responsibilities: ____________________________________________________

Additional Information:

Social Security Number: ___________________________

Drivers License: _____ yes       _____ no

In case of Emergency, Notify:

_________________________________________________________________
(Name)

_________________________________________________________________
(Address)

_________________________________________________________________
(Phone Number)

Student Signature: __________________________

Date: __________________________
Ursuline College’s Social Work Program

B. Field Placement Learning Contract–Core Competencies

Student: ____________________________ Date: __________________

Agency’s Name: ____________________________

Agency Address: ____________________________

Agency Phone: ____________________________

Field Instructor: ____________________________

Number of Hours per week: ____________________________

Time Period for this Contract: ____________________________ to ____________________________

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

Core Competencies and Requisite Behaviors

1. Identify as a professional social worker and conduct oneself accordingly.

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

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

Tasks, activities, and assignments:

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

**Skills:**
2a. ______ recognize and manage personal values in a way that allows professional values to guide practice
2b. ______ make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles
2c. ______ tolerate ambiguity in resolving ethical conflicts
2d. ______ apply strategies of ethical reasoning to arrive at principled decisions

**Tasks, activities, and assignments:**

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

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

**Skills:**
3a. ______ distinguish, appraise, and integrate multiple sources of knowledge, including research based knowledge, and practice wisdom
3b. ______ analyze models of assessment, prevention, intervention, and evaluation
3c. ______ demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues

**Tasks, activities, and assignments:**

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

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

Skills:
4a. ______ recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power
4b. ______ gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups
4c. ______ recognize and communicate their understanding of the importance of difference in shaping life experiences
4d. ______ view themselves as learners and engage those with whom they work as informants

Tasks, activities, and assignments:

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

Skills:
5a. ______ understand the forms and mechanisms of oppression and discrimination
5b. ______ advocate for human rights and social and economic justice
5c. ______ engage in practices that advance social and economic justice

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

Skills:
6a. ______ use practice experience to inform scientific inquiry
6b. ______ use research evidence to inform practice.

Tasks, activities, and assignments:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

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

Skills:
7a. ______ utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation
7b. ______ critique and apply knowledge to understand person and environment.

Tasks, activities, and assignments:
________________________________________________________________________
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________________________________________________________________________

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

Skills:
8a. ______ analyze, formulate, and advocate for policies that advance social well-being
8b. ______ collaborate with colleagues and clients for effective policy action

Tasks, activities, and assignments:

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

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

Skills:
9a. ______ continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services
9b. ______ provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

Tasks, activities, and assignments:

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

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.

10 (a) **Skills**: Engagement
______ substantively and affectively prepare for action with individuals, families, groups, organizations, and communities
______ use empathy and other interpersonal skills
Develop a mutually agreed-on focus of work and desired outcomes

Tasks, activities, and assignments:

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

10 (b) Skills: Assessment
_____ collect, organize, and interpret client data
_____ assess client strengths and limitations
_____ develop mutually agreed-on intervention goals and objectives
_____ select appropriate intervention strategies

Tasks, activities, and assignments:

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___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

10 (c) Skills: Intervention
_____ initiate actions to achieve organizational goals
_____ implement prevention interventions that enhance client capacities
_____ help clients resolve problems
_____ negotiate, mediate, and advocate for clients
_____ facilitate transitions and endings

Tasks, activities, and assignments:

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

Tasks, activities, and assignments:

___________________________________________________________________________
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___________________________________________________________________________

Field Instructor: ________________________________

Student: ________________________________

Date: ________________________________

Received by Field Education Director: ________________________________

Date: ________________________________

Revised: 7/98; 6/09
Reviewed: 6/05; 6/07; 6/09
Form C: Mid-point Evaluation
Social Work Department
Field Placement- Competency Based

Student: ____________________________________ Date: ________________

Agency’s Name/Address: _______________________________________________________

Field Instructor: ________________________________

Evaluation Period: __________________________ to ____________________________

Part I:  Agency population and composition of the student’s case load. Please identify the population the student has been working with including age, sex, and sociocultural background.

