Master of Social Work

Practicum Instruction Manual

Master of Social Work (MSW) Practicum Manual

Concord University
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This manual is intended to outline the general policies and procedures of the practicum instruction component of the Concord University Master of Social Work Program. The content should help guide the practicum instruction but is not expected to replace the regular ongoing interaction of all concerned parties associated with a successful practicum placement. The policies and procedures in this manual are subject to revision by the Social Work Department. Suggestions for improving this manual should be forwarded to the Director of Practicum Education.

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The Purpose of Social Work

The purpose of the social work profession is to promote human and community well-being. Guided by a person-in-environment framework, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, the purpose of social work is actualized through its quest for social and economic justice; the creation of conditions that facilitate the realization of human rights; the elimination of poverty; and the enhancement of life for all people, locally and globally. (Council on Social Work Education, 2022).

Mission and Goals of the Master of Social Work Program at Concord University

The study of social work at Concord University originated in 1971 as a concentration within the sociology major.   The Bachelor of Social Work (BSW) program was first accredited by the Council on Social Work Education (CSWE) in 1974 and in the same year gained independent status within the university as the Department of Social Work. Concord University first began offering the Master of Social Work (MSW) degree in July 2013 after gaining approval from the CSWE.

The mission of the Social Work Program at Concord University is "to prepare graduates for advanced generalist social work practice with a specialized area in rural practice. The Master of Social Work Program is built upon a systems approach and a strengths perspective, delivered in a manner that meets the needs of students that live and/or work primarily in rural areas."

Core professional values, as articulated in the National Association of Social Workers Code of Ethics, are evidenced throughout the goals of the MSW program.

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 (NASW Code of Ethics).

The Concord Social Work Program Goals are as follows:

Students will demonstrate the ability to:
1. Conduct advanced generalist social work practice, specializing in rural practice, which operates from a systems and strengths perspective with the ability to respond to varying rural contexts, including diversity and difference, and to engage, assess, intervene, and evaluate at all levels including individuals, families, groups, organizations, and communities.
2. Think critically and examine issues within the rural context while applying knowledge from both a person-in-environment and human behavior perspective to determine appropriate methods of intervention and to communicate these in an ethical manner utilizing the strengths of rural settings.
3. Utilize an advanced reflective and developmental approach to practice.

4. Apply an advanced critical and analytical approach to practice that incorporates the unique culture and systems within rural settings and includes engaging in research-informed practice and practice-informed research.
5. Use advanced knowledge and skills in analyzing rural social policies and promoting change in rural settings through the development of more just and humane policies as they affect clients, social workers, and service systems.
6. Address the uniqueness of issues of human rights, mechanisms of oppression, discrimination, and social, economic, and environmental justice in order to improve the social, economic, and environmental well-being of clients within rural settings across all levels of practice (micro, mezzo, and macro).

Philosophy of Practicum Instruction

Practicum Instruction is an integral part of the social work education curriculum. It engages the student in a supervised practice activity providing opportunities for the student to apply knowledge, values, cognitive affective reactions, and skills in relation to identified client needs, agency purpose, and social sanctions. As students learn from their social work placements, the knowledge, attitudes, cognitive affective reactions, and skills acquired from all areas of the curriculum are translated into accountable performance and professional competence.

Students will be provided with an advanced generalist experience with an emphasis on rural social work practice in their practicum placement agency. This means the student will have a practicum placement that will include working at the micro (individual), mezzo (family and groups), and macro (organizations and communities) levels of intervention. Assignments at each of these levels of practice are intended to help the student to integrate theory into practice.

The students will demonstrate responsibility for their own learning process by participating in the development of a learning contract with their practicum instructor. The primary relationship between practicum instructor and practicum student is supported by an assigned faculty liaison who meets with the agency at least once with follow up as needed throughout placement. Follow-up can be in-person but other delivery methods are encouraged such as the Zoom communication platform. Concurrent with the practicum placement, students will also participate in online activities which include online written discussion, Zoom meeting room discussions, and integrative seminars with one or more of the faculty liaisons.

Practicum Education as the Signature Pedagogy

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 (Shulman, 2005). In social work, the signature pedagogy is practicum education. The intent of practicum 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 practicum, are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Practicum education is systematically designed, supervised, coordinated,

and evaluated based on criteria by which students demonstrate the achievement of program competencies.

The curriculum of the Master of Social Work Program is designed to prepare social workers that are able to demonstrate competence in advanced generalist social work practice methods. It is expected that the practicum instruction component of the program will give students the opportunity to:

Core Competencies for Social Work Education

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, anti-racist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

Social workers:

> a. make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;
> b. demonstrate professional behavior; appearance; and oral, written, and electronic communication;
>
> c. use technology ethically and appropriately to facilitate practice outcomes; and
>
> d. use supervision and consultation to guide professional judgment and behavior.

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice
Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role

and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.

Social workers:

a. advocate for human rights at the individual, family, group, organizational, and community system levels; and

b. engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.
Social workers:

a. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and

b. demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

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

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound

research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

Social workers:

a. apply research findings to inform and improve practice, policy, and programs; and

b. identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

Competency 5: Engage in Policy Practice
Social workers identify social policy at the local, state, federal, and global level that affects well-being, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights-based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.

Social workers:

a. use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and

b. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities.

Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias,

power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:

a. apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and

b. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.

Social workers:

a. apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and

b. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

Social workers:

a. engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and

b. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social workers:

a. select and use culturally responsive methods for evaluation of outcomes; and

b. critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

Admission to Practicum Instruction

Students entering this program component should realize that placement is concurrent with coursework and entails a 16-21 hour per week commitment for the duration of two or three semesters depending upon whether one is enrolled in SOWK 560 (2 semesters) or SOWK 660 (3 semesters). Practicum placements traditionally begin on the first day of classes and end on the last day of classes scheduled for the University.

Social Work 560 (a) (b) - Generalist Practicum

Students who enroll in SOWK 560, Generalist Practicum will meet the following criteria:

– Formal admission to the Master of Social Work Program at Concord University
– Successful completion of SOWK 501 (Introduction to Generalist Practice) and SOWK 511 (Generalist Human Behavior and the Social Environment) before starting the practicum
– Concurrent enrollment or completion of SOWK 531 (Generalist Practice)
– Submit an application for the Practicum to Practicum Director by due date (see below)
– Consent of the Practicum Director who will verify that all criteria have been met.

Social Work 660 (a) (b) (c) – Advanced Practicum

Students who enroll in SOWK 660, the Advanced Practicum will meet the following criteria:

– Formal admission to the Master of Social Work Program at Concord University

– Successful completion of SOWK 613 (Advanced Human Behavior in the Social Environment in Social Settings), and SOWK 661 (Appalachian Culture, Structures, Environment) before starting the practicum
– Concurrent enrollment or completion of SOWK 633 (Advanced Rural Practice with Individuals, Families, and Groups)
– Submit an application for the Practicum to Practicum Director by due date (see below)
– Consent of the Practicum Director who will verify that all criteria have been met.

Students who desire to enter practicum instruction or to change their placement sites should submit their application for practicum placement to the Practicum Director according to the following schedule:
Summer Practicum Placement………………………………..by March 1
Fall Practicum Placement……………………………………….by April 1
Spring Practicum Placement…………………………………….by October 1

All placements must be finalized by the last class day of the previous semester to begin placement. If a student wishes to start practicum placement in the spring semester, the practicum placement must be finalized by the last class day of the previous fall semester. If a student wishes to start practicum placement in the summer, the placement must be finalized by the last class day of the previous spring semester. If a student wishes to start practicum placement in the fall semester, the placement must be finalized by the last class day of the previous summer II semester.

Note: A change in placement mid semester will generally NOT be approved. All changes and new placements must be approved by the Practicum Director.

Applications are available on the social work webpage and must be completed online. Before completing the application for the practicum placement, students are encouraged to give careful thought to the type of agency and population that will best meet their needs and interests. Although the practicum director will make the final decision as to where each student will be assigned for practicum placement, it starts with the students' suggestions. The more informed students are of possible agency settings, the better the student-agency fit. Students are encouraged to take a proactive role in learning about agencies. Review the list of approved practicum agencies (available on our website) in order to gain an understanding of the types of agencies available. Appropriate agencies and agency personnel must be approved by the Practicum Director before any practicum assignment can be permitted.

Practicum Education will be accomplished in practicums that will take place over 5 semesters for students in the 2-year generalist program and 3 semesters for students in the advanced standing program. The assumption is that the advanced standing students have already met the generalist practicum requirements in a CSWE accredited BSW program.

Distribution of weekly hours will be determined individually for each student at the time the Learning Contract is developed by the practicum instructor, faculty liaison, and student. A total of 400 hours minimum is expected for the Generalist Practicum and a minimum of 500 hours for the Advanced Practicum. Students enrolled in the generalist course (SOWK 560) will generally

be expected to be at their placement sites 20 hours a week. Students enrolled in the Advanced Practicum (SOWK 660) will have a general expectation of 15 hours per week, or 20 hours per week depending on their progression. Please note: Students will not be allowed to bank their hours and finish early.

Placement Procedure

1. After the student has submitted an application for Practicum Placement, the Practicum Director will contact the student for any needed clarifications. The practicum placement application MUST list specific agencies that the student is interested in pursuing placement with.
2. When Students are unsure of specific agencies, a meeting with the Practicum Director where things are discussed as the student's interests and career goals, in order to help the student get in the most suitable placement site may be requested.
3. If the requested agency has never hosted a Concord University Social Work student in the past, the link for the agency profile form will be sent to the agency representative that the student has been corresponding with.
4. The Practicum Director will contact the agency to determine if they are in a position to consider a student for placement, explain the expectations for practicum instructors, and to evaluate the suitability of the site.
5. If the site is suitable, the Practicum Director will approve that the student can move forward with setting up the placement.
6. The student will register for the Practicum course and be assigned to a Faculty Liaison.
7. Orientation for all Practicum Instructors will be completed by the Director of Practicum Education. The training will conclude with a post-test to be completed and returned to the Director of Practicum Education.
8. The Liaison arranges to meet with the student and supervisory personnel in the agency. During the initial visit, the Faculty Liaison will provide any needed orientation, answer questions, and review and discuss the draft of the Learning Contract with the student and Practicum Instructor have developed. Suggestions for any revisions or amendments are made at that time.
9. The Liaison will meet with the agency at least one more time during the course of the placement with the purpose of ensuring the placement is proceeding successfully and to help prevent any misunderstanding between the student, agency, and the University. Both the student and the agency personnel should feel free to call the Faculty Liaison about any questions or concerns that arise between visits.

Practicum Roles and Responsibilities

Practicum Director: The Practicum Director is the Social Work Faculty member designated to oversee activities associated with the practicum program. The Director:

1. Reviews all applications for practicum placements and requests for changes in placement; determines student eligibility for practicum;

2. Approves student practicum placements;
3. Approves student registration for Concord University Practicum course;
4. Provides Faculty Liaison with necessary information about student under Liaison's supervision;
5. Monitors the Practicum program to ensure it meets the standards set forth by the Council of Social Work Education;
6. Works with the Program Director and Faculty Liaisons to resolve any deficits and implement any needed improvements in the Practicum program;
7. Provides training and orientation to Practicum Instructors;
8. Updates forms, the Practicum Manual, agency listings and agency agreements; maintains all records related to practicum.

Practicum Instructor: The Practicum Instructor is the agency employee formally assigned to supervise and instruct the student during the Practicum Placement. The agency Practicum Instructor often leaves a life-long impression on the new social worker. The student often models his/her role of practitioner from observations of the Practicum Instructor.

The Practicum Instructor is required to have an MSW from a CSWE accredited program and a minimum of two years of post MSW practice experience. However, in rural areas, such as southern West Virginia, exceptions to these criteria are sometimes made given the shortage of MSW trained Practicum Instructors. If an MSW staff is not available for supervision, another agency or community professional can be substituted, if both parties agree.

It is expected that the Practicum Instructor will set aside one hour per week of uninterrupted time for supervising the student. This time is often spent negotiating the Learning Contract, critiquing the student's process recordings, case reviews, discussing the student's capstone project or competency thesis, the midterm and final evaluations and conferences with the Faculty Liaison.

Task Supervisor: An agency employee other than the Practicum Instructor who supervises the student's performance and fosters the student's learning. Frequently, a task supervisor is used when the student intern is assigned to agency programs outside the Practicum Instructor's direct purview.

The following list of activities and responsibilities represent the commitment made by practicum instructors and practicum agencies:

1. Provide space and adequate/appropriate working conditions;
2. Provide orientation regarding:
   a. Purpose and function of the agency,
   b. Community and population the agency serves,
   c. The practice area or population and types of issues in which the agency deals,
   d. The major methods of intervention utilized by the agency;
3. Practicum Instructor, Faculty Liaison, and the student in placement will negotiate a contract which will delineate the objectives and goals of the practicum placement;
4. Provide a written evaluation of the student at mid-term and at the conclusion of the placement;

5. Assign appropriate tasks to the student, with a gradual increase in complexity and responsibility and provide a broad range of agency experiences;
6. Provide opportunity to participate in staff meetings, conduct research, attend agency conferences, and staff meetings;
7. Provide guided reading related to social work practice issues faced by the host agency;
8. Provide reimbursement of expenses incurred by the student in the course of performing agency services;
9. Be available for conferences and provide access to information needed by the student to perform assigned tasks;
10. Maintain ongoing communication with the assigned Faculty Liaison.

Faculty Liaison: The Faculty (Practicum) Liaison is a faculty member in the Social Work Program.

At Concord University, the Liaison's role is to ascertain that the practicum placement is proceeding appropriately. This is done primarily through visits with the student and Practicum Instructor at the beginning and end of the practicum placement. The Faculty Liaison is the first person Practicum Instructors and/or Practicum students should call if they have concerns or questions over the progress of the placement. If this does not result in satisfactory resolution, they should call the Practicum Director, and then the Program Director.

It is the Faculty Liaison who assigns the grade to the practicum student. This is done in light of the Practicum Instructor's evaluation and comments from any social work faculty familiar with the student's work and behavior in the practicum. The Faculty Liaison's responsibilities can be summarized as follows:

1. Arranges to meet with the student and supervisory personnel in the agency during the first two weeks of the semester to review and discuss the draft of the Learning Contract the student and Practicum Instructor have developed. Suggestions for any revisions or amendments are made at that time;
2. Hold a minimum of one meeting.
3. Maintains blackboard site & Time2track account where students submit weekly logs and assignments.
4. Arranges virtual sessions (if applicable);
5. Responds to agency/student inquiries;
6. Assigns a final grade for the student;
7. Reports to the Practicum Director suggestions and recommendations from agency personnel and students concerning the placement experience.

Student Responsibilities

The student carries a significant responsibility for having a successful placement experience. During the placement, the student:

1. Is proactive in securing a placement site;
2. Participates actively in defining his/her learning objectives by facilitating development of the practicum placement contract;

3. Abide by the policies and procedures of the host agency;
4. Notify the agency of unavoidable absences in sufficient time for the agency to be able to prepare for necessary service coverage. If the absence is longer than one day in duration, the student should notify the Faculty Liaison;
5. Observe the agreed upon hours for the agency;
6. Be punctual in carrying out work assignments and agreed upon responsibilities;
7. Make full use of the learning opportunity by taking an active role in designing work activities;
8. Maintain weekly logs and process recordings as required by the Faculty Liaison;
9. Complete competency thesis or capstone project as detailed in guidelines provided;
10. Abide by the Code of Ethics of the National Association of Social Workers;
11. Be responsible for obtaining their own medical insurance in case of an injury on the site.
12. Purchase student liability insurance prior to the first day of their scheduled practicum course (BSW and MSW). *As of August 15, 2022*, all BSW and MSW Concord University social work practicum students are required to purchase a student liability insurance policy prior to the first day of class for the semester in which you begin your practicum. When speaking with agencies that offer student liability insurance, you will need to let them know that *the policy limits that you require should be at least $1,000,000 (1 million) per incident and $3,000,000 (3 million) aggregate.*
13. Purchase a Time2track authorization key through the Bookstore for utilization in submitting logs and forms for their practicum._____

Selecting the Placement Site

The assignment of practicum placement is the joint responsibility of the Concord University Social Work Department and the BSW/MSW practicum students.

If this agency *has not had* a Concord University Social Work Practicum Student previously, there is a process that the agency must be willing to complete to be approved. The chosen agency needs to complete the Concord University Agency Profile Application to be approved as a Social Work Practicum site. The link for the instructions and form access is found here: https://www.concord.edu/academics/college-of-professional-and-liberal-studies/department-of-social-work-and-sociology under Practicum Education. Please forward this to them to begin this step, as soon as possible, so that we can begin the process to have the agency approved as a practicum site for Concord University Social Work programs. The agency representative will select "Practicum Orientation" tab toward the bottom of the page and select "Agency Approval Process" for the instructions. They would then click on the "Agency Profile Form" and complete it. As soon as the form is submitted, it will come directly to the Practicum Director to begin the process of agency approval.

After submitting an application for Practicum Placement, students will consult with the Practicum Director to determine the appropriateness of agencies for practicums. THE FINAL DECISION ON ALL PRACTICUM PLACEMENTS IS THE RESPONSIBILITY OF THE

PRACTICUM DIRECTOR. Each agency participating will complete an Affiliation Agreement with the Social Work Program (see Appendices for example).

The following criteria will be used in the selection of practicum placement agencies:

1. The main function of the agency will be social work or social work is an ancillary service
2. The agency will have opportunities available in micro, mezzo, and macro practice settings to educate the student as a generalist social worker;
3. The agency offers structured learning experiences that provide for (a) direct practice with client systems of various sizes and types, (b) opportunities to utilize agency and community resources, and (c) interaction with other community services and professionals;
4. The majority of the student's time at the agency will be spent with the client system (Individuals, families, groups, or community);
5. The employees of the agency are committed to the need for professional education for the practice of social work;
6. The agency must have adequate workspace available for the student;
7. The student will have the opportunity to interact with other staff members;
8. The agency can allow sufficient time and support to the Practicum Instructor to enable instruction and supervision of the student's work.

Placement Duration

The student placement during the fall and spring semesters will coincide with the school semester schedule. The placement will normally begin on the first day of classes and conclude with the last day of classes. This will allow the week of finals to be utilized for concluding seminars, reports, and preparations for graduation. The summer placement will generally take place during the first summer semester for a duration of five (5) weeks but may run for the duration of both summer terms. All hours for practicum MUST be completed during the duration of the semester in which the student is enrolled in the appropriate practicum course.

Practicum Placement as Full Time Employment

The Social Work faculty does not recommend that students remain in an agency in which they are employed for their practicum placement. However, in recognition that such placements are a financial necessity and to offer access to a Professional Social Work education for those who might otherwise be unable to pursue higher education, this policy has been developed. The intention of this policy is to provide certain safeguards to be established for students to ensure the educational quality of the experience.

1. For an agency in which the student is employed to serve as the agency site for the student's practicum placement, the agency must agree to assume all of the responsibilities required of any other practicum agency.
2. The student must be assigned to different duties and/or services than those performed in their regular employment. The separate duties must be clear and specific. Any deviations from this must be approved by the Practicum Director.

3. Supervision, which is required for the practicum placement, must be separate from, and in addition to, any supervision which may be required for employment. Supervision for the practicum experience must be provided by someone other than the student's current work supervisor.
4. The agency must agree to attempt to provide an environment in which the student is not constrained by the requirements of employment but is free to reveal possible insecure feelings or other concerns and to explore new personal growth as well as new professional learning. *The student must be understood to be in a learner role*.

Absences

Students may observe Concord University holidays, including the regular fall and spring recess. If a student wants to use a school holiday at another time during the placement, they should make advance arrangements for this with their Practicum Instructor and Faculty Liaison. There may be additional holidays as observed by the Agency.

If a student must be absent, the student is to notify his/her Practicum Instructor and Task Supervisor if this applies. If the absence exceeds two (2) days, the Faculty Liaison must also be notified. In the case of inclement weather, the student is responsible for determining if he/she can travel safely and will make necessary notifications if he/she is to be absent.

Reimbursement/Expenses

The Agency is not expected to reimburse the student for work completed during the placement as it is an educational component of the social work education. However, if the student incurs expenses related to delivering services for the agency, such as use of their own automobile, the agency is expected to reimburse the student for such expenses.

The student is responsible for medical expenses that may be incurred during the placement, not the Agency or the University.

Process Recordings

There are many different types of record keeping methods. Process recordings were used early in the social work profession as the preferred method of record keeping. With pressures for efficiency and with the concerns for client rights, process recording is used today to develop the student's awareness of the use of self and sensitivity to levels of communication. Process recording consists of taking detailed notes focusing on: the dialogue and nonverbal communication between client and worker, the worker's thoughts and feelings during the interactions, and a summary analysis of the interaction.

Students under the purview of the Faculty Liaison complete process recordings during their practicum placement, or engage in other formal measures of competency determined appropriate by the Faculty Liaison.

This is critical for helping students gain awareness of their own behaviors and how those behaviors may be impacting the client system. Client names and identifying information will be omitted from these recordings. Students should submit their process recordings for their Practicum Instructor's commentary and feedback. These can then be discussed at the weekly supervisory meetings. Following discussion with the Practicum Instructor, the student should submit the process recordings to their Faculty Liaison. Sample process recording guides have been included in the Appendices.

Students will also maintain a practicum placement activity log or submit weekly hours for approval in Time2track. . This will also provide a much-abbreviated record of activities during the placement experience. If the Agency requires the keeping of some other similar activity log, it may be substituted for this log. A form is provided for the student to make these recordings and a sample of this is included in the Appendices.

Practicum Instruction Seminars

Practicum instruction seminars will take place online in blackboard Ultra platform and by way of the Zoom video communication platform. Students are expected to participate in online discussion by submitting assigned journals and by reading and responding to journals submitted by other students. Zoom seminars will be conducted as assigned by Faculty Liaison.

Evaluation

Through weekly meetings with practicum instructor and task supervisor(s), integrative practicum seminars, and midterm/final evaluation forms, students will receive ongoing feedback regarding their performance throughout the placement experience. Clients, agency staff, and other students in the practicum also provide valuable insight into improving practice effectiveness.