Part II:  Please evaluate student performance related to acquisition of social work knowledge, application of knowledge in a practice setting, and professional behaviors and attitudes.

Rating scale:  4 - Competent
               3 - Emerging Competence
               2 - Insufficient Progress
               N/A - No Opportunity to Assess (OR Not Applicable)

Core Competencies and Requisite Behaviors

1. Identify as a professional social worker and conduct oneself accordingly.

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

Skills:
1a. ______advocate for client access to the services of social work
1b. ______practice personal reflection and self-correction to assure continual professional development
1c. ______attend to professional roles and boundaries
1d. ______demonstrate professional demeanor in behavior, appearance, and communication
1e. ______engage in career-long learning
1f. ______use supervision and consultation
2. **Apply social work ethical principles to guide professional practice.**

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

**Skills:**

2a. ______ recognize and manage personal values in a way that allows professional values to guide practice

2b. ______ make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles

2c. ______ tolerate ambiguity in resolving ethical conflicts

2d. ______ apply strategies of ethical reasoning to arrive at principled decisions

3. **Apply critical thinking to inform and communicate professional judgments.**

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

**Skills:**

3a. ______ distinguish, appraise, and integrate multiple sources of knowledge, including research based knowledge, and practice wisdom

3b. ______ analyze models of assessment, prevention, intervention, and evaluation

3c. ______ demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues

4. **Engage diversity and difference in practice.**

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

**Skills:**

4a. ______ recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power

4b. ______ gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups

4c. ______ recognize and communicate their understanding of the importance of difference in shaping life experiences

4d. ______ view themselves as learners and engage those with whom they work as informants

5. **Advance human rights and social and economic justice.**

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

Skills:
5a. ______ understand the forms and mechanisms of oppression and discrimination
5b. ______ advocate for human rights and social and economic justice
5c. ______ engage in practices that advance social and economic justice

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

Skills:
6a. ______ use practice experience to inform scientific inquiry
6b. ______ use research evidence to inform practice.

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

Skills:
7a. ______ utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation
7b. ______ critique and apply knowledge to understand person and environment.

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

Skills:
8a. ______ analyze, formulate, and advocate for policies that advance social well-being
8b. ______ collaborate with colleagues and clients for effective policy action

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

Skills:
9a. ______ continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services
9b. ______ provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

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

10 (a) Skills: Engagement
- substantively and affectively prepare for action with individuals, families, groups, organizations, and communities
- use empathy and other interpersonal skills
- develop a mutually agreed-on focus of work and desired outcomes

10 (b) Skills: Assessment
- collect, organize, and interpret client data
- assess client strengths and limitations
- develop mutually agreed-on intervention goals and objectives
- select appropriate intervention strategies

10 (c) Skills: Intervention
- initiate actions to achieve organizational goals
- implement prevention interventions that enhance client capacities
- help clients resolve problems
- negotiate, mediate, and advocate for clients
- facilitate transitions and endings

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

Please identify the student's major areas of strengths and limitations as a social work professional:
Please identify areas for continued work during the second semester of the field placement:

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<tr>
<th>Signature of Field Instructor/Date</th>
<th>Signature of Student/Date</th>
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<td>(Student may attach additional comments)</td>
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Received by Field Education Director

Date ______________________

Revised: 1/24/97, 7/98, 6/05, 6/07; 6/09
Social Work Department
Form D - Final Evaluation --- Field Placement
Core Competencies

Student: ______________________________ Date: ______________
Agency (Name/Address/Phone): ____________________________________________

Field Instructor: _________________________________
Dates of Field Placement: Start date: ______________ Ending date: ______________

Part I: Agency population and composition of the student’s case load. Please write a brief
description of the assignments the student has been given.