Each student will receive a mid-term and final written evaluation of his/her performance. A copy of the evaluation instrument is provided in the Appendices, additional forms will be provided during placement.

There will be a planned mid-term conference including the student, Faculty Liaison, and the Practicum Instructor with the primary issue being a review of the student performance during the first part of the placement. This midterm conference will probably be in the form of a Zoom meeting initiated by the Faculty Liaison.

The Practicum Instructor should contact the Faculty Liaison if the student is performing in an unsatisfactory manner or if activities are observed that could result in the student not completing the placement satisfactorily. In the event this situation should arise, the Faculty Liaison will meet with the Practicum Instructor and/or the student to determine a course of action to help the student reach an acceptable level of performance. Students will actively participate in evaluation conferences. Students are to read the written evaluation, make comments as they wish, and sign the form.

A student's placement can be terminated at any time by the Practicum Director. This would likely occur only after consultation with the student, Practicum Instructor, and Faculty Liaison.

The issues of non-attendance, unethical behavior, or non-performance are examples of reasons for termination.

Termination Policy

Early termination of the practicum may occur when the needs of the agency, social work program, practicum program, or student are not being met. Termination may be initiated by the Practicum Instructor, Faculty Liaison, or Practicum Director when there are concerns that the student is not adhering to the agreed upon learning contract or is in violation of the NASW Code of Ethics. Student initiated termination may occur when there are concerns that the student is not receiving opportunities to meet the activities as outlined in the learning contract, or other concerns involving the agency. Any student-initiated termination of practicum must be approved by the Practicum Director and Faculty Liaison.

Appendices

Appendix A

MSW Practicum Application

There are two different Practicum applications. One is a standard application if you are not doing placement with your current employer. The second is for individuals who wish to do placement with their current employer (only this application is necessary for employer-based placement).

Both applications may be found at: https://www.concord.edu/academics/college-of-professional-and-liberal-studies/department-of-social-work-and-sociology/field-education

Appendix B

Affiliation Agreement Between

The Affiliation Agreement between Concord University Social Work Program and an agency is an electronic form which should be filled out and signed by the agency. The form is then submitted to the Director of Practicum. The form may be found at: https://www.concord.edu/academics/college-of-professional-and-liberal-studies/department-of-social-work-and-sociology/field-education

Appendix C

Concord University
SOCIAL WORK PROGRAM

Practicum Instructor Data Form

This is an electronic form that may be found at: https://www.concord.edu/academics/college-of-professional-and-liberal-studies/department-of-social-work-and-sociology/field-education *Note: A copy of your most recent resume must be returned with this form.*

Appendix D

ORIENTATION CHECKLIST FOR SOCIAL WORK INTERNS

The following items need to be covered as you orient your student to your agency. Please check each of the following after it has been reviewed. Both you and the student will need to sign at the bottom of the page.

Agency Overview

___ Review agency vision and mission/purpose statement
___ Tour of agency
___ Introductions to colleagues, support staff, and administration
___ Review organizational structure
___ Review the role of the agency in relation to the community and its resources
___ Review security and/or safety procedures and protocol

Agency Policies and Protocols

___ Review office procedures, supplies, and provisions
___ Review telephone and communication/computer utilization
___ Review intake/admissions/eligibility policy and procedures
___ Review internal communication
___ Review parking details
___ Review mileage policy
___ Review agency, department, and/or unit meeting schedule
___ Review client record/charting, policies and procedures
___ Review forms for documentation/accountability
___ Review regulations regarding confidentiality, release of information, etc.
___ Review client fees/payment schedule
___ Review client emergency protocol
___ Review child or elder abuse reporting protocol
___ Review work schedule, including lunch and breaks
___ Review information/referral policy
___ Review agency policy regarding harassment
___ Review agency policy regarding discrimination
___ Review agency policy regarding the Americans with Disabilities Act
___ Review agency policy regarding OSHA

Practicum Instructor/Student Responsibilities

___ Review expectations for supervision and schedule
___ Review educationally based recording schedule
___ Review use of preceptor (if applicable)
___ Review plan for diversity/multi-cultural experiences
___ Review plan for monitoring of student hours (by both practicum instructor and student)
___ Review agency training or staff development opportunities

___ Review student's personal safety issues and concerns and strategies to deal with them

Signatures:

_____   _____   _____
       Date   Intern   Practicum Instructor

Print Names: _____   _____

Appendix E

WHAT IS THE LEARNING CONTRACT?

THE LEARNING CONTRACT is a formal agreement between the practicum instructor, the student, and Concord University faculty liaison concerning the activities the student will perform in the agency. All parties can hold each other to this agreement.

- It provides a focus/structure for student learning (and supervision) over the course of the semester.
- It provides a basis for evaluation and a measure for accountability
- It provides a parallel process experience for students many of whom will need to collaboratively develop goals/objectives with clients.

AT THE END OF THE PRACTICUM INSTRUCTION WHAT KIND OF SOCIAL WORKER DO WE WANT OUR GRADUATES TO BE?

- Knowledgeable and Skillful Practitioner
- Culturally Competent Practitioner
- Professional Team Player
- Critical Thinker/Using Sound Judgment
- Ethical Practitioner
- Advocate for Social Justice

THE LEARNING CONTRACT IS A ROADMAP FOR THESE OUTCOMES

Practicum Placement (Learning) Contract (SOWK. 560 – Generalist Practicum)

The Masters of Social Work Program curriculum is designed to prepare social workers who are able to demonstrate an advanced level of competence in generalist social work practice methods. It is expected that the practicum instruction component will give students the opportunity to practice those competency areas appropriate for the advanced generalist practitioner.

Competency 1: Demonstrate Ethical and Professional Behavior

> **Behavior 1:** Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context.
> **Behavior 2:** Demonstrate professional behavior; appearance; and oral, written, and electronic communication.
> **Behavior 3:** Use technology ethically and appropriately to facilitate practice outcomes.
> **Behavior 4:** Use supervision and consultation to guide professional judgment and behavior.

Task 1: _____
_____
_____

Task 2: _____
_____
_____

Task 3: _____
_____
_____

Competency 2: Engage Diversity and Difference in Practice

> **Behavior 5:** Advocate for human rights at the individual, family, group, organizational, and community system levels.
> **Behavior 6:** Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

Task 1: _____
_____
_____

Task 2: _____
_____
_____

Task 3: _____
_____
_____

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

Behavior 7: Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels.

Behavior 8: Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

Task 1: _____
_____
_____

Task 2: _____
_____
_____

Task 3: _____
_____
_____

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

Behavior 9: Apply research findings to inform and improve practice, policy, and programs.

Behavior 10: Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

Task 1: _____
_____
_____

Task 2: _____
_____
_____

Task 3: _____
_____

Competency 5: Engage in Policy Practice

> **Behavior 11:** Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services.
> **Behavior 12:** Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

Task 1: _____
_____
_____

Task 2: _____
_____
_____

Task 3: _____
_____
_____

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

> **Behavior 13:** Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies.
> **Behavior 14:** Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

Task 1: _____
_____
_____

Task 2: _____
_____
_____

Task 3: _____
_____
_____

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

Behavior 15: Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies.

Behavior 16: Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

Task 1: _____
_____
_____

Task 2: _____
_____
_____

Task 3: _____
_____
_____

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

Behavior 17: Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals.

Behavior 18: Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

Task 1: _____
_____
_____

Task 2: _____
_____
_____

Task 3: _____
_____
_____

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

Behavior 19: Select and use culturally responsive methods for evaluation of outcomes.

Behavior 20: Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

Task 1: _____

_____

_____

Task 2: _____

_____

_____

Task 3: _____

_____

_____

_____   _____

Practicum Instructor   Date

_____   _____

Student   Date

_____   _____

Faculty Liaison   Date

Appendix F

WHAT IS THE ADVANCED PRACTICUM LEARNING CONTRACT?

THE LEARNING CONTRACT is a formal agreement between the practicum instructor, the student, and Concord University faculty liaison concerning the activities the student will perform in the agency. All parties can hold each other to this agreement.

- It provides a focus/structure for student learning (and supervision) over the course of the semester.
- It provides a basis for evaluation and a measure for accountability
- It provides a parallel process experience for students many of whom will need to collaboratively develop goals/objectives with clients.

AT THE END OF THE PRACTICUM INSTRUCTION WHAT KIND OF SOCIAL WORKER DO WE WANT OUR GRADUATES TO BE?

- Knowledgeable and Skillful Practitioner
- Culturally Competent Practitioner
- Professional Team Player
- Critical Thinker/Using Sound Judgment
- Ethical Practitioner
- Advocate for Social Justice

THE LEARNING CONTRACT IS A ROADMAP FOR THESE OUTCOMES

Practicum Placement (Learning) Contract (SOWK. 660-Advanced Practicum)

The Master of Social Work Program curriculum is designed to prepare social workers who are able to demonstrate an advanced level of competence in advanced social work practice methods. It is expected that the practicum instruction component will give students the opportunity to practice those competency areas appropriate for the advanced practitioner.

Competency 1: Demonstrate Ethical and Professional Behavior

Advanced Behavior 1: Demonstrate and preserve professional roles and boundaries in rural settings by applying ethical decision-making skills with special focus on management of dual relationships, access to services and the use of technology.
Advanced Behavior 2: Apply the perspectives and values of social work in relation to working effectively with the other disciplines in rural practice.
Advanced Behavior 3: Incorporate self-assessment and self-care practices to promote competent and ethical service delivery.

Task 1: _____
_____
_____

Task 2: _____
_____
_____

Task 3: _____
_____
_____

Competency 2: Advance Human Rights and Social, Economic, and Environmental Justice

Advanced Behavior 4: Analyze and implement strategies to address forms of rural oppression.
Advanced Behavior 5: Recognize, advocate for, and engage in strategies to eliminate oppressive structural barriers in rural settings ensuring dignity and respect for all.

Task 1: _____
_____
_____

Task 2: _____
_____
_____

Task 3: _____
_____
_____

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

> **Advanced Behavior 6:** Use reflection and self-regulation to manage personal biases and values, which may include social, economic, political, racial, technological, environmental, and cultural exclusions, and how they may create privilege and power, resulting in systemic oppression as they relate to rural populations and settings.
> **Advanced Behavior 7:** Recognize and critically examine intersectionality and the experience of isolation of diverse groups with particular emphasis on rural settings.
> **Advanced Behavior 8:** Implement a culture of humility, inclusivity, and equity in the profession by actively challenging systemic racism and discriminatory practices while promoting diversity in leadership and advocating for policies that prioritize anti-racism and social justice.

Task 1: _____
_____
_____

Task 2: _____
_____
_____

Task 3: _____
_____
_____

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

> **Advanced Behavior 9:** Identify, evaluate, and select ethical, culturally informed, anti-racist, and anti-oppressive strategies in rural practice.
> **Advanced Behavior 10:** Contribute to the knowledge base of the profession through promoting and participating in designing, implementing, and interpreting diverse and interprofessional research methods, approaches, and sources to improve the effectiveness of rural practice.
> **Advanced Behavior 11:** Demonstrate the ability to discern between multiple sources of information, utilizing critical thinking skills and client experience to assess the value of evidence from an array of sources engaging in evidence-based practice.

Task 1: _____
_____
_____

Task 2: _____
_____
_____

Task 3: _____
_____
_____

Competency 5: Engage in Policy Practice

Advanced Behavior 12: Analyze, formulate, and advocate for anti-racist and anti-oppressive policies that enhance social well-being, service delivery, and access in rural settings.
Advanced Behavior 13: Communicate and collaborate with stakeholders and professionals on the implications of policy and policy changes in rural practice.
Advanced Behavior 14: Apply knowledge of strengths, history, rural settings and population issues in social work policy practice.

Task 1: _____
_____
_____

Task 2: _____
_____
_____

Task 3: _____
_____
_____

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

Advanced Behavior 15: Explain the stigma, risk, and benefits to clients seeking or not seeking services in a rural setting.
Advanced Behavior 16: Establish a culturally responsive therapeutic relationship that addresses unique issues associated with rural practice through engaging in self-reflection to understand how bias, power, privilege, personal values, and personal experiences may affect their ability to engage effectively with diverse clients and constituencies.

Advanced Behavior 17: Coordinate formal and informal networks to promote sustained client well-being in rural communities.

Advanced Behavior 18: Apply knowledge of practice within the rural context for the development of service systems.

Task 1: _____
_____
_____

Task 2: _____
_____
_____

Task 3: _____
_____
_____

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

Advanced Behavior 19: Apply multidimensional, biopsychosocial-spiritual, and community assessment tools in a rural practice environment.

Advanced Behavior 20: Use empathy, cultural responsiveness, geographical awareness, interprofessional collaboration, and other interpersonal skills in assessment.

Advanced Behavior 21: Reflect to understand how bias, rurality, power, privilege, positionality, personal values, and experiences may affect assessment and decision-making.

Task 1: _____
_____
_____

Task 2: _____
_____
_____

Task 3: _____
_____
_____

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

Advanced Behavior 22: Assess and apply the uniqueness of rural environments and its resultant effect on rural behavior.

Advanced Behavior 23: Critically evaluate, select, and implement best practices and evidence-informed culturally responsive interventions in rural settings.
Advanced Behavior 24: Develop and implement collaborative multidisciplinary strategies for rural practice.

Task 1: _____
_____
_____

Task 2: _____
_____
_____

Task 3: _____
_____
_____

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

Advanced Behavior 25: Use evidence-based assessment methods to evaluate the process and outcomes of rural social work practice.
Advanced Behavior 26: Apply anti-racist and anti-oppressive perspectives in evaluating processes and outcomes to increase the effectiveness of rural practice, policy, and service delivery.

Task 1: _____
_____
_____

Task 2: _____
_____
_____

Task 3: _____
_____
_____

_____   _____
Practicum Instructor   Date

_____   _____
Student   Date

_____   _____
Faculty Liaison   Date

Appendix G

PRACTICUM PLACEMENT ACTIVITY LOG

Name: _____ Placement Site: _____

Total hours _____ Cumulative semester total hours _____

Date	Time/ Hours	Activity	Comments/Observations/ Insights/Questions

_____   _____
Student Signature   **Date**

_____   _____
Practicum Instructor Signature   **Date**

Appendix H

Getting To Know Your Agency

Name: _____

Agency: _____

County: _____

Getting To Know Your Agency

Complete the following information regarding your agency for your practicum placement.

1. Complete and official name and address of organization.
   _____
   _____
   _____

2. What is the agency's mission?
   _____
   _____
   _____

3. List your agency's major programs and services:
   _____
   _____
   _____
   _____

4. Who is your organization's chief executive officer (i.e., director or executive director)?
   _____

5. What person or official body has the authority to hire or fire your agency's director or chief executive officer?
   _____

6. Is the directorship of your agency a political appointment? If yes, who makes this appointment?
   _____

7. How often and by whom is the performance of the agency director evaluated?

_____
_____
_____

8. Is your organization a public agency? A private agency? A not-for-profit agency? A for-profit
   agency?

_____

9. If your agency is a public agency, is it a federal, state, county, or city agency?

_____
_____
_____

10. If your agency is a public agency, what specific legislation or statute created the agency
    and/or assigned responsibilities to it?

_____
_____
_____
_____

11. If your agency is a private, non-profit agency, how many people serve on the board of
     directors? Do people want to serve on the agency's board or does the agency find it difficult
     to attract new board members?

_____
_____
_____

12. If your agency is a private sectarian agency, with what religious organization or
    denomination is it affiliated?

_____

13. If your agency is a membership organization, how does someone become a member?

_____
_____

14. If it is a for-profit agency, who are its owners? For whom is it to make a profit?

_____
_____

15. Does your agency have an advisory board? If yes what is its purpose?

_____
_____
_____

16. Are former or current agency client's members of the advisory board? If not, why not?

_____
_____
_____
_____

17. When was your agency first created or established? Has the agency or organization undergone a major reorganization within the last ten years?

_____
_____
_____
_____

18. What geographic areas or communities are served by your agency?

_____
_____

19. Name(s) of the department(s), or unit(s) with which you will be associated during your practicum placement?

_____
_____
_____

20. How are the programs and services of your agency funded?

_____
_____
_____
_____

21. What types of problems, concerns, or needs bring people to your agency or cause them to be brought to the attention of your agency?

_____
_____
_____
_____

22. Do the clients served by your agency often fall into certain demographic categories such as age, sex, ethnicity, socioeconomic class, level of education, religion, or language?

_____
_____
_____

23. What statistics are recorded on a regular basis by agency personnel (e.g., number of clients served each month, number of cases opened and closed, characteristics of clients)?

_____
_____
_____

24. By what process does the agency determine if it is effective (e.g., recidivism, client's completion of treatment plans, number of clients served, level of client satisfaction, tasks accomplished)?

_____
_____
_____

25. What state of federal agencies or regulatory bodies have a significant impact on your agency's policy and operation?

_____
_____
_____

26. Is your agency regularly subjected to on-site inspections, surveys, or reviews by personnel from an oversight or regulatory body (what is the purpose of these reviews)?

_____
_____
_____

27. Is your agency accredited by a notional organization? If yes, what is the name of the accrediting body and how does your agency prepare for accreditation?

_____
_____
_____

28. What community agencies frequently refer clients to your agency?

_____
_____

29. To what agency does your agency frequently refer its clients?

_____
_____

30. Does your agency compete with other agencies for funding? What agencies?

_____
_____
_____

31. How many people are employed by your agency?

_____

32. Are there any vacant staff positions within the agency? If so, why have they not been filled?

_____
_____

_____
_____

33. Is there a high rate of turnover in your agency? What explanations are given for this?

_____
_____
_____
_____

34. Are salaries paid by the agency lower, about the same, or higher than those paid by similar agencies in the community?

_____
_____
_____
_____

35. To what extent and in what ways, if any, are unpaid volunteers utilized within your agency?

_____
_____
_____
_____

Appendix I

Process Recording Guide for Practice with Individuals and Families

Every process recording should include the following information:

1. **Identifying Information:** Worker's name, client's name (use pseudonym), date, and meeting place.
2. **Purpose of Interview:** Open with a clear, concise, specific statement in relation to the purpose of the interview. Show relatedness between interview and the previous interview and reflect awareness of agency function and of client capacity (resources) and motivation.
3. **Observations:** This involves general impressions of both physical/emotional climate at the beginning of the interview, and more specifically, its impact upon the client. The student describes and reflects upon his/her own feelings and attitudes that he/she brings to the relationship and how these may have contributed to the emotional climate of the interview. Significant changes in the client's appearance and surroundings are important as well as changes in the student's feelings and emotional responses.
4. **Content:** This part of the recording should be devoted to the actual description of the interaction between student and the client during the interview. However, the traditional emphasis on total verbatim recall is not necessary. The content should be selective, and focus should be upon the significant and pertinent aspects of the interview. The following should be included:
   a. A description of how the interview began
   b. Pertinent factual information and responses of both the client and the student in relation to the interview
   c. The feeling content of the interview, as it occurs, both on the part of the client and the student and particularly, the student's response to this
   d. Notes on the client preparation for the next interview and a description of how the interview ended.
      *Process differs from summary in that a summary shows what happened, process shows how it happened.
5. **Impression**s: The student's impression, based on facts, integrating diagnostic thinking and course content. This requires assessment of what transpired during the interview and some understanding of it. Evaluate the effectiveness of the helping process and reflect use of the casework skills and techniques used in specific parts of the interview.
6. **Worker's Role:** This should include the student's highlights of his/her own involvement during the interview, which should reflect use of practice skills and techniques.
7. **Plan:** A brief statement of plans for the next interview that you and your client have made together and record some of your mutual thoughts about the long-range goals for the client's achievement of his/her objectives. Show how these may or may not seem logical or realistic to you.

Note: Student recordings do not become the property of the student. They should be destroyed at the end of the placement or retained by the agency, as all materials are confidential.

Social Group Work Process Recording Instrument

I.   **Demographics**
   A. Group_____ Worker_____
      Meeting Number_____ Date_____
      Members Present: (initials only)

II. **Purpose**
   A. What is the overall group purpose (stated in first process only unless an agreed upon change is made by the entire group)?
   B. What are the specific goals for this meeting?
      1. as set by the worker
      2. as set by the entire group

III. **Process Content**
      (Focus on the following aspects of the group process)
   A. Operation: What went on within the group (i.e., program activities, interactions between members, etc.)? What feeling reactions did the student have?
   B. Affective: What feelings were expressed during the meeting? What was the effectiveness, vitality, and responsibility of the group?
   C. Worker Role: What actions were taken by the worker and what impact did these actions have on the group? What were the relationships between the worker and the individuals in the group, and the group as a whole?

IV. **Evaluation of Process**
      (The following questions are suggested for evaluation of the group meeting.)
   A. How did the group move toward its goal?
   B. How did the group deal with obstacles?
   C. In what areas did the worker show good group learning skills?
   D. In what areas was the group worker weak?
   E. What could the worker have done differently?

V.   **Plans for Next Meeting**
      (Give a brief statement of plans for the meeting that you and the group have made together).

Process Recording Guide for Practice with Communities and Organizations

I. **Settings**
   A. Name of group, committee, task force, or board
   B. Stated purpose of meeting (agenda attached, if any)
   C. Who called the meeting and decided method of notification? Who chaired, title/position?
   D. Characteristics, special interests, types of persons present and absent.

II. **Goals and Perceptions Prior to the Meeting**
   A. Goals of meeting
       1. Task goals
       2. Process goals
       3. Anticipated student roles during meeting

III. **Events**
   A. Pre-Meeting Period
       1. Describe anything pertinent that occurred prior to the beginning of the meeting.
       2. Describe anything pertinent that occurred from the entry of the first person until the formal opening of the meeting and include activities.
   B. Meeting Period
       1. Describe the role of the chair, the substance of the discussion (who said what to whom), the role of the worker, the action taken at the meeting (if any) and future plans noted explicitly at the meeting for the group.
   C. Post-Meeting Period
       1. Describe anything pertinent that occurred following the formal close of the meeting

IV. **Activity**
   A. Interpretation of substantiated results. Why did the action or conclusion occur?
   B. Evaluate growth of leadership in the group, as well as the group's capacity for problem-solving
   C. Describe the interactive patterns that took place at the meeting. Include items such as interactive roles, personal motivation of individuals, cliques, leadership patterns, and group atmosphere
   D. Did the student's own goals for the meeting take place? If not, why?
   E. What are the next steps indicated in planning with this group?
   F. How were the student's feelings and attitudes involved in this situation? How did the student feel about specific individuals and the task at hand?

Appendix J

Weekly Journal for Practicum Placement

Directions

Name: _____

Agency: _____

Week of _____ **through** _____

Section I: Description of Activities
Discuss what you actually did during the week. Focus on the activities that aided you in increasing your skill and knowledge as a social worker.

Section II: Feelings
Describe your personal reactions to the situations you encountered during the week. Examine both positive and negative reactions.

Section III: Values
Discuss how personal values and professional social work values were taken into consideration during your activities during the week.

Section IV: Integration of Theory and Practice
Examine all that you observed or did during the past week and describe how your experiences related to what you learned in your classes.

The mission of Concord University is to improve the lives of our students and communities, through innovative teaching and learning, intellectual and creative activities, and community service and civic engagement. (See https://www.concord.edu/About/History-Future.aspx for the full mission statement.)

Course Prefix, Number and Title: SOWK 560 Generalist Practicum
Course CRN #:
Section #:
Semester Taught: (including year):
Credit Hours: 3
Course Day and Time: (if applicable): **N/A**
Building and Room Number: (if applicable)**: N/A meetings held on Zoom**
College/Department Website: concord.edu/sws
Course Description/Rationale: Generalist Practicum (560A – 3 cr., 560B – 3 cr.): The generalist practicum experience provides an opportunity to apply the skills, knowledge, cognitive/affective processes, and values of generalist social work practice in a social service setting with diverse clients. The generalist practicum requires that students complete 400 hours of practicum time in an agency setting. SOWK 560 is completed across two semesters, one 15-week semester (fall or spring) and one 5-week semester (Summer I or Summer II). Students complete 20 hours of practicum time per week across both of those semesters to complete the required 400 hours. *Prerequisites: SOWK 501 & 511. Concurrent W/531.*
Course Management System: Blackboard Ultra
Hardware/Software Needed: To be an effective participant in Concord's University's online courses in Blackboard (Bb), your computer needs to be up-to-date with the appropriate hardware and software, as follows:

	Minimum	Recommended
Operating System	Windows 7 or higher Mac OS X 10.8 or higher	Windows 10 Mac OS X 10.10
Internet Browser	Internet Explorer 11 Firefox 31 or higher Safari 6 or higher	Firefox 47.0 Safari 9.1
Processor	Windows: 2 GHz Mac: 1.1 GHz	Windows: 3 Ghz Mac: 1.3 GHz Intel Core m7
Memory	Windows: 2 GB RAM Mac: 512 MB RAM	Windows: 8 GB RAM Mac: 4 GB RAM
Internet Connection	Cable Broadband (high-speed) 5 Mbps or higher	Cable Broadband (high-speed) 15 Mbps or higher
Java	JRE Version 7 or higher	JRE Version 8 Update 101

For assistance with Blackboard or IT assistance, please visit: https://www.concord.edu/blackboard-tutorials
Online students experience a different classroom environment as opposed to a traditional student. The following is a list of expectations and requirements of students as they are expected to actively engage in

this course: Students in this on-line course should be comfortable with and possess the following skill set:

1. A disciplined self-starter
2. Keen problem-solving skills
3. Engages in critical thinking
4. Comfortable with engaging in written communication as it is the most prominent form.
5. Communicate via email including using attachments
6. Utilize the technology provided by Concord University and the World Wide Web
7. Use Microsoft Office (or similar) to complete assignments
8. Engage in multimodal learning through communicating using discussion boards
9. Accessing and uploading files related to the course
10. Access to the Internet
11. Navigate the Blackboard (Bb) learning platform with support provided in the course.
12. Access to a microphone and audio to participate in the Synchronized Sessions (Ss) through Zoom.

Text requirements:
APA Manual of any type- you should already have from a previous MSW course.
Not required but recommended:
Larkin, S. J. (2013). Applying Your Generalist Training: A Field Guide for Social Workers. Belmont, CA: Brooks/Cole.
Concord University Educational Goal(s): 4. *Personal, Civic, Cultural, and Global Competence* Students will demonstrate awareness and understanding of the skills necessary to live and work in a diverse world.

National Standards: Students are expected to adhere to the NASW Code of Ethics and demonstrate proficiency in the core competencies established by the Council on Social Work Education (CSWE), which are mandated for inclusion in all accredited programs. For more information please visit the CSWE's statement on program evaluation
https://www.cswe.org/accreditation/

Competency 1: Demonstrate Ethical and Professional Behavior
Generalist Behaviors
> **Behavior 1:** Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context.
> **Behavior 2:** Demonstrate professional behavior; appearance; and oral, written, and electronic communication.
> **Behavior 3:** Use technology ethically and appropriately to facilitate practice outcomes.
> **Behavior 4:** Use supervision and consultation to guide professional judgment and behavior.

Competency 2: Advance Human Rights and Social, Economic, and Environmental Justice
Generalist Behaviors
> **Behavior 5:** Advocate for human rights at the individual, family, group, organizational, and community system levels.
> **Behavior 6:** Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
> **Behavior 7:** Demonstrate anti-racist and anti-oppressive social work practice at the

individual, family, group, organizational, community, research, and policy levels.
Behavior 8: Demonstrate cultural humility by applying critical reflection, self- awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

Competency 4: Engage in Practice-informed Research and Research-informed Practice
Generalist Behaviors
Behavior 9: Apply research findings to inform and improve practice, policy, and programs.
Behavior 10: Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

Competency 5: Engage in Policy Practice
Generalist Behaviors
Behavior 11: Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services.
Behavior 12: Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
Generalist Behaviors
Behavior 13: Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies.
Behavior 14: Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
Generalist Behaviors
Behavior 15: Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies.
Behavior 16: Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
Generalist Behaviors
Behavior 17: Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals.
Behavior 18: Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
Generalist Behaviors
Behavior 19: Select and use culturally responsive methods for evaluation of outcomes.

Behavior 20: Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

Specific Learning Outcomes: By the end of the semester, students should be able to demonstrate the following competencies and practice behaviors:

Competency 1: Demonstrate Ethical and Professional Behavior

Generalist Behaviors

Behavior 1: Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context. *(journals, observation by practicum instructor)*

Behavior 2: Demonstrate professional behavior; appearance; and oral, written, and electronic communication. *(competency thesis)*

Behavior 3: Use technology ethically and appropriately to facilitate practice outcomes. *(competency thesis, observation by practicum instructor)*

Behavior 4: Use supervision and consultation to guide professional judgment and behavior. *(journals, observation by practicum instructor, competency thesis)*

Competency 2: Advance Human Rights and Social, Economic, and Environmental Justice

Generalist Behaviors

Behavior 5: Advocate for human rights at the individual, family, group, organizational, and community system levels. *(journals, observation by practicum instructor)*

Behavior 6: Engage in practices that advance human rights to promote social, racial, economic, and environmental justice. *(competency thesis, process recordings)*

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Behavior 7: Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels. *(journals, observation by practicum instructor)*

Behavior 8: Demonstrate cultural humility by applying critical reflection, self- awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences. *(observation by practicum instructor)*

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

Generalist Behaviors

Behavior 9: Apply research findings to inform and improve practice, policy, and programs. *(competency thesis)*

Behavior 10: Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work. *(competency thesis, observation by practicum instructor)*

Competency 5: Engage in Policy Practice

Generalist Behaviors

Behavior 11: Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services. *(observation by practicum instructor)*

Behavior 12: Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice. *(observation by practicum instructor)*

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

Behavior 13: Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies. *(journals, observation by practicum instructor)*

Behavior 14: Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies. *(competency thesis)*

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
Generalist Behaviors

Behavior 15: Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies. *(competency thesis, observation by practicum instructor)*

Behavior 16: Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan. *(journals, competency thesis, observation by practicum instructor, process recordings)*

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

Behavior 17: Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals. *(competency thesis, observation by practicum instructor)*

Behavior 18: Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies. *(journals, competency thesis, observation by practicum instructor)*

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

Behavior 19: Select and use culturally responsive methods for evaluation of outcomes. *(observation by practicum instructor)*

Behavior 20: Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities. *(competency thesis, process recordings)*

Philosophy of Practicum Instruction

Practicum instruction is an integral part of the social work education curriculum. It engages the student in a supervised practice activity providing opportunities for the student to apply knowledge, values, and skills in relation to identified client needs, agency purposes, and social sanctions. As students learn from

social work placement experiences with clients and staff, the knowledge, attitudes, and skills acquired from all areas of the curriculum are translated into accountable performance and professional competence.

The practicum experience also provides opportunities for students to gain knowledge and understanding in all areas integrating theory and practice. Students will be provided with a foundation generalist experience in their practicum setting; therefore, having opportunities to practice within a comprehensive range in types and sizes of client systems. This experience is deepened as students transition into the advance practicum, integrated with rural practice, and taken current with courses in the advance rural practice curriculum.

Students are responsible for their learning experience. They participate in the planning and identification of learning experiences available to them during their practicum placement.

Course Requirements / Assignments

Assignments for practicum also serve as program outcome measures in both the generalist and advanced practicums. Some are specifically listed in the outcomes section and as follows along with other assignments that span the learning continuum.

Reading: Students will be directed to do readings provided by the professor for foundational information regarding practicum placement expectations.

Practicum Time: The practicum setting will give you the opportunity to gain work experience under the supervision of an approved practicum instructor. The Social Work Program will provide opportunities for you to integrate the content you are learning by utilizing educational assignments to facilitate the process. Students are expected to work a minimum of 20 hours per week at their designated practicum agency for the duration of two semesters (a minimum of 400 total hours). It is also expected that the student will remain in the same agency for two consecutive semesters. (In the event that a student requires a change in agencies prior to completing both sections of SOWK 560 A and B (through no fault of the student), several of the assignments will need to be redone.)

Activity Logs:

Students are required to complete activity logs documenting their time, activities, and observations during their practicum placement. The logs can be found in the MSW Practicum Manual and will be posted in class for the specific semester. Students will also be required to purchase the Time2track activation code from the bookstore to upload practicum hours and forms for signature (approval) into this program. Do not identify clients in your logs. These logs are to be signed by your practicum instructor or a task supervisor. Logs are to be submitted in a running fashion, with all previous weeks plus the ones due turned in together in a singular document. All columns in the log are expected to be completed at least weekly. Logs will be due approximately every other week during the semesters.

Learning Contract:

The Learning Contract is a formal agreement between the practicum instructor, student, and faculty liaison concerning the activities the student will perform in the agency. With the assistance of their practicum instructor, each student will identify three performance tasks for each of the nine competencies. The Learning Contract provides a focused structure for student learning and supervision over the course of the semester. It is also used as a basis for evaluation and as a measure of accountability. A copy of the learning contract can be found in the MSW Practicum Manual. Learning contracts are due at the beginning of each semester and the most up to date version of the Learning Contract is needed at the course end.

Getting to Know Your Agency & Agency Orientation Checklist:

Students will be required to complete the "Getting to Know Your Agency Assignment" and to complete an "Agency Orientation Checklist" during approximately the first month of their practicum assignment. The intent of these two assignments is to provide a general orientation to the agency and to assist the student in obtaining basic information that might later be used in the competency thesis. If a student changes their practicum placement agency after SOWK 560A, they will be required to redo these two assignments in SOWK 560B.

Journal Discussions:
Students will submit journals online, as assigned, using Blackboard. Students will also be required to reply with comments to other students. Grading is based on a <u>unique post and a minimum of two replies</u> to classmates for each Journal Discussion.

When communicating online, it can be easy to overlook the fact that you are talking in black and white ink or in a semi-public area. Though I expect lively and thoughtful discussions which reflect various perspectives in this course, personal attacks on another student of any kind are not acceptable. Students who engage in personal attacks will be subject to one of two courses of action:

   i. A score of 0 for the discussion in question and/or class discussions as a whole
   ii. A letter grade of "F" and/or dismissal from the class

Process Recordings:
Three process recordings will be completed: a micro level experience, a mezzo level experience, and a macro level experience. Two of these process recordings will be due in the 15- week semester and the other will be due in the 5-week semester Each process recording will at a minimum include: the date of the session, a detailed description of the interaction, your observations of communication processes, your assessment of what happened, your thoughts and feelings about the contact, and a statement of follow up required as a result of the session. Do not identify clients in your writing. Outlines are provided in the Practicum Manual and should be used in the composition of each process recording. You may be asked to present your process recordings during integrative seminars. These are not to be in APA format.

Competency Thesis:
The Competency Thesis is required to pass Social Work 560 and is also used as a program outcome measure. The thesis should demonstrate your knowledge, skills and values in the following areas: critical thinking, adherence to social work values and ethics, significance of policy on practice, implications of diversity, appropriate methods, and application of research in practice. There are 10 sections:
Section 1: The Organizational Context of Practice
Section 2: The Community Context of Practice
Section 3: The Professional Context of Practice
Section 4: Assessment of Existing Social Policy
Section 5: Utilization of Community Resources
Section 6: Problem Identification and Assessment
Section 7: Problem-solving and Selection of an Intervention Plan
Section 8: Implementation of the Plan
Section 9: Evaluation and Feedback Regarding Intervention Plan
Section 10: Overall Feedback to the Agency
The Competency Thesis has been divided into two papers. Part 1 (Sections 1-5) typically due in SOWK 560A and Part 2 (Sections 6-10) typically due in SOWK 560B. A brief introductory and summary paragraph are highly recommended. Rubrics for the Competency Thesis along with the overview of each section from the Practicum Manual are located in the Course Resources folder.

General Requirements
   1. Your papers must be written using APA standards. It should be appropriately documented and double-spaced with 12-point font and 1-inch margins. <u>Each</u> of the two completed papers (Part 1 and Part 2) should be 12-15 pages in length. Remember to cite sources of information from brochures, manuals, pamphlets, interviews and all other sources. You will need to research relevant information and interview appropriate persons in order to complete this project.
   2. Divide your paper into sections and <u>use the same headings, as outlined above, for each section</u>.
   3. The thesis will be graded on content, writing style, grammar, and an appropriate level of writing ability for a beginning generalist social worker.

4. Each section of the paper needs to be thorough and adequately reflect your knowledge and skills necessary to be a beginning generalist social worker.
5. You are encouraged to include supplementary documents in an appendix such as reports, statistical data, or other relevant documents.
6. Dates to submit drafts for comments will be provided at the beginning of each semester.
7. An <u>abstract is only required with the complete final paper</u> submitted in 560B.

Integrative Seminars:
The concurrent seminars are mandatory. Informed participation in seminars is required. Integrative Seminars will be held as assigned, generally once a month. Students are expected to participate in online discussion and Zoom seminars regularly. Attendance factors into your class participation grade. Topics for the practicum seminars are interwoven with concurrent courses and developed using a continuous improvement model. Doodle polls will be arranged to identify the time that best works for the class.

Evaluation:
Your faculty liaison is responsible for assigning a course grade based upon the evaluation by your practicum instructor and evaluation of all class assignments. There are also opportunities for you to evaluate the practicum placement process. The agency practicum instructor also evaluates the performance of the faculty liaison and the program. Examples of all evaluation forms are in the Practicum Manual.

Grading Policy and Scale, Make-up Policy, Late Work
All assignments must be submitted in the blackboard course; use the relevant week's folder under Course Content to find the proper assignment and submit. The grading for this class will be based on a 100-point scale and consist of:

15 Week Semester	5 Week Summer Semester
Participation 21% (Journal Discussion x3, Seminar x1) Field 56% (Activity Log x2, Practicum Visit, GTKYA, AOC, LC) Competency Thesis 8% (draft: 2&3, 4&5) Process Recording 15% (1/3)	Participation 18% (Journal Discussion x7, Seminar x3) Field 22% (Activity Log x7, Evaluation x2, Field Visit) Competency Thesis 46% (draft 1, Final Part 1, draft 6&7, draft 8-10, Final Full Paper) Process Recording 14% (2/3)

Grading: A = 90-100 points, B = 80-89.9 points, C = 70-79.9 points, F = 69.9 points and under

Late Work:
Dependent on the assignment, the professor may allow late submissions. Understand however, that students <u>must email in advance to request the late submission option</u>. If the student elects to take this option and it is approved by the professor, the highest score possible is reduced based on the length of delinquency. The professor has sole discretion for approval of late submissions.

Course Timeline (Schedule of Assignments/Assessments/Presentations): See Course Resources in Blackboard Classroom
***Midterm Grades will be published in the Blackboard classroom by _____ and will be posted in MyCU around the same date.
***Final Grades will be published in the Blackboard classroom the week of _____. Watch class announcements for when grades are final. They will likely be visible in your MyCU sometime the week _____.

MSW Peer Tutoring
In support of academic excellence, the Concord University Center for Academic and Career Development has implemented a peer tutoring program for the MSW Program. This program is staffed by trained peer consultants and is free of charge for all Concord University graduate students. This program is supported by the Community Foundation of Virginias, INC.
In addition to other tools available to you, such as Grammarly and Tutor.com, this service allows you to work directly with a peer tutor to help you understand an assignment or to review your writing (including citations). Peer tutoring can also assist you in understanding and drafting a literature review. You can access this service by utilizing the information below.
Access to peer tutoring is through Penji:
1. Access https://web.penjiapp.com/schools/concord/communities/msw-tutoring or download Penji App from your app store.
2. Login with your Concord login info
3. If logging in from the link above, you should go directly to the MSW Tutoring area of Penji.
a. If using the app, you'll need to choose the MSW Tutoring community.
4. Choose Learn from the menu.
5. Click Drop-In Tutoring
6. Choose your level – SOWK 500 for a Generalist track class, SOWK 600 for an Advanced track class.
7. Available hours will show here
a. If a tutor is currently available, you'll choose Check in now
b. If a tutor isn't available, you can see when one will be available and come back later.
8. When you check in, you'll be put in a waitlist until the tutor is able to let you in to the Zoom.
a. You'll receive a notification when the tutor is ready for you, and will be able to join the Zoom!
If you have any questions, or run into any issues, please contact the Concord University Center for Academic and Career Development at 304-384-5102.

Accessibility/Accommodations:
Concord University is committed to responding to the needs of students with disabilities as defined by the Americans with Disabilities Act. Please inform your instructor at the beginning of the class semester if you have a disability and are requesting accommodations. It is your responsibility to self-disclose that you are requesting accommodations. The University and instructor will provide you with a reasonable accommodation. You should register with CU's Disability Services Office, located in the Jerry and Jean Beasley Student Center, Bottom Floor, across from the Campus Post Office. The Disability Services Office phone is 304-384-6086 or you can email the Director, Nancy Ellison, at nellison@concord.edu for assistance.

Academic Misconduct and Dishonesty
Academic dishonesty is morally unacceptable as well as destructive to the learning and teaching atmosphere. Academic dishonesty includes the giving or receiving of improper help on examinations or assignments, falsifying documents, and plagiarism (the act of stealing and using, as one's own, the ideas or the expression of the ideas of another). Such dishonesty can lead to a variety of penalties — including but not limited to failure of assignment, failure of course, loss of institutional privileges, or dismissal from the University. (See University Catalog Academic Policies and Procedures)

Concord University Honor Code
A Concord University Honor Code was approved by students, staff, faculty, administration, and the CU Board of Governors. The Code states:
"As a member of the Concord University Community I will act with honesty and integrity in accordance with our fundamental principles and I will respect myself and others while challenging them to do the same."
The Honor Code is intended to unite the Concord community behind a culture of honesty, integrity, and civility.

Class/Online Attendance Policy
Regular class attendance is part of a student's academic obligation at Concord. Irregular attendance may affect academic performance adversely and is detrimental to the atmosphere of a class. (See the University Catalog Academic Policies and Procedures for more information.)

Emergency Alert System
In an effort to increase safety and security on our campus, Concord University encourages everyone to register for instant text message alerts. Alerts will only be used for security and safety notices. All students, faculty, and staff are automatically eligible to receive text message alerts on their cell phones or email alerts. Please go to Emergency Alerts and Updates on the CU website to learn more about the Omnilert System or contact the IT Help Desk for further assistance (Call 304-384-5291).

Emergency Information
To report an on-campus emergency, call 911. The Mercer County 911 Dispatch will radio the CU Office of Public Safety to notify them of your emergency. The Office of Public Safety is located on the bottom floor of the Rahall Technology Center. You may access additional information on the Office of Public Safety webpage.

Inclement Weather Policy
As a general policy, the University will remain in normal operations during adverse weather conditions. In the event of severe weather conditions, the following may occur:

    University Closure-No students or employees are to report.

    Classes Cancelled-Students do NOT report BUT employees are expected to report to work at their normal time.

    Operating on an Inclement Weather Delay-Under this schedule, all 8 a.m. classes will start at 10 a.m. Students and faculty will follow the Inclement Weather Schedule. *Announcements invoking the late schedule or other options referenced above are aired on area radio and television stations and are sent as text and email messages to those enrolled for this service.*

Student Conduct
In classrooms, online, laboratories, and during any activities that are part of course requirements, students are expected to observe reasonable rules of conduct.

Academic Resources
The Student Success is ready to assist any student with academic or personal concerns, tutoring, study skills, time management, major and career exploration, and much more. The Student Success Center can be accessed Monday through Friday, 8:00 am until 4:00 or by appointment. The CACD may be reached by calling (304) 384-6074, (304) 384-6298, or by emailing studentsuccess@concord.edu.

In addition to other tools available to you, such as Grammarly and Tutor.com, Penji allows you to work directly with a peer tutor to help you understand an assignment or to review your writing (including citations). Peer tutoring can also assist you in understanding and drafting a literature review. You can access this service by utilizing the information below.

Access to peer tutoring is through Penji:
1. Access https://web.penjiapp.com/schools/concord/communities/msw-tutoring or download Penji App from your app store.
2. Login with your Concord login info
3. If logging in from the link above, you should go directly to the MSW Tutoring area of Penji.
a. If using the app, you'll need to choose the MSW Tutoring community.
4. Choose Learn from the menu.
5. Click Drop-In Tutoring

6. Choose your level – SOWK 500 for a Generalist track class, SOWK 600 for an Advanced track class.

7. Available hours will show here

a. If a tutor is currently available, you'll choose Check in now

b. If a tutor isn't available, you can see when one will be available and come back later.