Rating scale:  5 – Advanced Competence
              4 - Competent
              3 - Emerging Competence
              2 - Insufficient Progress
              1 – Unacceptable Progress
              N/A – No Opportunity to Assess (OR Not Applicable)

Core Competencies and Requisite Behaviors

1. Identify as a professional social worker and conduct oneself accordingly.

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

Skills:
1a. ______ advocate for client access to the services of social work
1b. ______ practice personal reflection and self-correction to assure continual professional
development
1c. ______ attend to professional roles and boundaries
1d. ______ demonstrate professional demeanor in behavior, appearance, and communication
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1f. ______ use supervision and consultation

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2b. ______make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles

2c. ______tolerate ambiguity in resolving ethical conflicts

2d. ______apply strategies of ethical reasoning to arrive at principled decisions

3. **Apply critical thinking to inform and communicate professional judgments.**
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**Skills:**
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______ select appropriate intervention strategies

10 (c) Skills: Intervention
______ initiate actions to achieve organizational goals
______ implement prevention interventions that enhance client capacities
______ help clients resolve problems
______ negotiate, mediate, and advocate for clients
______ facilitate transitions and endings

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

Student’s comments / response to evaluation.

Student’s signature / date   Field Instructor’s signature / date

Received by Field Education Director   Signature / date

Form revised: 4/05; 6/05; 6/09
Reviewed: 6/07
Student’s Evaluation of Field Instructor and Field Site

Social Work Department
Student Evaluation of Field Instructor and Field Site

Student: _______________________________  Date: ______________________
Agency (Name/Address): _____________________________________________________
Field Education Instructor: ____________________________________
Time Span of Placement: __________________________ to _________________________

Part I:  Agency Environment
1. Was there an orientation period?  ____ yes  ____ no
2. Check those topics that were covered in the orientation period:
   ____ Introduction to staff
   ____ Individual staff responsibilities
   ____ Tour of agency
   ____ Agency structure
   ____ Agency policies and procedures
   ____ Agency goals, objectives, and philosophy
   ____ Agency programs and services
   ____ Client demographics
   ____ Community resources
   ____ In service training sessions
3. To what extent was this orientation process helpful?
   ____ To a great extent  ____ To some extent  ____ Almost not at all
4. In regards to physical setting, I had:
   ____ A place to store materials
   ____ A permanent desk at which to work
   ____ An office of my own
   ____ An office with other people
   ____ Access to a phone
   ____ Access to supplies as I needed them
   ____ A place to conduct confidential business
5. Comment on the following:
   To what extent did you feel physically and psychologically part of the agency staff?
6. Learning opportunities within the Agency:
   A. Did the assignments call for a level of skill appropriate to your development?
      _____ yes _____ Too high _____ Too low
   B. Describe your personal and professional growth in this agency.

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

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

Part II: Field Instruction
- How often were regular, planned supervisory conferences held?
  _____ Every week
  _____ Every two weeks
  _____ Other (specify)
  Specify duration of conferences:
  ______________________________________________________
- Please rate your field instructor using the following scale:

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<th>Exceptional</th>
<th>Very Good</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
<th>Not Applicable</th>
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Comments: Please make any comments or examples which would further clarify your ratings.
• How would you rate your field instructor?
   Excellent ____  Good ____  Fair ____  Poor ____

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

   Field Instructor’s comments:

_______________________________________  ______________________________________
Signature of Student / Date               Signature of Field Instructor / Date

_______________________________________
Field Education Director / Date

Revised:  7/98; 6/05; 6/09        Reviewed: 6/07
Field Placement Time Sheet

Social Work Department
Field Placement Time Sheet

Student: ___________________________  Agency: ________________________________
Field Instructor: ________________________________
Academic Year: ____________________________  Starting date: ____________________________

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

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<th>Date</th>
<th>Time Arrived</th>
<th>Time Departed</th>
<th>Number of Hours</th>
<th>Total Hours to Date</th>
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____________________________________
Signature of Field Instructor
Appendix XI. Social Work Program
A. Writing Guidelines

1. Guidelines For Non-Sexist Use of Language
Reprinted with permission of the American Philosophical Society - Nov. 30, 1988
University of Delaware Newark, Delaware

Virginia L. Warren, Chapman College
APA Committee on the Status of Women in the Profession

For several reasons we, as philosophers, should be particularly sensitive to the issue of
nonsexist language— that is, language whose "use creates, constitutes, promotes, or exploits
an unfair or irrelevant distinction between the sexes" (Mary Vetterling-Braggin, 1981, p.3). First, our profession has long focused on language. Accordingly, we are attuned to the
emotive force of words and to the ways in which language influences thought and behavior.
Second, we pride ourselves on our willingness to question assumptions. Yet the uncritical
use of sexist language may blind us to our having adopted a particular value-laden
perspective. Such blindness may systematically distort our theories and interfere with the
careers and lives of many of our colleagues and students, both female and male. Third, as
scholars and teachers we pursue truth wherever it leads: to the reform of our ordinary
concepts and beliefs and, if necessary, of our everyday language.

Our readers and listeners may have been receiving a message that we never intended to
send. Rather than encouraging a superficial recasting of words, these guidelines are
designed to foster a deeper appreciation of how easily bias slips into our thoughts and
theories.

The Generic Use of 'Man' and 'He'

The generic use of 'man' and 'he' (and 'his', 'him', 'himself') is commonly considered gender-
neutral. The case against the generic use of these terms does not rest on rare instances in
which they refer ambiguously to 'male' or 'human being'. Rather, every occurrence of their
generic use is problematic.

First, Janice Moulton persuasively argues, in "The Myth of the Neutral 'Man'" (in Vetterling-
'he' and 'man' used generically are really not gender-neutral terms at all. ('Person' and
'human' are genuinely gender-neutral.) As evidence, Moulton offers many examples of
statements in which 'man' and 'he' unambiguously refer to all humanity, rather than to males
alone, yet are false, funny, or insulting. For example, "Some men are female" is

I gratefully acknowledge that these guidelines were modeled on those of the American
Psychological Association (1977) and of the National Council of Teachers of English (1975). I also
wish to thank the members of the Committee on the Status of Women in the Profession who offered
many useful suggestions on earlier drafts—especially Mary Varney Rorty, who chaired the Committee,
and whose enthusiasm and carefully worded comments and examples guided this project from the
beginning.

2
irredeemably odd, while "Some human beings are female" is fine. Similarly, "Each applicant is to list the name of his husband or wife" is odd; and even using "his spouse" disquiets more than using "his or her spouse."

Second, empirical evidence supports Moulton's claim that regardless of the author's intention the generic 'man' is not interpreted gender neutrally. Casey Miller and Kate Swift (1976) cite a study in which college students chose pictures to illustrate chapters of a sociology textbook. Those with chapters entitled "Society," "Industrial Life," and "Political Behavior" tended to select pictures of both females and males. However, when the same chapters were named "Social Man," "Industrial Man," and "Political Man," students of both sexes tended to select pictures of males only. With some chapters the differences [between the two groups] reached magnitudes of 30 to 40 percent. The authors concluded, "This is rather convincing evidence that when you use the word man generically, people do tend to think male, and tend not to think female" (Miller and Swift, 1976, p. 21). This study also finds that the generic 'man' leaves out more than women: "As the image of capitalist, playboy, and hard hat are called forth by the word 'man', so is the other side of the coin called forth by 'behavior' or 'life'--women, children, minorities, dissent and protest" (Miller and Swift, 1976, p. 23).

Third, using the generic 'he' and 'man' is problematic because it often leads us to omit the distinctive elements of female experience and behavior. For example, a sentence beginning, "If a student is conscientious, he is probably a good . . . ," will likely be ended with "son"-- even though "good son," "good daughter," and "good child" connote different things. If the sentence had begun, "A conscientious student is probably a good . . . ," a likely finale would be "son or daughter" or "child."

In sum, there are convincing reasons, both empirical and conceptual, for avoiding the generic 'he' and 'man' and for specifically including females. Hence, it is inadequate to state in an opening footnote that, for the remainder of the letter, article or book, 'he' shall stand for 'he or she' and 'man' for all humanity. What authors intend is not the issue. Good intentions not carried through are not good enough.

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**Addressing the Professional**

Forms of address indicate attitudes about status and/or worth. Children often go by first names while calling adults by surname and title. Whenever males are referred to by title, use the appropriate title for female professionals (Ms., Dr., Professor), rather than their first names.