8. When you check in, you'll be put in a waitlist until the tutor is able to let you in to the Zoom.

a. You'll receive a notification when the tutor is ready for you, and will be able to join the Zoom!

If you have any questions, or run into any issues, please contact the Concord University Center for Academic and Career Development at 304-384-5102.

Student Health Center

The Student Health Center provides students with basic level medical care for acute minor illness or injury on a walk-in basis. The Student Health Center is located in the Rahall Technology Center Atrium. The center is open Monday through Thursday from 8:30 to 2:30 PM and Friday from 8:30 to 12:00 PM. The Student Health Center may be reached at 304-384-6355.

Mental Health Resources

Concord University recognizes that being a student can be stressful at times for a number of reasons some of which may be related to the challenge of balancing your role as a student with other facets in your life. There are a number of resources to help you cope if you find that you are overwhelmed. The first is the CU Counseling Center which is located on the third floor of the Jerry and Jean Beasley Student Center on the Athens Campus. The center is staffed by licensed mental health professionals, graduate students, and student employees. Appointments are available Monday through Friday from 8:00 AM – 4:00 PM in person and via a secure telehealth platform for those students residing in West Virginia. Students may call the counseling center at 304-384-5290 or email the Center at counseling@concord.edu to schedule an appointment. For further information and additional resources go to https://www.concord.edu/student-life/student-health-wellness/counseling-center. An additional service, BetterMynds is available 24/7 during the school year, during holidays and semester breaks for both crisis counseling and ongoing counseling appointments via a secure telehealth platform. This platform can provide counseling services to students located outside of the state of WV. They also provide a variety of educational workshops focused on mental health

topics. To register for this service, go to Telehealth counseling BetterMynds link.pdf and follow the prompts. Counseling services are free of charge to all registered students.

Sexual Harassment & Assault

Federal law, Title IX, and Concord University policy prohibits discrimination, harassment, and violence based on sex and gender (Including sexual harassment, sexual assault, domestic/dating violence, stalking, sexual exploitation, and retaliation). If you or someone you know has been harassed or assaulted, you can receive confidential counseling support through the Concord University Counseling Center (304-384-5290). Alleged Violations can be reported to the Concord University Title IX Coordinator. Reports to Campus Security can be made at 304-384-5357.

Technology Services

Contact the CU Help Desk at extension 5291 from campus or 304-384-5291 off campus. You can find additional information on the Technology Services webpage.

Syllabus Disclaimer
This syllabus is subject to change based on the needs of the class. Please check it regularly.

Miscellaneous:

Competency Thesis – Part I - SOWK 560(a)

Student's Name	_____
Placement Agency	_____
Practicum Instructor	_____
Faculty Liaison	_____
Semester Completing Practicum	_____

Section 1: The Organizational Context of Practice

The purpose of this section of the paper is demonstrate a thorough understanding of the characteristics of your agency including the following: the management theory used to operate the agency, limitations in services, the culture of the agency and how it fits into the community, and social policies relevant to delivery of services. The paper should include a description of the purpose and goals of the agency and the services you provided. Describe the agency's structure including lines of authority, funding sources, and referral sources. Include information on the management theory used by the agency. Give examples of formal and informal power or authority within the agency. Describe the eligibility policies of the agency and discuss any limitations in the services the agency is able to provide. Give examples of how the agency's policies affected the services you could provide to the clients. Discuss the culture of the agency and the fit between the agency and the community.

Section 2: The Community Context of Practice

The purpose of this section of the paper is to demonstrate an understanding of the community's characteristics, social problems in the community, and the relevance of systems theory to the community and clients. Describe the community in which your agency is located, e.g. the demographic/ecological characteristics of the town, city, region (urban, rural); diverse populations, including ethnicity, class and social structure; significant minority groups. If your agency is state-wide, describe the local or county community. Describe the social problems in the community. Give examples of how poverty, discrimination and other forms of social injustice have occurred. Describe any systemic aspects of the community that affect your clients (i.e. how is systems theory relevant to the community in which your clients live and you practice?).

Section 3: The Professional Context of Practice

The purpose of this section is to demonstrate your ability to understand generalist social work practice, the importance of values and ethics in practice, the connection between values and ethics and professional use of self in practice, and the ability to distinguish different professional roles. Describe how the services you provided during your practicum placement were reflective of generalist social work practice.
Include information regarding how your role as a social worker was different from other professionals (use examples to demonstrate). Describe and give examples of how the values and ethics of the social work profession affected your practice (Refer to specific sections of the

NASW Code of Ethics). Discuss how your own values and attitudes affected your social work practice and give examples of your professional use of self in practice.

Section 4: Assessment of Existing Social Policy

The purpose of this section is to demonstrate an understanding of how social and program policies impact service delivery. Identify major social policies on the macro level (e.g. federal and state – at least three), that affect the population you are serving. Describe how the policies impact the programs of your agency and the clients you serve. Include the gaps in services or unmet needs of your client group. If existing social policy is inadequate, describe what is needed and ways you could advocate for new or revised social policy or programs.

Section 5: Utilization of Community Resources

The purpose of this section is to demonstrate knowledge of community resources and the ability to link clients to necessary resources. Describe the formal and informal social service networks, within the community, that you utilized. Include the agencies to which you most frequently made referrals.   Include a description of at least three resources (these do not have to be only formal social service agencies) whose services are particularly relevant to your activities. Describe one or two specific times that you served as a link between a client, group, or community and a community resource. Indicate why involvement outside your agency was appropriate, necessary, and detail your activities in establishing the linkage.

Impressions and Insights

Include a brief summary or discussion of things you learned while doing this assignment as they relate to generalist practice. How was this assignment helpful to you in your future role as a professional?

Competency Thesis Evaluation

Competency Thesis – Part II – SOWK 560(b)

Student's Name _____
Placement Agency _____
Practicum Instructor _____
Faculty Liaison _____

Sections 6 through 9 pertain to the treatment process. Choose a particular client/family that you worked with during your practicum placement. Each section will cover a part of the treatment process with that client, e.g. assessment, treatment planning, interventions, evaluation of services.

A Brief Introduction

Section 6: Problem Identification and Assessment

The purpose of this section is to demonstrate the ability to identify the presenting problem and complete an assessment using bio psychosocial variables, systems theory, and the strengths perspective. Describe how you became involved with the client and what occurred. Describe the presenting problem and your assessment of the situation. Include the bio psychosocial factors that you considered during the assessment process. Include a description of how systems theory impacted your assessment. Describe the strengths of the client, other people in their life, and their environment. It is recommended that you use and cite textbook resources for definitions of relevant systems and the assessment model used.

Section 7: Problem-solving and Selection of an Intervention Plan

The purpose of this section is to demonstrate the ability to use the problem-solving process and develop an intervention plan. Describe the intervention plan (specific goals and objectives) for this client and the steps you used to solve the problem. Use the planned change model for the planning process. Include an explanation of how your plan is relevant to your assessment. Describe the theory that underlies your plan. Include not only an explanation of the theory but also why you chose this particular theory/model. Include references to information noting the use of this method of intervention with the particular clientele or problem. Does the literature suggest other interventions with this population?

Section 8: Implementation of the Plan

The purpose of this section is to demonstrate your ability to implement an intervention plan. Describe exactly what you did to carry out the plan. Include a description of the clients' level of participation and any efforts you made to engage the client or increase their participation. Include specific techniques you used to facilitate change. Describe difficulties you encountered

and how you resolved these. Describe any strengths that you, the client, or other systems used during the intervention process. If services with this client ended, describe how the termination of services was handled.

Section 9: Evaluation and Feedback Regarding Intervention Plan

The purpose of this section is to demonstrate your ability to evaluate the effectiveness of your interventions and to demonstrate the ability to effectively use supervision. Describe the effectiveness of your intervention, including short-term and long-range effects. Describe how specific objectives were met (or not met). Include an explanation of your use of supervision during this intervention. Describe the procedures you used to assess the overall effectiveness of your intervention, (i.e. research methods). Cite any evaluative studies related to this type of intervention.

Section 10: Overall Feedback to the Agency

The purpose of this section is to demonstrate your ability to analyze the effectiveness of your agency. Describe how and to what extent the services you provided during your practicum placement were congruent with the agency's purpose. Include information on the effectiveness of the current programs or agency services and which policies and procedures are viable and which might be changed. What does the history of social work suggest about the direction these changes should or might take.

Competency Thesis Rubric

CT Section	5	4	3	2	1
Section 1: The Organizational Context of Practice	Clearly demonstrates a thorough understanding of the characteristics of the agency including the following: the management theory used to operate the agency, limitations in services, the culture of the agency and how it fits into the community, and social policies relevant to delivery of services. Examples form the agency are utilized to demonstrate this understanding.	Identifies, but has minimal discussion of, understanding of the characteristics of the agency including the following: the management theory used to operate the agency, limitations in services, the culture of the agency and how it fits into the community, and social policies relevant to delivery of services.	Minimal identification of understanding of the characteristics of the agency including the following: the management theory used to operate the agency, limitations in services, the culture of the agency and how it fits into the community, and social policies relevant to delivery of services. No examples form the agency were utilized.	Minimal identification of understanding of the characteristics of the agency not including one or more of the following: the management theory used to operate the agency, limitations in services, the culture of the agency and how it fits into the community, and social policies relevant to delivery of services.	Criteria unmet.

Section 2: The Community Context of Practice	Clearly and thoroughly describes the characteristics of the community's characteristics, social problems in the community, and the relevance of systems theory to the community and clients.	Identifies and minimally discusses the characteristics of the community's characteristics, social problems in the community, and the relevance of systems theory to the community and clients.	Minimal identification and limited discussion of the characteristics of the community's characteristics, social problems in the community, and the relevance of systems theory to the community and clients.	Unable to identify and discuss one or more of the characteristics of the community's characteristics, social problems in the community, and the relevance of systems theory to the community and clients.	Criteria unmet.
Section 3: The Professional Context of Practice	Clearly and thoroughly demonstrates ability to understand generalist social work practice, the importance of values and ethics in practice, the connection between values and ethics and professional use of self in practice, and the ability to distinguish different professional roles.	Identifies, but minimally demonstrates ability to understand generalist social work practice, the importance of values and ethics in practice, the connection between values and ethics and professional use of self in practice, and the ability to distinguish different professional roles.	Minimal identification of ability to understand generalist social work practice, the importance of values and ethics in practice, the connection between values and ethics and professional use of self in practice, and the ability to distinguish different professional roles.	Unable to clearly identify ability to understand one or more of the following: generalist social work practice, the importance of values and ethics in practice, the connection between values and ethics and professional use of self in practice, and the ability to distinguish different professional roles.	Criteria unmet.
Section 4: Assessment of Existing Social Policy	Clearly and thoroughly demonstrates an understanding of how social and program policies impact service delivery via identifying macro policies, policy impact on the agency, identifying gaps in services, and identifying inadequate social policies.	Identifies, but minimally demonstrates an understanding of how social and program policies impact service delivery via identifying macro policies, policy impact on the agency, identifying gaps in services, and identifying inadequate social policies.	Minimal demonstration of an understanding of how social and program policies impact service delivery via identifying macro policies, policy impact on the agency, identifying gaps in services, and identifying inadequate social policies.	Unable to identify the impact of how social and program policies impact service delivery via one or more of the following areas: identifying macro policies, policy impact on the agency, identifying gaps in services, and identifying inadequate social policies.	Criteria unmet.

Section 5: Utilization of Community Resources	Clearly demonstrates knowledge of community resources and the ability to link clients to necessary resources including informal and formal resources.	Identifies, but minimally discusses, an understanding of community resources and the ability to link clients to necessary resources including informal and formal resources.	Minimal identification of an understanding of community resources and the ability to link clients to necessary resources including informal and formal	Unable to identify an understanding of community resources and the ability to link clients to necessary resources not including both informal and formal resources.	Criteria unmet.
Section 6: Problem Identification and Assessment	Clearly articulates and demonstrates an ability to identify the presenting problem and complete an assessment using biopsychosocial variables, systems theory, and the strengths	Identifies, but minimally discusses, an ability to identify the presenting problem and complete an assessment using biopsychosocial variables, systems theory, and the	Minimal identification of the ability to identify the presenting problem and complete an assessment using biopsychosocial variables, systems theory, and the	Unable to thoroughly identify the presenting problem and complete an assessment using biopsychosocial variables, systems theory, and the strengths perspective	Criteria unmet.
Section 7: Problem-solving and Selection of an Intervention Plan	Clearly demonstrates an ability to use the problem-solving process and develop an intervention plan including describing specific client goals/objectives, the planned change process, and	Identifies, but minimally discusses, ability to use the problem-solving process and develop an intervention plan including describing specific client goals/objectives, the planned change	Minimal identification of the ability to use the problem-solving process and develop an intervention plan including describing specific client goals/objectives, the planned change	Unable to identify ability to use the problem-solving process and develop an intervention plan not including one or more of the following: describing specific client	Criteria unmet.
Section 8: Implementation of the Plan	Clearly discusses and demonstrates an ability to implement an intervention plan including a description of the plan, client's level of participation, and techniques	Identifies, but minimally discusses, an ability to implement an intervention plan including a description of the plan, client's level of participation, and techniques used.	Minimal identification of the ability to implement an intervention plan including a description of the plan, client's level of participation, and techniques used.	Unable to identify the ability to implement an intervention plan not including one or more of the following: a description of the plan, client's level of participation, and	Criteria unmet.
Section 9: Evaluation and Feedback Regarding Intervention Plan	Clearly discusses and demonstrates an ability to evaluate the effectiveness of the interventions and to demonstrate the ability to effectively use supervision including intervention	Identifies, but minimally discusses an ability to evaluate the effectiveness of the interventions and to demonstrate the ability to effectively use supervision including intervention	Minimal identification of the ability to evaluate the effectiveness of the interventions and to demonstrate the ability to effectively use supervision including	Unable to identify the ability to evaluate the effectiveness of the interventions and to demonstrate the ability to effectively use supervision not including one or more of the	Criteria unmet.

Section 10: Overall Feedback to the Agency	Clearly discusses and demonstrates an ability to analyze the effectiveness of the agency including the extent of services provided during the placement, effectiveness of current agency	Identifies, but minimally discusses an ability to analyze the effectiveness of the agency including the extent of services provided during the placement, effectiveness of	Minimal identification of the ability to analyze the effectiveness of the agency including the extent of services provided during the placement, effectiveness of	Unable to identify the ability to analyze the effectiveness of the agency not including one or more of the following: the extent of services provided during the placement,	Criteria unmet.

Appendix L

SOWK 660 A, B, & C Syllabus

The mission of Concord University is to provide quality, liberal arts-based education, to foster scholarly and creative activities and to serve the regional community (http://www.concord.edu/academics/).

Name: MASTER SYLLABUS
Title:
Office Location:
Office Hours:
Office Phone:
Office Fax: 304-384-6091
Email:
Division/Department Website: www.concord.edu/sws
Course Title: SOWK 660 A, B, & C – Advanced Practicum
Course CRN # and Section, Credit Hours: 3 Credit Hours
Semester Taught (including year):
Room Number (if applicable): N/A
Course Time (if applicable): N/A
Course Management System (Blackboard/Moodle or other systems): Blackboard Ultra
Hardware/Software Needed (include privacy policies, if applicable):
To be an effective participant in Concord's University's online courses in Blackboard (Bb) Ultra, your computer needs to be up-to-date with the appropriate hardware and software, as follows:

	Minimum	Recommended
Operating System	Windows 7 or higher Mac OS X 10.8 or higher	Windows 10 Mac OS X 10.10
Internet Browser	Internet Explorer 11 Firefox 31 or higher Safari 6 or higher	Firefox 47.0 Safari 9.1
Processor	Windows: 2 GHz Mac: 1.1 GHz	Windows: 3 Ghz Mac: 1.3 GHz Intel Core m7
Memory	Windows: 2 GB RAM Mac: 512 MB RAM	Windows: 8 GB RAM Mac: 4 GB RAM
Internet Connection	Cable Broadband (high-speed) 5 Mbps or higher	Cable Broadband (high-speed) 15 Mbps or higher
Java	JRE Version 7 or higher	JRE Version 8 Update 101

For more information or technical assistance on using the Learning Management System, please contact the Concord University Helpdesk: http://hub.concord.edu/technology/node/12.

Practicum Courses Descriptions:
Advanced Practicum (660A-3, 660B-3, 660C-3): The Advanced Practicum advances the skills, knowledge, and values of social work as applied to rural practice. In the Advanced Practicum students complete a minimum of 500 practicum hours. Each student will complete the advanced practicum across three semesters and will complete 15 or 20 hours per week to obtain the

minimum 500 hours, depending on the student's progression through the program. SOWK 613 must be taken before students can start SOWK 660. SOWK 633 must be taken either before or concurrent the with student's first semester of SOWK 660 (660A).

Concord University Educational Skills:
Skills: Proficiency in interpreting data, integrating information, formulating ideas, thinking critically, and communicating with others, as demonstrated by the following competencies:
1. Effective inter-communication skills and literacy, adapted as needed for the demands of various kinds of discourse:
   - listening and speaking
   - reading and writing
   - numeracy
   - graphic communication
   - non-verbal communication
   - media and technological literacy
2. An ability to employ appropriate observational, logical, analytical, computational, creative, and critical thinking skills within and across academic disciplines; and to apply these skills in problem solving.
3. An ability to employ appropriate methods and technologies for conducting empirical and scholarly research, to interpret research findings, and to use insights gained from such research as a basis for informed decision making.
4. An ability to analyze, synthesize, and integrate elements, information and ideas.
5. An ability to evaluate elements, information, and ideas on the basis of appropriate criteria.
6. An ability to apply and to transfer academic and experiential learning appropriately from one context to another.
7. An ability to learn and work effectively both independently and collaboratively.

National Standards (if applicable) For example, NCTM, IRA, CAEP, etc.: CSWE

Competency 1: Demonstrate Ethical and Professional Behavior

> **Advanced Behavior 1:** Demonstrate and preserve professional roles and boundaries in rural settings by applying ethical decision-making skills with special focus on management of dual relationships, access to services and the use of technology.
> **Advanced Behavior 2:** Apply the perspectives and values of social work in relation to working effectively with the other disciplines in rural practice.
> **Advanced Behavior 3:** Incorporate self-assessment and self-care practices to promote competent and ethical service delivery.

Competency 2: Advance Human Rights and Social, Economic, and Environmental Justice

Advanced Behavior 4: Analyze and implement strategies to address forms of rural oppression.

Advanced Behavior 5: Recognize, advocate for, and engage in strategies to eliminate oppressive structural barriers in rural settings ensuring dignity and respect for all.

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Advanced Behavior 6: Use reflection and self-regulation to manage personal biases and values, which may include social, economic, political, racial, technological, environmental, and cultural exclusions, and how they may create privilege and power, resulting in systemic oppression as they relate to rural populations and settings.

Advanced Behavior 7: Recognize and critically examine intersectionality and the experience of isolation of diverse groups with particular emphasis on rural settings.

Advanced Behavior 8: Implement a culture of humility, inclusivity, and equity in the profession by actively challenging systemic racism and discriminatory practices while promoting diversity in leadership and advocating for policies that prioritize anti-racism and social justice.

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

Advanced Behavior 9: Identify, evaluate, and select ethical, culturally informed, anti-racist, and anti-oppressive strategies in rural practice.

Advanced Behavior 10: Contribute to the knowledge base of the profession through promoting and participating in designing, implementing, and interpreting diverse and interprofessional research methods, approaches, and sources to improve the effectiveness of rural practice.

Advanced Behavior 11: Demonstrate the ability to discern between multiple sources of information, utilizing critical thinking skills and client experience to assess the value of evidence from an array of sources engaging in evidence-based practice.

Competency 5: Engage in Policy Practice

Advanced Behavior 12: Analyze, formulate, and advocate for anti-racist and anti-oppressive policies that enhance social well-being, service delivery, and access in rural settings.

Advanced Behavior 13: Communicate and collaborate with stakeholders and professionals on the implications of policy and policy changes in rural practice.

Advanced Behavior 14: Apply knowledge of strengths, history, rural settings and population issues in social work policy practice.

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

> **Advanced Behavior 15:** Explain the stigma, risk, and benefits to clients seeking or not seeking services in a rural setting.
> **Advanced Behavior 16:** Establish a culturally responsive therapeutic relationship that addresses unique issues associated with rural practice through engaging in self-reflection to understand how bias, power, privilege, personal values, and personal experiences may affect their ability to engage effectively with diverse clients and constituencies.
> **Advanced Behavior 17:** Coordinate formal and informal networks to promote sustained client well-being in rural communities.

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

> **Advanced Behavior 19:** Apply multidimensional, biopsychosocial-spiritual, and community assessment tools in a rural practice environment.
> **Advanced Behavior 20:** Use empathy, cultural responsiveness, geographical awareness, interprofessional collaboration, and other interpersonal skills in assessment.
> **Advanced Behavior 21:** Reflect to understand how bias, rurality, power, privilege, positionality, personal values, and experiences may affect assessment and decision-making.

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

> **Advanced Behavior 22:** Assess and apply the uniqueness of rural environments and its resultant effect on rural behavior.
> **Advanced Behavior 23:** Critically evaluate, select, and implement best practices and evidence-informed culturally responsive interventions in rural settings.
> **Advanced Behavior 24:** Develop and implement collaborative multidisciplinary strategies for rural practice.

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

> **Advanced Behavior 25:** Use evidence-based assessment methods to evaluate the process and outcomes of rural social work practice.
> **Advanced Behavior 26:** Apply anti-racist and anti-oppressive perspectives in evaluating processes and outcomes to increase the effectiveness of rural practice, policy, and service delivery.

Learning Outcomes:
Course Competencies and Selected Assignments:
By the end of the semester, students should be able to demonstrate the following competencies and practice behaviors:

Competency 1: Demonstrate Ethical and Professional Behavior

> **Advanced Behavior 1:** Demonstrate and preserve professional roles and boundaries in rural settings by applying ethical decision-making skills with special focus on management of dual relationships, access to services and the use of technology.
> **Advanced Behavior 2:** Apply the perspectives and values of social work in relation to working effectively with the other disciplines in rural practice.
> **Advanced Behavior 3:** Incorporate self-assessment and self-care practices to promote competent and ethical service delivery.