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**Sexual Stereotyping: Distortions and Silence**

One way that sexual stereotypes enter philosophic discourse is through examples. Since philosophic examples are usually illustrative, it is often thought that their presuppositions need not be checked for sexist content. However, examples may manifest sexist bias: (a) through embodying explicit or implicit sexual stereotypes (e.g., by contrasting female beauty

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with male success, or by using this hackneyed example of complex question: "When did you stop beating your wife?"); (b) through adopting a male perspective (as when using the generic 'man' or 'he' leads one to say "his wife"); and (c) through silence--the absence of examples explicitly referring to women.

A second mode of entry for sexual stereotypes has been through the labeling of some roles as predominantly male or female. To assume that all lawyers or epistemologists are male deletes the female segment of the profession and reinforces the assumption that only males are "proper" professionals. Moreover, to assume that homemaking and child rearing tasks are the primary concern of all and only women excludes males from these roles, even as it ignores women's other concerns.

Finally, omitting women's distinctive interests and experience also perpetuates sexual stereotypes. The generic use of 'he' and 'man' are part of the more general problem of women's "invisibility" in philosophic discourse. Some empirical data on sexist language indicate that if women are not specifically included (e.g., through using females in examples, or the term "he or she"), even genuinely gender-neutral prose (e.g., using plural pronouns) tends to be heard as referring to males only.4

Summary of Guidelines for the Nonsexist Use of Language

When constructing examples and theories, remember to include those human activities, interests, and points of view which traditionally have been associated with females.

Eliminate the generic use of 'he' by:

- using plural nouns
- deleting 'he', 'his', and 'him' altogether
- substituting articles ('the', 'a', 'an') for 'his'; and 'who' for 'he'
- substituting 'one', 'we', or 'you'
- minimizing use of indefinite pronouns (e.g., 'everybody', 'someone')
- using the passive voice [use sparingly]
- substituting nouns for pronouns [use sparingly]

Eliminate the generic use of 'man':

- for 'man', substitute 'person'/people', 'individual(s)', 'human(s)', 'human being(s)'
- for 'mankind', substitute 'humankind', 'humanity', 'the human race'
- for 'manhood', substitute 'adulthood', 'maturity'
- delete unnecessary references to generic 'man'

Eliminate sexism when addressing persons formally by:

- using 'Ms' instead of 'Miss' or 'Mrs.', even when a woman's marital status is known5

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4 Janet Hyde reports, in "Children's Understanding of Sexist Language" (Developmental Psychology, July 1984, pp. 697-706), that the stories elementary school and college students told were about females 12% of the time when a cue sentence used 'he', compared to 18% ('they') and 42% ('he or she').

5 See Miller and Swift (1976, pp. 97-103) for the historical background of 'Ms.', 'Mrs.' and 'Miss'. See Vetterling-Braggin (1981, pp. 217-48) for a debate on the use of 'Ms.': "Michael Levin, "Vs. Ms."; L. M. Purdy, "Against "Vs. Ms.""); and Alan Soble, "Beyond the Miserable Vision of 'Vs. Ms.'"
• using a married woman’s first name instead of her husband’s (e.g., "Ms. Annabelle Lee" not "Mrs. Herman Lee")
• using the corresponding title for females (‘Ms.’, ‘Dr.’, ‘Prof.’) whenever a title is appropriate for males
• using ‘Dear Colleague’ or ‘Editor’ or ‘Professor’, etc. in letters to unknown persons (instead of ‘Dear Sir’, ‘Gentlemen’)

Eliminate sexual stereotyping of roles by:
• using the same term (which avoids the generic ‘man’) for both females and males (e.g., ‘department chair’ or ‘chairperson’), or by using the corresponding verb (e.g., ‘to chair’)
• not calling attention to irrelevancies (e.g., ‘lady lawyer’, ‘male nurse’)