Competency 2: Advance Human Rights and Social, Economic, and Environmental Justice

> **Advanced Behavior 4:** Analyze and implement strategies to address forms of rural oppression.
> **Advanced Behavior 5:** Recognize, advocate for, and engage in strategies to eliminate oppressive structural barriers in rural settings ensuring dignity and respect for all.

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

> **Advanced Behavior 6:** Use reflection and self-regulation to manage personal biases and values, which may include social, economic, political, racial, technological, environmental, and cultural exclusions, and how they may create privilege and power, resulting in systemic oppression as they relate to rural populations and settings.
> **Advanced Behavior 7:** Recognize and critically examine intersectionality and the experience of isolation of diverse groups with particular emphasis on rural settings.
> **Advanced Behavior 8:** Implement a culture of humility, inclusivity, and equity in the profession by actively challenging systemic racism and discriminatory practices while promoting diversity in leadership and advocating for policies that prioritize anti-racism and social justice.

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

> **Advanced Behavior 9:** Identify, evaluate, and select ethical, culturally informed, anti-racist, and anti-oppressive strategies in rural practice.

Advanced Behavior 10: Contribute to the knowledge base of the profession through promoting and participating in designing, implementing, and interpreting diverse and interprofessional research methods, approaches, and sources to improve the effectiveness of rural practice.

Advanced Behavior 11: Demonstrate the ability to discern between multiple sources of information, utilizing critical thinking skills and client experience to assess the value of evidence from an array of sources engaging in evidence-based practice.

Competency 5: Engage in Policy Practice

Advanced Behavior 12: Analyze, formulate, and advocate for anti-racist and anti-oppressive policies that enhance social well-being, service delivery, and access in rural settings.

Advanced Behavior 13: Communicate and collaborate with stakeholders and professionals on the implications of policy and policy changes in rural practice.

Advanced Behavior 14: Apply knowledge of strengths, history, rural settings and population issues in social work policy practice.

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

Advanced Behavior 15: Explain the stigma, risk, and benefits to clients seeking or not seeking services in a rural setting.

Advanced Behavior 16: Establish a culturally responsive therapeutic relationship that addresses unique issues associated with rural practice through engaging in self-reflection to understand how bias, power, privilege, personal values, and personal experiences may affect their ability to engage effectively with diverse clients and constituencies.

Advanced Behavior 17: Coordinate formal and informal networks to promote sustained client well-being in rural communities.

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

Advanced Behavior 19: Apply multidimensional, biopsychosocial-spiritual, and community assessment tools in a rural practice environment.

Advanced Behavior 20: Use empathy, cultural responsiveness, geographical awareness, interprofessional collaboration, and other interpersonal skills in assessment.

Advanced Behavior 21: Reflect to understand how bias, rurality, power, privilege, positionality, personal values, and experiences may affect assessment and decision-making.

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

Advanced Behavior 22: Assess and apply the uniqueness of rural environments and its resultant effect on rural behavior.
Advanced Behavior 23: Critically evaluate, select, and implement best practices and evidence-informed culturally responsive interventions in rural settings.
Advanced Behavior 24: Develop and implement collaborative multidisciplinary strategies for rural practice.

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

Advanced Behavior 25: Use evidence-based assessment methods to evaluate the process and outcomes of rural social work practice.
Advanced Behavior 26: Apply anti-racist and anti-oppressive perspectives in evaluating processes and outcomes to increase the effectiveness of rural practice, policy, and service delivery.

Philosophy of Practicum Instruction:
Practicum instruction is an integral part of the social work education curriculum. It engages the student in a supervised practice activity providing opportunities for the student to apply knowledge, values, and skills in relation to identified client needs, agency purposes, and social sanctions. As students learn from social work placement experiences with clients and staff, the knowledge, attitudes, and skills acquired from all areas of the curriculum are translated into accountable performance and professional competence.

The practicum experience also provides opportunities for students to gain knowledge and understanding in all areas integrating theory and practice. Students will be provided with a generalist experience in their practicum setting; therefore, having opportunities to practice within a comprehensive range in types and sizes of client systems. This experience is deepened as students transition into the advanced practicum, integrated with rural practice, and taken current with courses in the advanced rural practice curriculum.

Students are responsible for their learning experience. They participate in the planning and identification of learning experiences available to them during their practicum placement.

Assignments:
Assignments also serve as outcome measures through both the generalist and advanced practicums. Some are specifically listed in the Outcomes section and as follows along with other assignments that span the learning continuum. The Capstone Project is completed throughout the three practicums.

Educational Methods:
The practicum setting will give you the opportunity to gain work experience under the supervision of an approved practicum instructor. The Social Work Program will provide opportunities for you to integrate the content you have learned by utilizing educational assignments to facilitate the process.

Activity Logs:
Students are required to complete activity logs documenting their time, activities, and observations during their practicum placement. This is now done electronically through the Time2track program we are utilizing. If paper logs are required, these logs are to be submitted to your practicum liaison at each seminar. Do not identify clients in your logs.

Capstone Project:
Professional Social Work competence is gained over time through education and experience. Integration of classroom learning with practicum experiential learning is accomplished through the practicum. Entering the practicum, the student develops a model of practice that is refined through each learning milestone and through practicum application of classroom content. This is the primary vehicle used by the student, practicum instructor and university to focus and sharpen practice reflection, ethical practice, and continuous improvement of evidence-based practice.

The Capstone Project is completed concurrently with the Advanced Practicum (a, b, and c). The project will be the culmination of advanced knowledge, skills, and values within a rural focus. The Capstone project drafts will be completed over three semesters of course work with a pass/fail grade. In the event a student does not receive a pass grade on the Capstone project draft for that semester, remediation with the Retention Committee will be required. The Capstone Project will be evaluated multiple times during the completion of the advanced year. The final Capstone Project will be completed concurrently with SOWK 660c Advanced Practicum.

The culmination of the Capstone Project will be a 25 – 30-page paper in APA format with appropriate references. Each of the following Sections should be researched and addressed in your Capstone Project to reflect your personal model of practice.

Capstone Project
1. Demonstrate - Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.
2. Engage - Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers

understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

3. Advance - Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

4. Research - Social workers understand quantitative and qualitative research methods and their respective roles in advancing the science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

5. Policy - Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand 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 understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

6. Interact - Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness.

7. Assess - Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand

methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

8. Intervene - Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration.

9. Evaluate - Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers utilize and understand qualitative and quantitative research studies in this course.

The final course grade will be based on a percentage scale.

A	90-100 %
B	80-89 %
C	70-79 %
F	Below 70 %

Integrative Seminars:
The concurrent seminars are mandatory. Informed participation in seminars is required. Integrative Seminars will be held as assigned, generally once a month. Students are expected to participate in online discussion and Zoom seminars regularly. Attendance factors into your class participation grade. Topics for the practicum seminars are interwoven with concurrent courses and developed using a continuous improvement model.

Absences:
If you must be absent for any of the planned activities during your practicum placement, it is your responsibility to arrange to make-up the work with your practicum instructor. In cases of inclement weather, you are responsible for determining if you can travel safely. If you miss more than one successive day, it is important that you also notify your faculty liaison.

Attendance:
Since this course is being offered through Blackboard Ultra, the concept of "attendance" is different. Although you will have a certain amount of flexibility in when you access the course materials and complete your work, you still will have several deadlines to meet during the course period and you must be finished with the course by the end of the course period. Regular class attendance is part of a student's academic obligation at Concord. Irregular attendance may affect academic performance adversely and is detrimental to the atmosphere of a class. (See University Catalog Academic Policies and Procedures.)

Accessibility/Accommodations:
Concord University is committed to responding to the needs of students with disabilities as defined by the Americans with Disabilities Act. Please inform your instructor at the beginning of the class semester if you have a disability and are requesting accommodations. It is your responsibility to self-disclose that you are requesting accommodations. The University and instructor will provide you with a reasonable accommodation. You should register with CU's Disability Services Office, located in the Athens campus Jerry and Jean Beasley Student Center, Bottom Floor, across from the Campus Post Office. The Disability Services Office phone is 304-384-6086 or you can email the Director, Nancy Ellison, at nellison@concord.edu for assistance.

Grading:
Assignments will be graded within a two-week period from submission.

Academic Policies:
Please see the Concord University Social Work Program Student Handbook for additional policies regarding expectations and rights afforded to graduate students.

Academic Dishonesty:
Academic dishonesty is morally unacceptable as well as destructive to the learning and teaching atmosphere. Academic dishonesty includes the giving or receiving of improper help on examinations or assignments, falsifying documents, and plagiarism (the act of stealing and using, as one's own, the ideas or the expression of the ideas of another, including AI). Such dishonesty can lead to a variety of penalties — including but not limited to failure of assignment, failure of course, loss of institutional privileges, or dismissal from the University. (See University Catalog Academic Policies and Procedures.)

Required Readings:
Reading assignments from the text or other articles will be noted in each learning module. Students are expected to complete all readings for each module.

Late Assignments:
Dependent on the assignment, the instructor may allow late submissions. Understand however, that students must email the instructor a statement requesting the late submission option prior to the assignment deadline. If the student elects to take this option, the highest score possible is

89%. Remember to have late submissions submitted by the date given by the instructor. The instructor has sole discretion for approval of late submissions.

Course Response/Instructor Access:
The instructor will make every effort to respond to inquiries and/or concerns within 48 hours (excluding weekends or other times where the instructor is not available). Please utilize Concord University Email not the Blackboard Ultra Email function. For inquiries that would benefit other students, please use the Discussion Board "Open Forum" to post your inquiry.

Concord University Honor Code:
A Concord University Honor Code was approved by students, staff, faculty, administration, and the CU Board of Governors. The Code states:

"As a member of the Concord University Community I will act with honesty and integrity in accordance with our fundamental principles and I will respect myself and others while challenging them to do the same."

The Honor Code is intended to unite the Concord community behind a culture of honesty, integrity, and civility.

Proper Netiquette:
The Cybersmile Foundation provides basic netiquette which should be utilized in discussion posts and in other communication in this course. (https://www.cybersmile.org/advice-help/category/examples-of-good-netiquette).

Examples of Good Netiquette:
- Include context. When commenting on a message thread it is good netiquette to include a relevant quote from the original message to give context to your comment.
- Check, then click. Before you post a comment, double check that you are saying exactly what you want to say. One small error can completely change the meaning of your message, so read and read again before sending. We are only human. Remember that an actual person with real feelings, beliefs, imperfections and emotions is behind every message, email or comment. It's sometimes easy to get carried away and write something that you would not dream of saying to someone's face.
- Do you get it? Jokes, dark humor and sarcasm are often difficult to convey over the internet. So to avoid potential misunderstandings always indicate the humorous nature of your comment. You could do this by using emoticons, putting "lol" (laugh out loud) at the end of the message or by starting with a phrase like, "On a lighter note…"
- Newbies. We were all once new to emails, messaging and forum posts so always try and help someone new who is making mistakes.
- Don't spam! It is normal to want to be noticed in the crowd of people on social media – but spamming (another word for sending the same or similar messages lots of times) can be annoying and may have the opposite effect!
- Express yourself. Don't be afraid to express yourself openly and honestly. Netiquette is not about restricting expression but about making it easier for people to understand. Allow others to express themselves too. Remember that everybody has an opinion, so

allow them to express it. You may have to agree to disagree on many issues, but just make your point and move on. Don't let a simple difference of opinion escalate into an argument.

- Don't SHOUT. Avoid writing whole words or sentences in capital letters. This is the equivalent of someone SCREAMING IN YOUR EAR!
- Respect people's privacy. Don't pass on another person's private information or photos unless you have their permission. Not only is this bad netiquette but you may also be accused of cyberbullying or online harassment.
- Avoid conflict. Trading insults and abuse – also known as 'flaming' – is not good netiquette. It is pointless and negative and could get you banned from the site. Avoid being drawn into fights and never post abuse on someone's message board.

Student Conduct:
In classrooms, online, laboratories, and during any activities that are part of course requirements, students are expected to observe reasonable rules of conduct.

Required Skills:
Online students experience a different classroom environment as opposed to a traditional student. The following is a list of expectations and requirements of students as they are expected to actively engage in this course: Students in this on-line course should be comfortable with and possess the following skill set:

1. A disciplined self-starter
2. Keen problem-solving skills
3. Engages in critical thinking
4. Comfortable with engaging in written communication as it is the most prominent form.
5. Communicate via email including using attachments
6. Utilize the technology provided by Concord University and the World Wide Web
7. Use Microsoft Office (or similar) to complete assignments
8. Engage in multimodal learning through communicating using discussion boards
9. Accessing and uploading files related to the course
10. Access to the Internet
11. Navigate the Blackboard Ultra learning platform with support provided in the course.

For more information or technical assistance on using the Learning Management System, please contact the Concord University Helpdesk: http://hub.concord.edu/technology/node/12.

Emergency Alert System:
In an effort to increase safety and security on our campus, Concord University encourages everyone to register for instant text message alerts. Alerts will only be used for security and safety notices. All students, faculty, and staff are eligible to receive text message alerts on their cell phones or email alerts. Please contact the IT Help Desk for further assistance (304-384-5291).

Emergency Information:

To report an on-campus emergency, call 911. The Office of Public Safety is located on the bottom floor of the Rahall Technology Center. For further emergency information go to: http://www.concord.edu/administration/office-public-safety.

Inclement Weather Policy:
As a general policy, the University will remain in normal operations during adverse weather conditions. In the event of severe weather conditions, the following may occur:

> University Closure
> No students or employees are to report.

> Classes Cancelled
> Students do NOT report BUT employees are expected to report to work at their normal time.

> Operating on an Inclement Weather Delay
> Under this schedule, all 8 a.m. classes will start at 10 a.m. Students and faculty will follow the Inclement Weather Schedule. (See http://www.concord.edu/emergency-alerts for Athens/Beckley Inclement Weather Schedules.)

> *Announcements invoking the Inclement Weather schedule or other options referenced above are aired on area radio and television stations and are sent as text and email messages to those enrolled for this service.*

Academic Resources:
In support of academic excellence, the Concord University Center for Academic and Career Development has implemented a peer tutoring program for the MSW Program. This program is staffed by trained peer consultants and is free of charge for all Concord University graduate students. This program is supported by the Community Foundation of Virginias, Inc.
In addition to other tools available to you, such as Grammarly and Tutor.com, this service allows you to work directly with a peer tutor to help you understand an assignment or to review your writing (including citations). Peer tutoring can also assist you in understanding and drafting a literature review. You can access this service by utilizing the information below.

Access to peer tutoring is through **Penji**:

1. Access https://web.penjiapp.com/schools/concord/communities/msw-tutoring or download Penji App from your app store.
2. Login with your Concord login info
3. If logging in from the link above, you should go directly to the MSW Tutoring area of Penji.
   a. If using the app, you'll need to choose the MSW Tutoring community.
4. Choose **Learn** from the menu.
5. Click **Drop-In Tutoring**
6. Choose your level – SOWK 500 for a Generalist track class, SOWK 600 for an Advanced track class.

7. Available hours will show here
    a. If a tutor is currently available, you'll choose **Check in now**
    b. If a tutor isn't available, you can see when one will be available and come back later.
8. When you check in, you'll be put in a waitlist until the tutor is able to let you in to the Zoom.
    a. You'll receive a notification when the tutor is ready for you, and will be able to join the Zoom!

Technology Services:
Contact the CU Help Desk at extension 5291 from campus or 304-384-5291 off campus. You may also e-mail cuhelpdesk@concord.edu.

Syllabus Disclaimer: "This syllabus is subject to change based on the needs of the class. Please check it regularly.

Grading Rubric for Capstone (660 A, B, &C)

Advanced Behavior	5	4	3	2
(1) Demonstrate: 1. Demonstrate and preserve professional roles and boundaries in rural settings. 2. Understand the perspectives and values of social work in relation to working effectively with the other disciplines in rural practice. 3. Apply ethical decision making skills in rural settings with special focus on dual relationships and access to services. 4. Apply ethical decision making skills to address the use of technology in rural settings.	Clearly articulates various professional roles, own identity as a social worker, and demonstrates effective professional boundaries in rural settings. Understands and illustrates through case examples the various roles of different disciplines and how to work effectively in rural settings.	States, but has minimal discussion of, various roles, aspects of own identity, and identifies boundaries in rural settings. Discusses how various disciplines work together in a rural setting. Limited case analysis.	Minimal identification of own identity as professional social worker and other professionals in rural settings. Minimal discussion and limited illustration of various disciplines' roles and working together effectively in rural communities.	Unable to identify various professional roles. Limited discussion of own identity as a professional social worker. Does not illustrate working with various disciplines.
(2) Engage: 5. Recognize and understand the experience of isolation of minority groups in rural settings. 6. Engage in self-reflection about and address personal biases and values as they related to rural populations and settings.	Clearly and thoroughly discusses the impact of being part of a minority group in rural areas. Examples are used to clearly demonstrate this impact. Student clearly demonstrates an understanding of their own values and biases as they relate to rural populations and settings.	Identifies, but minimally discusses, the impact of being part of a minority group in rural areas. No client examples are used. Identifies but has limited discussion of own values and biases as they relate to rural populations and settings.	Minimal identification of the impact of being part of a minority group in rural areas. Minimal discussion of own values and biases as they relate to rural populations and settings.	Unable to identify the impact of being part of a minority group in rural areas. Unable to identify own values and biases as they relate to rural populations and settings.
(3) Advance: 7. Understand, analyze, and implement strategies to address forms of rural oppression. 8. Advocate for human rights, and social, environmental and economic justice in rural settings (such as poverty, health care, education, and the rights of local populations including minorities).	Clearly and thoroughly discusses the strengths of rural settings and populations and demonstrates the identification of those strengths in case examples. Demonstrates an ability to effectively communicate with various clients/professionals across barriers through discussion and illustration of case examples.	Identifies, but minimally discusses, the strengths of rural settings and populations and limited illustration of these in case examples. Identifies but has limited discussion and illustration of effective communication with clients/ professionals across boundaries.	Minimal identification of strengths of rural settings and populations and limited or no case illustrations. Minimal identification of effective communication with clients/professionals across barriers.	Unable to identify strengths of rural settings and populations. Unable to demonstrate effective communication with clients/professionals across barriers.
(4) Research: 9. Identify, evaluate, and select rural practice strategies.	Clearly articulates and demonstrates an ability to identify, evaluates,	Identifies, but minimally discusses, an ability to identify,	Minimal identification of the ability to identify, evaluates,	Unable to identify, evaluate, and select rural practice

A10. Promote and participate in the use of research to improve the effectiveness of rural practice.	and selects rural practice strategies using research methods. Uses a client example to demonstrate this. Clearly demonstrates the ability to promote and participate in the use of research to improve the effectiveness of rural practice.	evaluates, and select rural practice strategies using research methods. Does not use a client example to demonstrate this. Identifies, but minimally discusses, the ability to promote and participate in the use of research to improve the effectiveness of rural practice.	and selects rural practice strategies using research methods. Minimal ability to promote and participate in the use of research to improve the effectiveness of rural practice.	strategies using research methods. Unable to identify ways to promote and participate in the use of research to improve the effectiveness of rural practice.
(5) Policy: 11. Analyze, formulate, and advocate for policies that enhance social well-being, service delivery, and access in rural settings. 12. Communicate and collaborate with stakeholders and professionals the implications of policy and policy changes in rural practice. A13. Apply knowledge of strengths and issues of rural settings and populations to social work policy practice.	Clearly discusses and demonstrates an ability to analyze, formulate, and advocate for policies that enhance social well-being in rural settings. Clearly discusses and demonstrates the ability to communicate and collaborate with stakeholders the implications of policy and policy changes in rural practice. Demonstrates this with a case example.	Identifies, but minimally discusses, an ability to analyze, formulate, and advocate for policies that enhance social well-being in rural settings. Identifies, but minimally discusses, the ability to communicate and collaborate with stakeholders the implications of policy and policy changes in rural practice. Does not use case example to demonstrate.	Minimal identification of the ability to analyze, formulates, and advocate for policies that enhance social well-being in rural settings. Minimal identification of the ability to communicate and collaborate with stakeholders the implications of policy and policy changes in rural practice.	Unable to identify the ability to analyze, formulate and advocate for policies the enhance social well-being in rural settings. Unable to identify the ability to communicate and collaborate with stakeholders the implications of policy and policy changes in rural practice.
(6) Interact: 14.Apply theories of human behavior and the social environment to rural practice. A15. Explain the stigma, risk, and benefits to clients of seeking or not seeking services in a rural setting. 16. Establish a culturally responsive therapeutic relationship that addresses unique issues associated with rural practice. 17. Coordinate formal and informal networks to promote sustained client well-being in rural communities. 18. Apply knowledge of practice within the rural context for the development of service systems	Clearly demonstrates an ability to apply theories of human behavior and social environment to rural practice. Demonstrates this with a client example. Clearly discusses and demonstrates an understanding of and ability to utilize the uniqueness of rural environments and its resultant effect of rural behavior.	Identifies, but minimally discusses, the application of theories of human behavior and social environment to rural practice. Does not illustrate this in client example. Identifies, but minimally discusses, an understanding of and ability to utilize the uniqueness of rural environments and its resultant effect of rural behavior.	Minimal identification of the application of theories of human behavior and social environment to rural practice. Minimal identification of an understanding of and ability to utilize the uniqueness of rural environments and its resultant effect of rural behavior.	Unable to identify the application of theories of human behavior and social environment to rural practice. Unable to identify an understanding of and ability to utilize the uniqueness of rural environments and its resultant effect of rural behavior.
(7) Assess: 19. Use multidimensional, bio-psychosocial, spiritual, and community assessment tools in a	Clearly demonstrates an ability to apply use multidimensional, bio-psychosocial,	Identifies, but minimally discusses an ability to apply use	Minimal identification of an ability to apply use multidimensional,	Unable to identify an ability to apply use multidimensional, bio-psychosocial,

rural practice environment. A20. Use empathy, cultural responsiveness, geographical awareness and other interpersonal skills to complete assessment.	spiritual, and community assessment tools and the Use of empathy, cultural responsiveness, geographical awareness and other interpersonal skills to complete assessment.	multidimensional, bio-psychosocial, spiritual, and community assessment tools and the Use of empathy, cultural responsiveness, geographical awareness and other interpersonal skills to complete assessment.	bio-psychosocial, spiritual, and community assessment tools and the Use of empathy, cultural responsiveness, geographical awareness and other interpersonal skills to complete assessment.	spiritual, and community assessment tools and the Use of empathy, cultural responsiveness, geographical awareness and other interpersonal skills to complete assessment.
(8) Intervene: 21. Understand and utilize the uniqueness of rural environments and its resultant effect of rural behavior. 22. Critically evaluate, select, and apply best practices and evidence based interventions in rural settings. A23. Develop and implement collaborative multidisciplinary strategies for rural practice.	Clearly discusses and demonstrates an ability to coordinate formal and informal networks promoting sustained client well-being. Clearly discusses and demonstrates the application of knowledge of practice within the rural context for the development of service systems. Demonstrates this with a case example.	Identifies, but minimally discusses an ability to coordinate formal and informal networks promoting sustained client well-being. Identifies, but minimally discusses the application of knowledge of practice within the rural context for the development of service systems. Does not use case example to demonstrate.	Minimal identification of the ability to coordinate formal and informal networks promoting sustained client well-being. Minimal identification of the application of knowledge of practice within the rural context for the development of service systems.	Unable to identify the ability to coordinate formal and informal networks promoting sustained client well-being. Unable to identify the ability of knowledge of practice within the rural context for the development of service systems.
(9) Evaluate: 24. Evaluate the process and outcomes of rural practice to contribute to the development of best practice interventions for rural practice. 25. Contribute to the knowledge base of the social work profession through rural practice based research.	Clearly demonstrates an understanding of, an ability to analyze strategies to address various forms of rural oppression and clearly illustrates this with a client example. Clearly demonstrates an understanding of and ability to advocate for human rights and social and economic justice in rural settings.	Identifies, but minimally discusses, an understanding of, an ability to analyze strategies to address various forms of rural oppression. Identifies, but minimally discusses, an understanding of and ability to advocate for human rights and social and economic justice in rural areas. Does not illustrate with a client example.	Minimal identification of an understanding of, an ability to analyze strategies to address various forms of rural oppression. Minimal identification of an understanding of and ability to advocate for human rights and social and economic justice in rural areas.	Unable to identify an understanding of, an ability to analyze, and strategies to address various forms of rural oppression. Unable to identify an understanding of and ability to advocate for human rights and social and economic justice in rural areas.