<table>
<thead>
<tr>
<th>Example of Sexist Language with Nonsexist Alternatives</th>
</tr>
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<tbody>
<tr>
<td>Example</td>
</tr>
<tr>
<td>---------</td>
</tr>
<tr>
<td><strong>Example 1</strong></td>
</tr>
<tr>
<td>The philosopher uses his reason to guide him.</td>
</tr>
<tr>
<td>OR: The philosopher uses reason as a guide.</td>
</tr>
<tr>
<td><strong>Example 2</strong></td>
</tr>
<tr>
<td>The student did it and he was glad.</td>
</tr>
<tr>
<td><strong>Example 3</strong></td>
</tr>
<tr>
<td>The department chair must submit his budget by March 1st.</td>
</tr>
<tr>
<td>OR: The budget must be submitted by the department chair by March 1st.</td>
</tr>
</tbody>
</table>

**Example 4**

| If the writer plans ahead, **he** will save a lot of effort. | The writer who plans ahead will save a lot of effort. | Use 'who' for 'he'. |

**Example 5**

| Take seriously what your Dean says about falling enrollments. **He** knows about current demographic trends. | Take seriously what your Dean says about falling enrollments. This person knows about current demographic trends. | Substitute a noun for the pronoun. (Use sparingly.) |

**Example 6**

| As someone grows older, **he** grows more reflective. | As one grows older, one grows more reflective. | Use 'one', 'you', 'we', instead of indefinite pronouns. |
| OR: In growing older, people grow more reflective. | OR reword, deleting pronouns altogether. |
| CONTROVERSIAL (FOR INFORMAL CONTEXTS ONLY): As someone grows older, they grow more reflective. | The National Council of Teachers of English (1975, p. 3) says, "In all but strictly formal usage, plural pronouns have become acceptable substitutes for the maculine singular" following an indefinite pronoun. Kett and Underwood (1978, p. 38) predict that such informal usage will eventually become acceptable in all contexts. |

**Example 7**

<p>| Students are different: one may be assertive in <strong>his</strong> interpersonal relations, while another may be timid in <strong>his</strong> approach to the world. | Students are different: one may relate to others assertively, while another may approach the world timidly. | Delete 'his', rewording. |
| OR: Students are different: one may be assertive in his or her interpersonal relations, while another may be timid in approaching the world. | Use 'he or she, 'his or her' sparingly, in conjunction with other methods. ('Himself or herself' is awkward. 'S/he' breaks down when one come to 'her/his'.) 'She or he' and 'her or him' are fine. Be consistent: do not begin by using 'he or she' and lapse into the |</p>
<table>
<thead>
<tr>
<th>Example 8</th>
<th>Example 9</th>
<th>Example 10</th>
<th>Example 11</th>
</tr>
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<tbody>
<tr>
<td>&quot;When a nurse comes on duty she . . .&quot; is as sexist as &quot;When a physician comes on duty he . . .&quot;</td>
<td>Consider what the ordinary (common) man thinks about justice.</td>
<td>Reason is what distinguishes man from other animals.</td>
<td>For Aristotle, man is, above all, Political Man.</td>
</tr>
<tr>
<td>Use the above methods to avoid the generic 'she' for traditionally female occupations.</td>
<td>Consider what ordinary people (individuals) think about justice.</td>
<td>Reason is what distinguishes humans (human beings) from other animals.</td>
<td>Aristotle regarded human beings as inherently political.</td>
</tr>
<tr>
<td>Alternate masculine and feminine pronouns when giving examples. (CAUTION: avoid reinforcing sexual stereotypes. Switching 'her' and 'his' in the preferred alternative results in a sentence as sexist as the original.).</td>
<td>Using the plural noun avoids the generic 'he' later on.</td>
<td>When 'man' is used to contrast species, substitute 'humans' or 'human beings'. Use 'who' for 'he'.</td>
<td>No nonsexist counterparts to 'Political Man', 'Economic Man', etc. preserve the exact flavor of these terms-perhaps because they focus on stereotypically male behavior. Note that much of 'Economic Woman's labor is still unpaid, and hence is excluded from the G.N.P. Sexist language may camouflage a theory's sexist assumptions.</td>
</tr>
</tbody>
</table>