Appendix M

**Practicum Instructor Evaluation Guidelines and Evaluation
Forms and Procedures
Practicum Instruction Evaluations**

The following guide is being provided to indicate the evaluation procedures utilized within the Concord University Practicum Instruction Program component. Evaluation forms will be provided electronically to Practicum Instructors. Please refer questions to the Director of Practicum Education or to the Faculty Liaison.

Forms:
Practicum Placement Student Evaluations

- Generalist Student Practicum Evaluations
- Advanced Standing Student Practicum Evaluations

This form is completed once per semester by the Practicum Instructor. The Practicum Instructor should prepare the evaluation, review it with the student, and submit a copy to the Faculty Liaison.

Practicum Instructor Assessment of Practicum Placement Program
This form will be provided electronically to Practicum Instructors within 30 days after the conclusion of the placement experience. The Practicum Instructors should complete the electronic assessment. The Assessment Chair will analyze the data and provide a written evaluation to the Program Director and Practicum Director. This process provides anonymity to the individual Practicum Instructor.

Student Evaluation of Practicum Placement
Students will complete this form electronically during the final Practicum Placement Semester. The data will be analyzed by the Assessment Chair with a written report provided to the Practicum Director and Program Director. The report will also be included in the Outcome Summary Report.

Student Evaluation of Faculty Liaison
This form will be completed electronically by students at the end of the practicum placement. The completed forms will be submitted to the Practicum Director or Chair of the Assessment Committee.

Concord University Evaluation of Student in Generalist Practicum Placement (SOWK 560)

Semester 1 ☐   **Semester 2** ☐

Name of Intern _____

Date _____

Instructions for Rating Interns on the 9 Competencies in the First Part of the Evaluation:
The standard by which an intern is to be compared is that of a new beginning-level social worker. The 10 competencies that are specified in this evaluation form are those established by our national accrediting organization (the Council on Social Work Education). Under each competency statement are several items that we ask that you rate according to the following criteria.

5 - The intern has excelled in this area

4 - The intern is functioning above expectations for interns in this area

3 - The intern has met the expectations for interns in this area

2 - The intern has not yet met the expectations in this area, but there is hope that the intern will meet the expectations in the near future

1 - The intern has not met the expectations in this area, and there is not much hope that the intern will meet the expectations in this area in the near future

Comments may be made under any competency statement, if desired. Please be sure to indicate those areas in which you think the intern is particularly strong and those areas that need improvement.

This evaluation is intended to give the intern feedback about her or his performance. The agency supervisor's rating of these items will not directly be used to calculate the grade that is given to the intern. The Faculty Liaison has the responsibility of assigning the grade for the course.
If you prefer to use another evaluation system **in addition** to this form to evaluate a student's performance, please discuss this with the faculty liaison.

Competency 1: Demonstrate Ethical and Professional Behavior					
Behavior 1: Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context	1	2	3	4	5
Behavior 2: Demonstrate professional behavior; appearance; and oral, written, and electronic communication.	1	2	3	4	5
Behavior 3: Use technology ethically and appropriately to facilitate practice outcomes.	1	2	3	4	5
Behavior 4: Use supervision and consultation to guide professional judgment and behavior.	1	2	3	4	5

Comments:

Competency 2: Advance Human Rights and Social, Economic, and Environmental Justice					
Behavior 5: Advocate for human rights at the individual, family, group, organizational, and community system levels.	1	2	3	4	5
Behavior 6: Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.	1	2	3	4	5

Comments:

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice					
Behavior 7: Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels.	1	2	3	4	5

Behavior 8: Demonstrate cultural humility by applying critical reflection, self- awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.	1	2	3	4	5

Comments:

Competency 4: **Engage in Practice-informed Research and Research-informed Practice Generalist Behaviors**					
Behavior 9: Apply research findings to inform and improve practice, policy, and programs.	1	2	3	4	5
Behavior 10: Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.	1	2	3	4	5

Comments:

Competency 5: **Engage in Policy Practice**					
Behavior 11: Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services.	1	2	3	4	5
Behavior 12: Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.	1	2	3	4	5

Comments:

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities					
Behavior 13: Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies.	1	2	3	4	5
Behavior 14: Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.	1	2	3	4	5

Comments:

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities					
Behavior 15: Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies.	1	2	3	4	5
Behavior 16: Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.	1	2	3	4	5

Comments:

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities					
Behavior 17: Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals.	1	2	3	4	5
Behavior 18: Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.	1	2	3	4	5

Comments:

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities					
Behavior19: Select and use culturally responsive methods for evaluation of outcomes.	1	2	3	4	5
Behavior 20: Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities	1	2	3	4	5

Comments:

Overall Evaluation at MIDTERM/At the end of section A if MSW:

Please check one of the following at the midterm evaluation. At the final evaluation do NOT complete this section.

___ This intern is excelling in practicum placement by performing above expectations for interns.

___ This intern is meeting the expectations of a practicum placement intern.

___ This intern is functioning somewhat below the expectations of a practicum placement intern.

___ There is a question whether this intern will be ready for beginning level social work practice by the end of placement.

___ This intern is functioning below the expectations of a practicum placement intern. There is considerable concern that this intern will not be ready for beginning level social work practice by the end of placement. This intern should perhaps be encouraged to pursue another major.

Comments/elaboration:

FINAL OVERALL EVALUATION:

Please check one of the following at the final evaluation. At the midterm evaluation do NOT complete this section.

___ This intern has excelled in practicum placement by performing above expectations for interns. If an appropriate position were open at this agency, for a beginning level social worker, this intern would be considered among the top candidates for this position.

___ This intern has met the expectations of the practicum placement. This intern is ready for beginning level social work practice.

___ This intern is not yet ready for beginning level social work practice.

___ This intern is not yet ready for beginning level social work practice, and has demonstrated serious problems in performance, and perhaps should be encouraged to pursue another major.

Comments/elaboration:

Signature of Agency Practicum Instructor _____

Agency _____

Date _____

The following section should be completed by the intern:

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

I agree with the evaluation ☐
I do not agree with evaluation ☐

Intern's Signature _____

Date_____

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

**Concord University – MSW Advanced
Evaluation of Student in Practicum**

Semester 1 ☐   Semester 2 ☐   Final ☐

Name of Intern _____

Date _____

Instructions for Rating Interns on the 10 Competencies in the First Part of the Evaluation:
The standard by which an intern is to be compared is that of an advanced-level MSW social worker. The 10 competencies that are specified in this evaluation form are those established by our national accrediting organization (the Council on Social Work Education). Under each competency statement are several items that we ask that you rate according to the following criteria.

5 - The intern has excelled in this area

4 - The intern is functioning above expectations for interns in this area

3 - The intern has met the expectations for interns in this area

2 - The intern has not yet met the expectations in this area, but there is hope that the intern will meet the expectations in the near future

1 - The intern has not met the expectations in this area, and there is not much hope that the intern will meet the expectations in this area in the near future

Comments may be made under any competency statement, if desired. Please be sure to indicate those areas in which you think the intern is particularly strong and those areas that need improvement.

This evaluation is intended to give the intern feedback about her or his performance. The agency supervisor's rating of these items will not directly be used to calculate the grade that is given to the intern. The faculty liaison has the responsibility of assigning the grade for the course.
If you prefer to use another evaluation system **in addition** to this form to evaluate a student's performance, please discuss this with the faculty liaison.

Competency #1: Demonstrate ethical and professional behavior					
Advanced Behavior 1: Demonstrate and preserve professional roles and boundaries in rural settings by applying ethical decision-making skills with special focus on management of dual relationships, access to services and the use of technology.	1	2	3	4	5
Advanced Behavior 2: Apply the perspectives and values of social work in relation to working effectively with the other disciplines in rural practice.	1	2	3	4	5
Advanced Behavior 3: Incorporate self-assessment and self-care practices to promote competent and ethical service delivery.	1	2	3	4	5

Comments

Competency #2: : Advance Human Rights and Social, Economic, and Environmental Justice					
Advanced Behavior 4: Analyze and implement strategies to address forms of rural oppression.	1	2	3	4	5
Advanced Behavior 5: Recognize, advocate for, and engage in strategies to eliminate oppressive structural barriers in rural settings ensuring dignity and respect for all.	1	2	3	4	5

Comments:

Competency #3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice					
Advanced Behavior 6: Use reflection and self-regulation to manage personal biases and values, which may include social, economic, political, racial, technological, environmental, and cultural exclusions, and how they may create privilege and power, resulting in systemic oppression as they relate to rural populations and settings.	1	2	3	4	5
Advanced Behavior 7: Recognize and critically examine intersectionality and the experience of isolation of diverse groups with particular emphasis on rural settings.	1	2	3	4	5
Advanced Behavior 8: Implement a culture of humility, inclusivity, and equity in the profession by actively challenging systemic racism and discriminatory practices while promoting diversity in leadership and advocating for policies that prioritize anti-racism and social justice.	1	2	3	4	5

Comments:

Competency #4: Engage in Practice-informed Research and Research-informed Practice					
Advanced Behavior 9: Identify, evaluate, and select ethical, culturally informed, anti-racist, and anti-oppressive strategies in rural practice.	1	2	3	4	5
Advanced Behavior 10: Contribute to the knowledge base of the profession through promoting and participating in designing, implementing, and interpreting diverse and interprofessional research methods, approaches, and sources to improve the effectiveness of rural practice.	1	2	3	4	5
Advanced Behavior 11: Demonstrate the ability to discern between multiple sources of information, utilizing critical thinking skills and client experience to assess the value of evidence from an array of sources engaging in evidence-based practice.	1	2	3	4	5

Comments:

Competency #5: Engage in Policy Practice					
Advanced Behavior 12: Analyze, formulate, and advocate for anti-racist and anti-oppressive policies that enhance social well-being, service delivery, and access in rural settings.	1	2	3	4	5
Advanced Behavior 13: Communicate and collaborate with stakeholders and professionals on the implications of policy and policy changes in rural practice.	1	2	3	4	5

Advanced Behavior 14: Apply knowledge of strengths, history, rural settings and population issues in social work policy practice.	1	2	3	4	5

Comments:

Competency #6: **Engage with Individuals, Families, Groups, Organizations, and Communities**					
Advanced Behavior 15: Explain the stigma, risk, and benefits to clients seeking or not seeking services in a rural setting.	1	2	3	4	5
Advanced Behavior 16: Establish a culturally responsive therapeutic relationship that addresses unique issues associated with rural practice through engaging in self-reflection to understand how bias, power, privilege, personal values, and personal experiences may affect their ability to engage effectively with diverse clients and constituencies.	1	2	3	4	5
Advanced Behavior 17: Coordinate formal and informal networks to promote sustained client well-being in rural communities.	1	2	3	4	5
Advanced Behavior 18: Apply knowledge of practice within the rural context for the development of service systems.	1	2	3	4	5

Comments:

Competency #7: **Assess Individuals, Families, Groups, Organizations, and Communities** **Generalist Behaviors**					
Advanced Behavior 19: Apply multidimensional, biopsychosocial-spiritual, and community assessment tools in a rural practice environment.	1	2	3	4	5
Advanced Behavior 20: Use empathy, cultural responsiveness, geographical awareness, interprofessional collaboration, and other interpersonal skills in assessment.	1	2	3	4	5
Advanced Behavior 21: Reflect to understand how bias, rurality, power, privilege, positionality, personal values, and experiences may affect assessment and decision-making.					

Comments:

Competency #8: **Intervene with Individuals, Families, Groups, Organizations, and Communities**					
Advanced Behavior 22: Assess and apply the uniqueness of rural environments and its resultant effect on rural behavior.	1	2	3	4	5
Advanced Behavior 23: Critically evaluate, select, and implement best practices and evidence-informed culturally responsive interventions in rural settings.	1	2	3	4	5
Advanced Behavior 24: Develop and implement collaborative multidisciplinary strategies for rural practice.	1	2	3	4	5

Comments:

Competency #9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities					
Advanced Behavior 25: Use evidence-based assessment methods to evaluate the process and outcomes of rural social work practice. .	1	2	3	4	5
Advanced Behavior 26: Apply anti-racist and anti-oppressive perspectives in evaluating processes and outcomes to increase the effectiveness of rural practice, policy, and service delivery.	1	2	3	4	5

Comments:

Overall Evaluation at MIDTERM:
Please check one of the following at the midterm evaluation. At the final evaluation do NOT complete this section.

___ This intern is excelling in practicum placement by performing above expectations for interns.
___ This intern is meeting the expectations of a practicum placement intern.
___ This intern is functioning somewhat below the expectations of a practicum placement intern.
___ There is a question whether this intern will be ready for beginning level social work practice by the end of placement.
___ This intern is functioning below the expectations of a practicum placement intern. There is considerable concern that this intern will not be ready for beginning level social work practice by the end of placement. This intern should perhaps be encouraged to pursue another major.

Comments/elaboration:

FINAL OVERALL EVALUATION:
Please check one of the following at the final evaluation. At the midterm evaluation do NOT complete this section.

___ This intern has excelled in practicum placement by performing above expectations for interns. If an appropriate position were open at this agency, for a beginning level social worker, this intern would be considered among the top candidates for this position.
___ This intern has met the expectations of the practicum placement. This intern is ready for beginning level social work practice.
___ This intern is not yet ready for beginning level social work practice.
___ This intern is not yet ready for beginning level social work practice, and has demonstrated serious problems in performance, and perhaps should be encouraged to pursue another major.

Comments/elaboration:

Signature of Agency Practicum Instructor _____

Agency _____

Date _____

The following section should be completed by the intern:

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

I agree with the evaluation ☐
I do not agree with evaluation ☐

Intern's Signature _____

Date_____

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

STUDENT EVALUTATION OF PRACTICUM PLACEMENT
Social Work Program
Concord University

This evaluation is designed to obtain information from the placement student reflecting his/her opinion of the placement experience. This form is to be turned in to the Practicum Director.

Practicum Instructor: _____

Practicum Agency: _____

Part I

Circle the number most closely representing your evaluation of your Practicum Instructor.

Scale:	Rarely	Seldom	Sometimes	Frequently	Consistently
Contributed to my feelings of being accepted in the agency	1	2	3	4	5
Emphasized professional values consistent with social work programs and values	1	2	3	4	5
Directed my workload at an appropriate level	1	2	3	4	5
Assisted me in understanding my use of self in the helping process	1	2	3	4	5
Responsive in student need for consultation	1	2	3	4	5

Part II

Please check the most helpful supervising and teaching techniques your Practicum Instructor used.

_____ 1. Observed work on a regular basis

_____ 2. Reviewed documentation and recording for learning purposes

_____ 3. Provided sufficient opportunities for observation of work activities

_____ 4. Used questioning in increasing my knowledge level

_____ 5. Was creative in recommending learning activities

_____ 6. Provided appropriate reading materials

_____ 7. Gave appropriate examples from his/her practice background

_____ 8. Facilitated my networking within the agency and the community

_____ 9. Provided opportunities to work with diverse populations

_____ 10. Encouraged my development of self-awareness

_____ 11. Made opportunities available for discussing assigned tasks

_____ 12. Willingness to allow student participation in designing learning experiences

Part III

Circle the number best reflecting your overall opinion of this agency setting.

Scale	Rarely	Seldom	Sometimes	Frequently	Consistently
1. Positive staff attitude toward students.	1	2	3	4	5
2. Student given opportunity to actively participate in designing learning experiences.	1	2	3	4	5
3. Agency appears knowledgeable of the core competencies and practice behaviors of the Concord University Social Work Program.	1	2	3	4	5
4. Learning atmosphere is challenging	1	2	3	4	5
5. Placement provides opportunity to work with diverse populations	1	2	3	4	5
6. Practicum assignments were relevant to my learning contract.	1	2	3	4	5
7. Provided opportunity to work with full range of client systems ranging from micro to macro levels	1	2	3	4	5

What recommendations do you have to improve Concord's Social Work Practicum Instructor's component?

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

<u>Practicum Instructor Assessment of Practicum Program</u>

Social Work Program
Concord University

Evaluation is an essential part of program development. The Social Work Practicum Program is an important component of our program. We are asking that you participate in the evaluation form, providing feedback on your experience with our Practicum Program and with your Faculty Liaison, the official representative of the Concord University Social Work Program.

Practicum Instructor _____

Agency _____

Faculty Liaison _____

Date _____

Please circle the number using the following scale which reflects your evaluation of the structures and procedures of the Concord University Social Work Practicum Placement Program. Circle N/A if you have no opinion or lack sufficient data to form an opinion.

<u>Part I</u>

Scale	Not Applicable	Very Dissatisfied	Dissatisfied	Sometimes	Satisfied	Very Satisfied
1. Process by which your agency was selected as a placement site.		1	2	3	4	5
2. Manner in which the student was selected for placement in your agency.		1	2	3	4	5
3. Level of which student was prepared for placement.		1	2	3	4	5
4. Method by which you were contacted by the University.		1	2	3	4	5
5. Method for tracking		1	2	3	4	5

student progress during
placement

6. Method for evaluating student performance in placement	1	2	3	4	5
7. Method of conducting placement as a block for one full semester	1	2	3	4	5
8. Adequacy of practicum manual and other support materials	1	2	3	4	5
9. Orientation provided for practicum instructors prior to student coming on site for placement	1	2	3	4	5
10. Opportunity for the practicum instructor and other agency staff to have input into the overall practicum program	1	2	3	4	5

— ‐ ▪ — — — ▪ — — — ▪ — — — ▪ — — — ▪ — — — ▪ — — — ▪ — — — ▪ — — — ▪ — — — ▪ — — — ▪ — — — ▪ — — — ▪ — ‐

Suggestions for improvement:

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Part II

The information you provide here will be helpful to the faculty liaison and the Practicum Director as he/she evaluates the field program component.

Name of Liaison: _____

Circle the number which best describes the performance of your faculty liaison..

Scale:	Very Dissatisfied	Dissatisfied	Sometimes	Satisfied	Very Satisfied
Not Applicable					

1. Answered questions concerning purpose for practicum instruction

| | 1 | 2 | 3 | 4 | 5 |

2. Clarified practicum education policies when requested to do so

| | 1 | 2 | 3 | 4 | 5 |

3. Described expectations of student performance in practicum placement

| | 1 | 2 | 3 | 4 | 5 |

4. Consulted in reference to content of liaison visit

| | 1 | 2 | 3 | 4 | 5 |

5. Demonstrated an interest in understanding agency policies and procedures

| | 1 | 2 | 3 | 4 | 5 |

6. Demonstrated a willingness to actively participate in solving conflict or issues of difference between student and practicum instructor

| | 1 | 2 | 3 | 4 | 5 |

7. Participated in determining appropriate learning tasks

| | 1 | 2 | 3 | 4 | 5 |

8. Monitored student's progress in practicum placement

| | 1 | 2 | 3 | 4 | 5 |

9. Completed at least two practicum visits.

| | 1 | 2 | 3 | 4 | 5 |

If question is not applicable, leave blank.

— -∎— — —∎— — —∎— — —∎— — —∎— — —∎— — —∎— — —∎— — —∎— — —∎— — —∎— — —∎— —

What recommendations do you have to improve Concord's Social Work practicum instructor's component?

_____

_____

_____

_____

Student Evaluation of Faculty Liaison

Please rate each statement according to your evaluation of the faculty liaison.

Rating Scale

5	Very Satisfied	2	Dissatisfied
4	Usually Satisfied	1	Very Dissatisfied
3	Sometimes Satisfied	NA	Not Applicable

Rating:

1. Explained goals and objectives for practicum instruction   ____

2. Explained practicum placement policies and procedures   ____

3. Explained performance expectations for me   ____

4. Explained the roles of the practicum instructor and faculty liaison   ____

5. Demonstrated an interest in understanding my placement activities   ____

6. Participated in the completion of my learning contract   ____

7. Visited my placement site   ____

8. Provided consultation related to my completing a competency thesis   ____

9. Assisted in resolving conflicts I experienced in my completing a practicum project   ____

10. Encouraged me to think critically   ____

11. Provided constructive criticism   ____

12. Provided integrated learning experiences   ____

Comments:

Practicum Agency Assessment of Practicum Director
Please circle the number using the following scale which reflects your evaluation of the Concord University Director of Practicum Education for the Social Work programs. Circle N/A if you have no opinion or lack sufficient data to form an opinion.

1	Very Dissatisfied
2	Dissatisfied
3	Sometimes
4	Satisfied
5	Very Satisfied
6	Not Applicable

1. The process of practicum site selection **1   2   3   4   5   N/A**
2. Orientation *for practicum instructors* **1   2   3   4   5   N/A**
3. The Practicum Director defined the responsibilities and expectations of the practicum instructor **1   2   3   4   5   N/A**
4. Practicum Director actively participated in problem-solving if applicable **1   2   3   4   5   N/A**
5. The Practicum Director is accessible to practicum instructors **1   2   3   4   5   N/A**
6. The Practicum Director communicates clearly with Agency **1   2   3   4   5   N/A**

Other Comments:

_____

_____

_____

_____

_____

_____

Student Evaluation of Practicum Director
Please rate each statement according to your evaluation of the Field Director.
Rating Scale

1	**Very Dissatisfied**
2	**Dissatisfied**
3	**Sometimes**
4	**Satisfied**
5	**Very Satisfied**
6	**Not Applicable**

Rating

The Director of Practicum Education for the Concord University Social Work programs:

1. Provided consultation and/or assistance in selecting an agency. _____

2. Demonstrated interest in understanding my practicum needs. _____

3. Made me feel comfortable during the placement process. _____

4. Explained practicum policies and procedures. _____

5. Informed me of my practicum status. _____

5. Assisted in resolving conflicts I experienced with placement if applicable. _____

6. Please indicate how satisfied you were with the practicum e-mails and communication (i.e.

verification of receipt of application, request for forms, etc.). _____

During the placement process, what were the Practicum Director's strengths?

_____

_____

_____

During the placement process, what were the Practicum Director's areas for improvement?

_____

_____

_____

Agency Assessment of Practicum Director

Please circle the number using the following scale which reflects your evaluation of the Director of Practicum Education for Concord University's Social Work programs. Circle N/A if you have no opinion or lack sufficient data to form an opinion.

1	**Very Dissatisfied**
2	**Dissatisfied**
3	**Sometimes**
4	**Satisfied**
5	**Very Satisfied**
6	**Not Applicable**

1. The process of practicum site selection   **1   2   3   4   5   N/A**
2. Orientation ***for practicum instructors***   **1   2   3   4   5   N/A**
3. The Practicum Director defined the responsibilities and expectations of the practicum instructor   **1   2   3   4   5   N/A**
4. Practicum Director actively participated in problem-solving if applicable   **1   2   3   4   5   N/A**
5. The Practicum Director is accessible to practicum instructors   **1   2   3   4   5   N/A**
6. The Practicum Director communicates clearly with Agency   **1   2   3   4   5   N/A**

Other Comments:

_____

_____

_____

_____

_____

_____

Student Evaluation of Practicum Director

Please rate each statement according to your evaluation of the Director of Practicum Education for Concord University's Social Work programs.

Rating Scale

1	**Very Dissatisfied**
2	**Dissatisfied**
3	**Sometimes**
4	**Satisfied**
5	**Very Satisfied**
6	**Not Applicable**

Rating

The Practicum Director:

1. Provided consultation and/or assistance in selecting an agency.   _____

2. Demonstrated interest in understanding my placement needs.   _____

3. Made me feel comfortable during the placement process.   _____

4. Explained placement policies and procedures.   _____

5. Informed me of my placement status.   _____

5. Assisted in resolving conflicts I experienced with placement if applicable.   _____

6. Please indicate how satisfied you were with the field e-mails and communication (i.e.

verification of receipt of application, request for forms, etc.).

During the placement process, what were the Practicum Director's strengths?

During the placement process, what were the Practicum Director's areas for improvement?

<center>Appendix N</center>

<center>**NASW CODE OF ETHICS**</center>

Code of Ethics of the National Association of Social Workers
Approved by the 1996 NASW Delegate Assembly and revised by the 1999 and 2021 NASW Delegate Assembly.

<center>**Preamble**</center>

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 works 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.

<center>**Purpose of the NASW Code of Ethics**</center>

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 by 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 and encourages all social workers to engage in self-care, ongoing education, and other activities to ensure their commitment to those same core features of the profession.
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.

*For information on NASW adjudication procedures, see NASW Procedures for the Adjudication of Grievances.

Furthermore, 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. In situations when conflicting obligations arise, social workers may be faced with complex ethical dilemmas that have no simple answers. Social

workers should take into consideration all the values, principles, and standards in this Code that are relevant to any situation in which ethical judgment is warranted. Social workers' decisions and actions should be consistent with the spirit as well as the letter of this *Code*.

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

Instances may arise when social workers' ethical obligations conflict with agency policies or relevant laws or regulations. When such conflicts occur, social workers must make a responsible effort to resolve the conflict in a manner that is consistent with the values, principles, and standards expressed in this *Code*. If a reasonable resolution of the conflict does not appear possible, social workers should seek proper consultation before making a decision. The *NASW Code of Ethics* is to be used by NASW and by individuals, agencies, organizations, and bodies (such as licensing and regulatory boards, professional liability insurance providers, courts of law, agency boards of directors, government agencies, and other professional groups) that choose to adopt it or use it as a frame of reference. Violation of standards in this *Code* does not automatically imply legal liability or violation of the law. Such determination can only be made in the context of legal and judicial proceedings. Alleged violations of the *Code* would be subject to a peer review process. Such processes are generally separate from legal or administrative procedures and insulated from legal review or proceedings to allow the profession to counsel and discipline its own members.

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

With growth in the use of communication technology in various aspects of social work practice, social workers need to be aware of the unique challenges that may arise in relation to the maintenance of confidentiality, informed consent, professional boundaries, professional competence, record keeping, and other ethical considerations. In general, all ethical standards in

this Code of Ethics are applicable to interactions, relationships, or communications, whether they occur in person or with the use of technology. For the purposes of this Code, "technology-assisted social work services" include any social work services that involve the use of computers, mobile or landline telephones, tablets, video technology, or other electronic or digital technologies; this includes the use of various electronic or digital platforms, such as the Internet, online social media, chat rooms, text messaging, e-mail and emerging digital applications. Technology-assisted social work services encompass all aspects of social work practice, including psychotherapy; individual, family, or group counseling; community organization; administration; advocacy; mediation; education; supervision; research; evaluation; and other social work services. Social workers should keep apprised of emerging technological developments that may be used in social work practice and how various ethical standards apply to them.

Professional self-care is paramount for competent and ethical social work practice. Professional demands, challenging workplace climates, and exposure to trauma warrant that social workers maintain personal and professional health, safety, and integrity. Social work organizations, agencies, and educational institutions are encouraged to promote organizational policies, practices, and materials to support social workers' self-care.

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 to address social problems.*

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

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

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

Value: *Dignity and Worth of the Person*

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

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

Value: *Importance of Human Relationships*

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

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

Value: *Integrity*

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

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

Value: *Competence*

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

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

Ethical Standards
The following ethical standards are relevant to the professional activities of all social workers. These standards concern (1) social workers' ethical responsibilities to clients, (2) social workers' ethical responsibilities to colleagues, (3) social workers' ethical responsibilities in practice settings, (4) social workers' ethical responsibilities as professionals, (5) social workers' ethical responsibilities to the social work profession, and (6) social workers' ethical responsibilities to the broader society. Some of the standards that follow are enforceable guidelines for professional conduct, and some are aspirational. The extent to which each standard is enforceable is a matter

of professional judgment to be exercised by those responsible for reviewing alleged violations of ethical standards.

1. Social Workers' Ethical Responsibilities to Clients

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

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

1.03 Informed Consent

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

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

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

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

(e.) Social workers should discuss with clients the social workers' policies concerning the use of technology in the provision of professional services.

(f.) Social workers who use technology to provide social work services should obtain informed consent from the individuals using these services during the initial screening or

interview and prior to initiating services. Social workers should assess clients' capacity to provide informed consent and, when using technology to communicate, verify the identity and location of clients.

(g) Social workers who use technology to provide social work services should assess the clients' suitability and capacity for electronic and remote services. Social workers should consider the clients' intellectual, emotional, and physical ability to use technology to receive services and ability to understand the potential benefits, risks, and limitations of such services. If clients do not wish to use services provided through technology, social workers should help them identify alternate methods of service.

(h) Social workers should obtain clients' informed consent before making audio or video recordings of clients or permitting observation of service provision by a third party.

(i) Social workers should obtain client consent before conducting an electronic search on the client. Exceptions may arise when the search is for purposes of protecting the client or others from serious, foreseeable, and imminent harm, or for other compelling professional reasons.

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.
(d.) Social workers who use technology in the provision of social work services should ensure that they have the necessary knowledge and skills to provide such services in a competent manner. This includes an understanding of the special communication challenges when using technology and the ability to implement strategies to address these challenges.

(e.) Social workers who use technology in providing social work services should comply with the laws governing technology and social work practice in the jurisdiction in which they are regulated and located and, as applicable, in the jurisdiction in which the client is located.

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' various cultures and be able to demonstrate skills in the provision of culturally informed services that empower

marginalized individuals and groups. Social workers must take action against oppression, racism, discrimination, and inequities, and acknowledge personal privilege.

(c.) Social workers should demonstrate awareness and cultural humility by engaging in critical self-reflection (understanding their own bias and engaging in self-correction), recognizing clients as experts of their own culture, committing to lifelong learning, and holding institutions accountable for advancing cultural humility.

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

(e.) Social workers who provide electronic social work services should be aware of cultural and socioeconomic differences among clients' use of and access to electronic technology and seek to prevent such potential barriers. Social workers should assess cultural, environmental, economic, mental or physical ability, linguistic, and other issues that may affect the delivery or use of these services.

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.

(e) Social workers should avoid communication with clients using technology (such as social networking sites, online chat, e-mail, text messages, telephone, and video) for personal or non-work-related purposes.

(f) Social workers should be aware that posting personal information on professional Web sites or other media might cause boundary confusion, inappropriate dual relationships, or harm to clients.

(g) Social workers should be aware that personal affiliations may increase the likelihood that clients may discover the social worker's presence on Web sites, social media, and other forms of technology. Social workers should be aware that involvement in electronic communication with groups based on race, ethnicity, language, sexual orientation, gender identity or expression, mental or physical ability, religion, immigration status, and other personal affiliations may affect their ability to work effectively with particular clients.

(h) Social workers should avoid accepting requests from or engaging in personal relationships with clients on social networking sites or other electronic media to prevent boundary confusion, inappropriate dual relationships, or harm to clients.

1.07 Privacy and Confidentiality

(a.) Social workers should respect clients' right to privacy. Social workers should not solicit private information from clients Or about clients except for compelling professional reasons. Once private information is shared, standards of confidentiality apply.
(b.) Social workers may disclose confidential information when appropriate with valid consent from a client or a person legally authorized to consent on behalf of a client.
(c.) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or other identifiable person. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.
(d.)   If social workers plan to disclose confidential information, they should (when feasible and to the extent possible) inform clients about the disclosure and the potential consequences prior to disclosing the information. 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 client's 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. This agreement should include consideration of whether confidential

information may be exchanged in person or electronically, among clients or with others outside of formal counseling sessions. 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 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.

(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 reasonable steps to protect the confidentiality of electronic communications, including information provided to clients or third parties. Social workers should use applicable safeguards (such as encryption, firewalls, and passwords) when using electronic communications such as e-mail, online posts, online chat sessions, mobile communication, and text messages.

(n.) Social workers should develop and disclose policies and procedures for notifying clients of any breach of confidential information in a timely manner.

(o.) In the event of unauthorized access to client records or information, including any unauthorized access to the social worker's electronic communication or storage systems, social workers should inform clients of such disclosures, consistent with applicable laws and professional standards.

(p.) Social workers should develop and inform clients about their policies, consistent with prevailing social work ethical standards, on the use of electronic technology, including Internet-based search engines, to gather information about clients.

(q.) Social workers should avoid searching or gathering client information electronically unless there are compelling professional reasons, and when appropriate, with the client's informed consent.

(r.) Social workers should avoid posting any identifying or confidential information about clients on professional Web sites or other forms of social media.

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

(t.) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.

(u.) 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.

(v.) 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.

(w.)   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 inappropriate sexual communications through the use of technology or in person, 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, disruptions in electronic communication, relocation, illness, mental or physical ability, or death.

1.16 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 other services are 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.

1.17 Termination of Services

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

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

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

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

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

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

2. Social Workers' Ethical Responsibilities to Colleagues

2.01 Respect

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

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

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

2.02 Confidentiality

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

2.03 Interdisciplinary Collaboration

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

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

2.04 Disputes Involving Colleagues

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

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

2.05 Consultation

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

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

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

2.06 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.

2.07 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, written, electronic, or physical conduct of a sexual nature.

2.08 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.

2.9 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.

2.10 Unethical Conduct of Colleagues

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

(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 (whether in-person or remotely) 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, including dual relationships that may arise while using social networking sites or other electronic media.

(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, f; 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 practicum instructors for students should evaluate students' performance in a manner that is fair and respectful.

(c.) Social workers who function as educators or practicum 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 practicum 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, including dual relationships that may arise while using social networking sites or other electronic media. Social work educators and practicum instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

3.03 Performance Evaluation

Social workers who have responsibility for evaluating the performance of others should fulfill such responsibility in a fair and considerate manner and on the basis of clearly stated criteria.

3.04 Client Records

(a.) Social workers should take reasonable steps to ensure that documentation in records is accurate and reflects the services provided.

    (b.) Social workers should include sufficient and timely documentation in records to facilitate the delivery of services and to ensure continuity of services provided to clients in the future.

    (c.) Social workers' documentation should protect clients' privacy to the extent that is possible and appropriate and should include only information that is directly relevant to the delivery of services.

    (d.) Social workers should store records following the termination of services to ensure reasonable future access. Records should be maintained for the number of years required by state statutes or relevant contracts.

3.05 Billing

Social workers should establish and maintain billing practices that accurately reflect the nature and extent of services provided and that identify who provided the service in the practice setting.

3.06 Client Transfer

    (a.) When an individual who is receiving services from another agency or colleague contacts a social worker for services, the social worker should carefully consider the client's needs before agreeing to provide services. To minimize possible confusion and conflict, social workers should discuss with potential clients the nature of the clients' current relationship with other service providers and the implications, including possible benefits or risks, of entering into a relationship with a new service provider.

    (b.) If a new client has been served by another agency or colleague, social workers should discuss with the client whether consultation with the previous service provider is in the client's best interest.

3.07 Administration

    (a.) Social work administrators should advocate within and outside their agencies for adequate resources to meet clients' needs.

    (b.) Social workers should advocate for resource allocation procedures that are open and fair. When not all clients' needs can be met, an allocation procedure should be developed that is nondiscriminatory and based on appropriate and consistently applied principles.

    (c.) Social workers who are administrators should take reasonable steps to ensure that adequate agency or organizational resources are available to provide appropriate staff supervision.

    (d.) Social work administrators should take reasonable steps to ensure that the working environment for which they are responsible is consistent with and encourages compliance with the NASW Code of Ethics. Social work administrators should take reasonable steps to eliminate any conditions in their organizations that violate, interfere with, or discourage compliance with the Code.

3.08 Continuing Education and Staff Development

Social work administrators and supervisors should take reasonable steps to provide or arrange for continuing education and staff development for all staff for whom they are responsible. Continuing education and staff development should address current knowledge and emerging developments related to social work practice and ethics.

3.09 Commitments to Employers

(a.) Social workers generally should adhere to commitments made to employers and employing organizations.

(b.) Social workers should work to improve employing agencies' policies and procedures and the efficiency and effectiveness of their services.

(c.) Social workers should take reasonable steps to ensure that employers are aware of social workers' ethical obligations as set forth in the NASW Code of Ethics and of the implications of those obligations for social work practice.

(d.) Social workers should not allow an employing organization's policies, procedures, regulations, or administrative orders to interfere with their ethical practice of social work. Social workers should take reasonable steps to ensure that their employing organizations' practices are consistent with the NASW Code of Ethics.

(e.) Social workers should act to prevent and eliminate discrimination in the employing organization's work assignments and in its employment policies and practices.

(f.) Social workers should accept employment or arrange student practicum placements only in organizations that exercise fair personnel practices.

(g.) Social workers should be diligent stewards of the resources of their employing organizations, wisely conserving funds where appropriate and never misappropriating funds or using them for unintended purposes.

3.10 Labor-Management Disputes

(a.) Social workers may engage in organized action, including the formation of and participation in labor unions, to improve services to clients and working conditions.

(b.) The actions of social workers who are involved in labor-management disputes, job actions, or labor strikes should be guided by the profession's values, ethical principles, and ethical standards. Reasonable differences of opinion exist among social workers concerning their primary obligation as professionals during an actual or threatened labor strike or job action. Social workers should carefully examine relevant issues and their possible impact on clients before deciding on a course of action.

4. Social Workers' Ethical Responsibilities as Professionals

4.01 Competence

(a.) Social workers should accept responsibility or employment only on the basis of existing competence or the intention to acquire the necessary competence.

(b.) Social workers should strive to become and remain proficient in professional practice and the performance of professional functions. Social workers should critically examine and keep current with emerging knowledge relevant to social work. Social workers should routinely review the professional literature and participate in continuing education relevant to social work practice and social work ethics.

(c.) Social workers should base practice on recognized knowledge, including empirically based knowledge, relevant to social work and social work ethics.

4.02 Discrimination

Social workers should not practice, condone, facilitate, or collaborate with any form of discrimination on the basis of race, ethnicity, national origin, color, sex, sexual orientation,

gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical disability.

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

4.04 Dishonesty, Fraud, and Deception
Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception.

4.05 Impairment

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

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

4.06 Misrepresentation

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

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

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

4.07 Solicitations

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

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

4.08 Acknowledging Credit

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

(b.) Social workers should honestly acknowledge the work of and the contributions made by others.

5. Social Workers' Ethical Responsibilities to the Social Work Profession

5.01 Integrity of the Profession

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

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

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

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

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

5.02 Evaluation and Research

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

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

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

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

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

(f.) When using electronic technology to facilitate evaluation or research, social workers should ensure that participants provide informed consent for the use of such technology. Social workers should assess whether participants are able to use the technology and,

when appropriate, offer reasonable alternatives to participate in the evaluation or research.

(g.) 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.

(h.) 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.

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

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

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

(l.) 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.

(m.) 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.

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

(o.) 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.

(p.) 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.

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

6. Social Workers' Ethical Responsibilities to the Broader Society

6.01 Social Welfare

Social workers should promote the general welfare of society, from local to global levels, and the development of people, their communities, and their environments.

Social workers should advocate for living conditions conducive to the fulfillment of basic human needs and should promote social, economic, political, and cultural values and institutions that are compatible with the realization of social justice.

6.02 Public Participation

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

6.03 Public Emergencies

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

6.04 Social and Political Action

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

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

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

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

Appendix O

**International Federation of Social Work
Statement of Ethical Principles**

Global Social Work Statement of Ethical Principles (IASSW)

This Statement of Ethical Principles (hereafter referred to as Statement) is designed to facilitate social workers2 aspirations towards the highest possible standards of ethical practice, through processes of constant debate, self-reflection, willingness to deal with ambiguities, and to engage in ethically acceptable processes of decision making to achieve ethical outcomes. Each of the principles in this Statement must be read in relation to each other and not separately.

This Statement makes an explicit commitment to value the people with whom social workers engage. Implicit in our acceptance of this Statement as social work educators, students, researchers and practitioners is our commitment to uphold the core values and principles of the social work profession as set out in this Statement. A Statement such as this works best when it reflects the moral impulse on the part of the social worker, with a commitment to doing no harm, social justice, recognition of the inherent dignity of humanity and to the universal and inalienable rights of people.

Recognizing the embodied vulnerability of ourselves and, more particularly of the people whom we engage with or work on behalf of, this Statement is designed to ensure multiple levels of accountability towards: the individuals, families, groups, and communities that we engage with; ourselves; the organizations that we work in; and the broader societal contexts within which social work education, practice and research is located.

We recognize a need for a fundamental conceptual shift from situating human dignity primarily within the context of autonomy to recognizing the inter-subjectivity and interrelatedness of human dignity and human rights. Far from being autonomous and independent beings as constructed by liberal theory, as human beings we are all embedded in societies and dependent on their socio-political, economic and cultural structures and conventions. Vulnerability is a universal part of the human condition. This does not negate the agency that people have in liberating themselves on personal and political levels, and the responsibility of socio-political, economic and cultural systems in ensuring development and wellbeing.

Social workers recognize the political dimension of the profession as a consequence of the power and authority conferred on them by the State to take action with or on behalf of people, within the boundaries of the profession's ethical principles

Social work as a profession is dynamic, critical and engaged with people and their multiple environments. There are an array of values and ethical principles which inform us as social workers. This reality is recognized in the 2014 Global Definition of Social Work, which is layered, and encourages regional and national amplifications. Likewise, this Statement may

be amplified and/or adapted at national and/or regional levels, as long as it is in accordance with the intention and spirit of this Statement.

Social work employer organizations, and education and research institutions must work towards the provision of infrastructural arrangements, and developmental opportunities to facilitate the achievement of ethical imperatives. It is not only social workers who must ensure ethical practices; organizations must fulfil their obligations in supporting ethical practices.

This Statement takes as its point of departure the 2014 Global Definition of Social Work, which reads as: Social work is a practice-based profession and an academic discipline that facilitates social change and development, social cohesion, and the empowerment and liberation of people. Principles of social justice, human rights, collective responsibility and respect for diversities are central to social work. Underpinned by theories of social work, social sciences, humanities and Indigenous knowledges, social work engages people and structures to address life challenges and enhance wellbeing.

Principles

1) Recognition of the Inherent Dignity of Humanity

1.1)   Recognizing the inherent dignity of all human beings, social workers work towards empathetic relationships and making being for the Other (people who social workers work with or on behalf of) one of the foundations of ethical practice, where the social worker accords the unique Other that priority assigned to the Self. The idea is to treat all prople as the want to be treated and as we would like to be treated.