Example 12
the brotherhood of man

feelings of brotherhood or fraternity

the Founding Fathers

the Father of relativity theory

<table>
<thead>
<tr>
<th>Example 13 - Salutations in Business Letters</th>
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<tbody>
<tr>
<td>Dear Sir, Gentlemen (to an unknown person)</td>
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<tr>
<td>Dear Colleague, Dear Editor, Dear Professor, Dear Staff Member, etc.</td>
</tr>
<tr>
<td>Do not presume that people are male until proven otherwise. Do not use 'Dear Sir' or 'Gentlemen' just because you are sure that there are no women on that committee. If 'To Whom it May Concern' seems too brusque and all else fails, adopt a modified memo style ('Attention: Order Department') or omit the salutation entirely.</td>
</tr>
<tr>
<td>Dear Sir, Dear Mr. Green (when first name and sex are unknown)</td>
</tr>
<tr>
<td>Dear Professor (Doctor, Editor) Green, Dear J. Green</td>
</tr>
<tr>
<td>Dear Mrs. Green (when a female's marital status is unknown)</td>
</tr>
<tr>
<td>Dear Ms. Green, Dear J. Green, Dear Jean Green</td>
</tr>
<tr>
<td>Do not presume that women are married until proven otherwise.</td>
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<tr>
<th>Example 14</th>
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<tbody>
<tr>
<td>man and wife</td>
</tr>
<tr>
<td>men . . . ladies; or men . . . girls</td>
</tr>
<tr>
<td>Of course, if the ages are right,'men . . . girls' may be appropriate, as may 'women . . . boys'.</td>
</tr>
<tr>
<td>three male students and two coeds</td>
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</tbody>
</table>

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<tr>
<th>Example 15</th>
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<tbody>
<tr>
<td>males and females</td>
</tr>
<tr>
<td>Varying the order (if the content does</td>
</tr>
</tbody>
</table>
husbands and wives  | wives and husbands  | not require the conventional order) both counters the implication that males take priority over females, and enlivens discourse by avoiding cliché.
men and women  | women and men  
sons and daughters  | daughters and sons  
descendants of Adam and Eve  | descendants of Eve and Adam  
his and her  | her and his  

**Example 16**

| Congressman, Congresswoman | U.S. Representative, member of Congress | Choose nonsexist labels for occupations.  
| poetess, stewardess, fireman, lady lawyer, male nurse, woman doctor | poet, flight attendant, firefighter, lawyer, nurse, doctor | The terms 'lawyer', 'nurse' and 'doctor' include both males and females.  

**Example 17 - Choice of Adjective**

| cautious men and timid women | cautious women and men; cautious people; timid men and women; timid people | Choose adjectives carefully. Sometimes we intend to attribute the same trait to females and males; yet, through choosing two stereotyped adjectives, we imply either that the two groups have different traits or that readers should evaluate the same trait differently for females and males. (Note: some adjectives have a different emotive or descriptive meaning when predicated of one sex or the other.)  
| ambitious men and aggressive women | ambitious men and women; ambitious people; aggressive women and men; aggressive people |  

**Bibliography**


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*Example 17 is from American Psychological Association (1977).


• Spender, Dale. Man Made Language. London: Routledge & Kegan Paul, 1980. Spender gives a good summary and critique of the general literature on sexist language (pp. 7-51), and discusses the history of the generic use of 'man' and 'he' (pp. 147-60).

• Vetterling-Braggin, Mary, ed. Sexist Language: A Modern Philosophical Analysis. Totowa, NJ: Littlefield, Adams and Co., 1981. A thorough and lively exploration of recent philosophical literature on sexist language. Topics include: the definition of sexism and sexist language; the moral significance of using sexist language; the generic 'he' and 'man'; 'Ms.'; a comparison of sexist and racist language. Excellent.


Bibliography Update

** The "Guidelines for Nonsexist Use of Language in NCTE [National Council of Teachers of English] Publication," have been revised as of 1985. They are still available from the NCTE at a cost of $.75 for members and $1.00 for non-members.
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cover its topic in a broad, deep, and thorough manner? Is the information useful, accurate, and up-to-date?

Elizabeth Kirk's “Evaluating Information Found on the Internet” (http://milton.mse.jhu.edu:8001/research/education/html) gives five major criteria for evaluating all forms of information: authorship, publishing body, knowledge of other sources, accuracy or verifiability, currency.

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