1.2)   Social workers demonstrate respect for the inherent dignity and worth of all human beings, in attitude, word and deed. This calls for differentiation between unconditional positive regard for persons and people's attitudes, behaviors and/or socio-political and cultural contexts that may be deemed to be in need of change. While we respect persons, we challenge beliefs and actions of those persons where they may devalue or stigmatize themselves or other persons.

1.3   Social workers appreciate that the need for such differentiation elucidated in 1.2 calls for critically reflexive practice. As social workers we (as do the people whom we engage with) bring to the working relationship our histories, pains and joys, values, and our religious, spiritual and cultural orientations. Critical reflection on how the personal influences the professional and vice versa must be the foundation of everyday ethical practice.

1.4   While recognizing the strengths and inherent dignity that all human beings possess, social workers acknowledge the embodied vulnerability of ourselves and the people with whom we work. Tuning into, acknowledging and dealing with vulnerabilities is constitutive of strengths, and are sources of growth, development and human flourishing.

2. Promoting Human Rights

2.1   Social workers embrace and promote the fundamental and inalienable rights of all human beings, as reflected in human rights instruments and conventions, such as the Universal Declaration of Human Rights; the Convention on the Rights of the Child; the Convention on the Elimination of All Forms of Discrimination against Women; the International Covenant on Economic and Cultural Rights; the International Covenant on Civil and Political Rights; the Convention on the Elimination of all Forms of Racial Discrimination; the Convention on the Rights of Persons with Disabilities; the Convention relating the Status of Refugees; UN Declaration on the Rights of Indigenous Peoples; the International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families and the international Labour Standards.

2.2   Social workers respect and defend the human rights principle of indivisibility, and promote all civil, political, economic, social cultural and environmental rights.

2.3   Recognizing that culture sometimes serves as a disguise to violate human rights, social workers serve a s cultural mediators to enable consensus building, find an appropriate balance between competing human rights, and to advocate for the rights of marginalized, stigmatized, excluded, exploited and oppressed individuals and groups of persons.

2.4   Social workers recognize that human rights need to coexist alongside collective responsibility, understanding that individual human rights can only be realized on a day-to-day basis if people take responsibility for each other and the environment, and if they work towards creating reciprocal relationships within communities.

2.5   Social workers provide people with information regarding their rights, and support people's efforts to success their rights.

2.6   Social workers recognize the State as a key actor in the defense, promotion, and fulfillment of human rights.

3. Promoting Social Justice

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

3.1 Challenging Discrimination and Institutional Oppression
    a) Social workers challenge discrimination, which includes but is not limited to: Physical and/or mental abilities, capacity, age culture, gender identity, sexual orientation, race,, ethnicity, language, religion, spiritual beliefs, political opinions, socio-economic status, poverty, class, family structure, relationship status and nationality (or lack thereof).
    b) Social workers recognize how ideology, laws, policies, regulations, customs, or practices may create inequalities and prevent members of certain groups from equitable treatment.
    c) Social workers work against institutionalized discrimination and oppression in all its forms.

3.2 Respect for Diversity

a) Social workers work towards strengthening inclusive communities that respect the ethnic and cultural diversity of societies, taking account of individual, family, group and community differences.

b) Social workers recognize that respect for, and acceptance of diversity must not be used to stretch the boundaries of moral relativism, to the point where the rights of some groups of persons, including the right to life (e.g. of women and sexual, ethnic, 4 and religious minorities) are violated. Social workers problematize and challenge those cultural practices that limit the full enjoyment of human rights.

c) Social workers recognize that constructing and dealing with socio-economic concerns as cultural issues often deny or minimize underlying structural factors that contribute to psychosocial challenges.

3.3 Access to Equitable Resources

a) Social workers advocate and work towards access and the equitable distribution of resources and wealth, recognizing that gross inequality combined with poverty constitute threats to human development.

b) Social workers support people's right to sustainable income, which must be provided through decent work and/or universal social security.

3.4 Challenging Unjust Policies and Practices

a) Social workers work to bring to the attention of their employers, policy makers, politicians and the general public, situations where policies and resources are inadequate or where policies and practices are oppressive, unfair or harmful. In doing so, social workers must not be penalized.

b) Social workers must be aware of situations that might threaten their own safety and security and they must make judicious choices in such circumstances. Social workers are not compelled to act when they would put themselves at risk.

c) Global bodies such as the IASSW and IFSW, in collaboration with social workers' employers and/or national professional/statutory organizations, have an obligation to protect and defend social workers who are threatened in the line of duty, because of their opinions or when they draw attention to injustice.

3. 5 Building Solidarity

Social workers actively work in communities and with their colleagues, within and outside of the profession, to build networks of solidarity to work towards tranformational change and inclusive and responsible societies.

4. Promoting the Right to Self-determination

4.1   Social workers recognize people as capable and self-determining.

4.2   Social workers respect and promote people's rights to make their own choices and decisions, provided this does not threaten the rights and legitimate interests of others. 4.3 Social workers recognize that while individuals are self-determining in that they have the freedom to think - perhaps a most fundamental freedom - which cannot be taken away, the freedom to think does not guarantee the exercise of self-determination.

4.4   Social workers recognize that the taken-for-granted assumption of the right to self-determination in many contexts denies the often oppressive, marginalizing, exploitative, violent and exclusionary socio-cultural, economic and political determinants of human development and functioning.

4.5   Social workers acknowledge the realities of people, whose self-determination is often curtailed on account of various factors, including the control functions that social workers exercise in fields such as child protection and welfare, criminal justice, disability and mental health.

4.6   Social workers recognize that the agency of individuals intersect with structural conditions, and that the ideal of self-determination requires resources like good education, decent employment, access to health care, secure and stable housing, safety and security, adequate sanitation, clean water, pollution free environments and access to information.

4.7   Social workers recognize that dominant socio-political and cultural discourses and practices contribute to many taken-for-granted assumptions and entrapments of thinking, which manifest in the normalization and naturalization of a range of prejudices, oppressions, marginalizations, exploitation, violence and exclusions.

4.8   Social workers recognize that developing strategies to heighten critical consciousness that challenge and change taken-for-granted assumptions for ourselves and the people whom we engage with, forms the basis of everyday ethical, anti-oppressive practice.

5. Promoting the Right to Participation

5.1   Social workers work towards building the self-esteem, and the capabilities of people, resourcing people to participate fully on their societies, and promoting their full involvement and participation in decisions and actions that affect their lives.

5.2   Social workers contribute to the creation of meaningful spaces and processes for people's participation in the formulation of policies.

5.3   Social workers promote the inclusion of people who are excluded from participating or benefiting from resources due to the various criteria reflected in 3.1 a.

6. Respect for Confidentiality and Privacy

6.1   Social workers respect and work in accordance with people's rights to confidentiality and privacy.

6.2   Such rights to confidentiality and privacy might be breached when there is risk of harm to the self or to others.

6.3   Social workers recognize that a person's right to confidentiality and privacy is restricted in certain statutory settings.

6.4   Social workers inform the people that they work with about such limits to confidentiality and privacy.

6.5   In some cultural contexts, characterized by we-centered, communitarian living, social workers respect and abide by the people's right and choice to shared confidentiality, in so far as this does not infringe on the rights of individuals.

7 Treating People as Whole Persons

7.1   Social workers recognize the biological, psychological, social, cultural and spiritual dimensions of people's lives, and understand and treat all people as whole 6 persons. Such recognition is used to formulate holistic assessments and interventions, with the full participation of people, organizations and communities that social workers engage with.

7.2   Social workers collaborate with members of inter-disciplinary teams to achieve holistic, favorable results.

8. Ethical Use of Technology and Social Media

8.1   The ethical principles elucidated in this Statement apply to all contexts of SW practice, education, and research, whether it involves direct face-to-face contact or use of digital technology and social media6.

8.2   Social workers recognize that the use of digital technology and social media may pose particular threats to the principles of confidentiality and privacy and must take the necessary precautions to guard against this. Informed consent must make such possible limits to confidentiality and privacy clear.

8.3   Social workers appreciate that verifying the identity of users of online services, including their ages and geographic locations may pose a challenge e.g. with being registered and/or licensed to practice in one location, when online users are located outside of the jurisdiction, or the difficulty of ensuring that the person is of majority age to provide informed consent. Social workers need to discuss the pragmatic and ethical implications of issues such as these with their registration and/or licensing boards.

8.4   Social workers recognize the potential pitfalls of asynchronyous communication, and of the unverifiable identities of persons that they are working with, for example when suicidal or homicidal intentions, child sexual abuse or domestic violence are disclosed. Online counselling does not preclude the social workers duty to report, as per national statutory requirements, and to protect the person or others from potential harm or danger.

8.5   In using group based e-technology services social workers ensure that they abide by the principle of inclusivity, and that no person is excluded from participation through deliberate omission.

8.6   Social workers do not post pictures of people that they work with without their consent, and they must not post pictures of children without the consent of their parents or legal guardians.

8.7   With regard to social work education, as reflected in 6.4 of the Global Standards for Social Work Education and Training, educators must ensure high quality of the educational programme whatever the mode of delivery. In the case of distance, mixed-mode, decentralised and/or Internet-based teaching, mechanisms for locally-based instruction and supervision should be put in place, especially with regard to the fieldwork component of the programme.

8.8   It is the responsibility of the social worker to provide proof of ethical practice, irrespective of the mode of practice.

9. Professional Integrity

9.1   It is the responsibility of the national associations and organizations to develop and regularly update their own codes of ethics or ethical guidelines, to be consistent with this

Statement, considering local situations. It is also the responsibility of national organizations to inform social workers and schools of social work about this Statement of Ethical Principles and their own ethical guidelines. Social workers should act in accordance with the current ethical code or guidelines in their country.

9.2 Social workers must hold the required qualifications, and develop and maintain the required skills and competencies to do their job.

9.3 Social workers support peace and non-violence. Social workers may work alongside military personnel for humanitarian purposes and work towards peace building and reconstruction. Social workers operating within a military or peacekeeping context must always support the dignity and agency of people as their primary focus. Social workers must not allow their knowledge and skills to be used for inhumane purposes, such as torture, military surveillance, terrorism, or conversion therapy and they should not use weapons in their professional or personal capacities against people.

9.4 Social workers must act with integrity. This includes not abusing their positions of power and relationships of trust with people that they engage with; they recognize the boundaries between personal and professional life, and do not abuse their positions for personal material benefit or gain.

9.5 Social workers recognize that the giving and receiving of small gifts is a part of the social work and cultural experience in some cultures and countries. In such situations this should be referenced in the country's code of ethics.

9.6 Social workers and their employers recognize the need to take steps to care for themselves professionally and personally to prevent burnout and to enhance working relationships and outcomes.

9.7 Social workers acknowledge that they are accountable for their actions to the people they work with, their colleagues, their employers, the professional associations, and local, national and international laws and conventions, and that these accountabilities may conflict, which must be negotiated to minimize harm to all persons. Decisions should always be informed by empirical evidence, practice wisdom, and ethical, legal and cultural considerations. Social workers must be prepared to be transparent about the reasons for their choices.

9.8 Social workers, and their employing bodies, work to create conditions in their workplace environments and in their countries, where the principles of this Statement and those of their own national codes are discussed, evaluated and upheld. Social workers and their employing bodies foster and engage in debate to facilitate ethically informed decisions.

Appendix P

Educational Policy and Accreditation Standards

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

The purpose of the social work profession is to promote human and community well-being. Guided by a person-in-environment framework, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, the purpose of social work 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, locally and globally.

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, the promotion of evidence-informed practice through scientific inquiry, and the exercise of leadership within the professional community. Social work education is advanced by the scholarship of teaching and learning, and scientific inquiry into its multifaceted dimensions, processes, and outcomes.

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 and methods of curriculum design by balancing requirements that promote comparable outcomes 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 the accreditation standards are conceptually linked to each other. Educational Policy describes each curriculum feature. Accreditation standards 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, and are informed by program context.

Educational Policy 1.0.1—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 1.0—Program Context

Context encompasses the mission of the institution in which the program is located and the needs and opportunities associated with the setting and program options. Programs are further influenced by their practice communities, which are informed by their historical, political, economic, environmental, social, cultural, demographic, local, regional, 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, practice, and research.

Accreditation Standard 1.0—Mission and Goals

1.0.2   The program submits its mission statement and explains how it is consistent with the profession's purpose and values.

1.0.2   The program explains how its mission is consistent with the institutional mission and the program's context across all program options.

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

2. Explicit Curriculum

Educational Policy 3.0—Explicit Curriculum

Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage 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.

The baccalaureate program in social work prepares students for generalist practice. The descriptions of the nine Social Work Competencies presented in the EPAS identify the knowledge, values, skills, cognitive and affective processes, and behaviors associated with competence at the generalist level of practice.

Educational Policy 3.1—Generalist Practice

3.1.1   The program explains how its mission and goals are consistent with generalist practice as defined in EP 2.0.

3.1.1   The program provides a rationale for its formal curriculum design demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and practicum.

3.1.2   The program provides a matrix that illustrates how its curriculum content implements the nine required social work competencies and any additional competencies added by the program.

Educational Policy M3.2: Specialized Practice

M3.2.1   The program explains how its mission and goals are consistent with generalist practice as defined in EP 2.0.

M3.2.2   The program provides a rationale for its formal curriculum design for generalist practice demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and practicum.

M.3.2.1   The program provides a matrix that illustrates how its generalist practice content implements the nine required social work competencies and any additional competencies added by the program.

Specialized practice builds on generalist practice as described in EP 3.1, adapting and extending the Social Work Competencies for practice with a specific population, problem area, method of intervention, perspective or approach to practice. Specialized practice augments and extends social work knowledge, values, and skills to engage, assess, intervene, and evaluate within an area of specialization. Specialized practitioners advocate with and on behalf of clients and constituencies in their area of specialized practice. Specialized practitioners synthesize and employ a broad range of interdisciplinary and multidisciplinary knowledge and skills based on scientific inquiry and best practices, and consistent with social work values. Specialized practitioners engage in and conduct research to inform and improve practice, policy, and service delivery.

The master's program in social work prepares students for specialized practice. Programs identify the specialized knowledge, values, skills, cognitive and affective processes, and behaviors that extend and enhance the nine Social Work Competencies and prepare students for practice in the area of specialization.

Accreditation Standard M3.2—Specialized Practice

M3.2.1   The program identifies its area(s) of specialized practice (EP M2.1), and demonstrates how it builds on generalist practice.

M2.1.2   The program provides a rationale for its formal curriculum design for specialized practice demonstrating how the design is used to develop a coherent and integrated curriculum for both classroom and practicum.

M3.2.4   The program describes how its area(s) of specialized practice extend and enhance the nine Social Work Competencies (and any additional competencies developed by the program) to prepare students for practice in the area(s) of specialization.

M3.2.4   For each area of specialized practice, the program provides a matrix that illustrates how its curriculum content implements the nine required social work competencies and any additional competencies added by the program.

Educational Policy 3.3—Signature Pedagogy- Practicum Education

Signature pedagogies are elements of instruction and of socialization that teach future practitioners the fundamental dimensions of professional work in their discipline—to think, to perform, and to act ethically and with integrity. Practicum education is the signature pedagogy for social work. The intent of practicum education is to integrate 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 practicum—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Practicum education is

systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the Social Work Competencies. Practicum education may integrate forms of technology as a component of the program.

Accreditation Standard 3.3—Practicum Education

3.3.1(a)   The program explains how its practicum education program connects the theoretical and conceptual contributions of the classroom and practicum settings.

3.3.1(a)   The program explains how its practicum education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities and illustrates how this is accomplished in practicum settings.

3.3.1(a)   The program explains how its practicum education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities and illustrates how this is accomplished in practicum settings.

M3.3.2   The program explains how its practicum education program provides specialized practice opportunities for students to demonstrate social work competencies within an area of specialized practice and illustrates how this is accomplished in practicum settings.

M3.3.2   The program explains how students across all program options in its practicum education program demonstrate social work competencies through in-person contact with clients and constituencies.

3.3.3   The program describes how its practicum education program provides a minimum of 400 hours of practicum education for baccalaureate programs and a minimum of 900 hours for master's programs.

3.3.5   The program provides its criteria for admission into practicum education and explains how its practicum education program admits only those students who have met the program's specified criteria.

3.3.4   The program describes how its practicum education program specifies policies, criteria, and procedures for selecting practicum settings; placing and monitoring students; supporting student safety; and evaluating student learning and practicum setting effectiveness congruent with the social work competencies.

3.3.4   The program describes how its practicum education program maintains contact with practicum settings across all program options. The program explains how on-site contact or other methods are used to monitor student learning and practicum setting effectiveness.

B3.3.6   The program describes how its practicum education program specifies the credentials and practice experience of its practicum instructors necessary to design practicum learning opportunities for students to demonstrate program social work competencies. Practicum instructors for baccalaureate students hold a baccalaureate or master's degree in social work from a CSWE-accredited program and have 2 years post-social work degree practice experience in social work. For cases in which a practicum instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.

M3.3.6   The program describes how its practicum education program specifies the credentials and practice experience of its practicum instructors necessary to design practicum learning opportunities for students to demonstrate program social work competencies. Practicum instructors for master's students hold a master's degree in social work from a CSWE-accredited program and have 2 years post-master's social work practice experience. For cases in which a practicum instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.

3.3.7   The program describes how its practicum education program provides orientation, practicum instruction training, and continuing dialog with practicum education settings and practicum instructors.

The program describes how its practicum education program develops policies regarding practicum placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and practicum education supervision are not the same as those of the student's employment.

4.0. Implicit Curriculum

Educational Policy 4.0—Implicit Curriculum
The program's expectation for diversity is reflected in its learning environment, which provides the context through which students learn about differences, to value and respect diversity, and develop a commitment to cultural humility. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. The learning environment consists of the program's institutional setting; selection of practicum education settings and their clientele; composition of program advisory or practicum 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 4.1:   Student Development – Admissions: Advisement, Retention, and Termination; and Student Participation
4.1.1   The program describes the specific and continuous efforts it makes to provide a learning environment that models affirmation and respect for diversity and difference.
4.1.8   The program explains how these efforts provide a supportive and inclusive learning environment.
4.1.1   The program describes specific plans to continually improve the learning environment to affirm and support persons with diverse identities.

Educational Policy 3.1: Generalist Practice
Educational preparation and commitment to the profession are essential qualities in the admission and development of students for professional practice. Student participation in formulating and modifying policies affecting academic and student affairs are important for students' professional development.

To promote the social work education continuum, graduates of baccalaureate social work programs admitted to master's social work programs are presented with an articulated pathway toward specialized practice.

Educational Policy 3.1: Generalist Practice

Accreditation Standard 3.1—General Practice

Accreditation Standard 4.1: Student Development – Admissions, Advisement, Retention, and Termination; and Student Participation

Admissions

B4.1.2   The program identifies the criteria it uses for admission to the social work program. The criteria for admission to the master's program must include an earned baccalaureate degree from a college or university accredited by a recognized regional accrediting association. Baccalaureate social work graduates entering master's social work programs are not to repeat what has been achieved in their baccalaureate social work programs.

B4.1.2   The program describes the policies and procedures for evaluating applications and notifying applicants of the decision and any contingent conditions associated with admission.

M4.1.3   The program describes the policies and procedures used for awarding advanced standing. The program indicates that advanced standing is awarded only to graduates holding degrees from baccalaureate social work programs accredited by CSWE, recognized through its International Social Work Degree Recognition and Evaluation Services,* or covered under a memorandum of understanding with international social work accreditors.

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

4.1.5   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

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

4.1.7   The program submits its policies and procedures for evaluating student's academic and professional performance, including grievance policies and procedures. The program describes how it informs students of its criteria for evaluating their academic and professional performance and its policies and procedures for grievance.

4.1.7   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. The program describes how it informs students of these policies and procedures.

Student participation

4.1.8   The program submits its policies and procedures specifying students' rights and opportunities to participate in formulating and modifying policies affecting academic and student affairs.

4.1.8   The program describes how it provides opportunities and encourages students to organize in their interests.

Educational Policy 4.2—Faculty

Faculty qualifications, including experience related to the Social Work Competencies, an appropriate student-faculty ratio, and sufficient faculty to carry out a program's mission and goals, 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, research, 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. Programs demonstrate that faculty is qualified to teach the courses to which they are assigned.

Accreditation Standard 4.2—Faculty

4.2.   The program identifies each full- and part-time social work faculty member and discusses his or her qualifications, competence, expertise in social work education and practice, and years of service to the program.

4.2.2   The program documents that faculty who teach social work practice courses have a master's degree in social work from a CSWE-accredited program and at least 2 years of post–master's social work degree practice experience.

M4.2.3   The program documents a full-time equivalent faculty-to-student ratio not greater than 1:25 for baccalaureate programs and not greater than 1:12 for master's programs and explains how this ratio is calculated. In addition, the program explains how faculty size is commensurate with the number and type of curricular offerings in class and practicum; number of program options; class size; number of students; advising; and the faculty's teaching, scholarly, and service responsibilities.

B4.2.3   The baccalaureate social work program identifies no fewer than two full-time faculty assigned to the baccalaureate program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. The majority of the total full-time baccalaureate social work program faculty has a master's degree in social work from a CSWE-accredited program, with a doctoral degree preferred.

M4.2.1   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.

4.3.3   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.

4.2.   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.

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

Accreditation Standard 4.3: —Administrative and Governance 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. Faculty and administrators exercise autonomy in designing an administrative and leadership structure, developing curriculum, and formulating and implementing policies that support the education of competent social workers. The administrative structure is sufficient to carry out the program's mission and goals. In recognition of the importance of practicum education as the signature pedagogy, programs must provide an administrative structure and adequate resources for systematically designing, supervising, coordinating, and evaluating practicum education across all program options.

Accreditation Standard 4.3: Administrative and Governance Structure

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

4.3 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.

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.

4.3.4(a) The program identifies the social work program director. Institutions with accredited baccalaureate and master's programs appoint a separate director for each.

B4.3.4(b) The program describes the baccalaureate 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 in social work preferred.

B3.3.4(b) The program provides documentation that the director has a full-time appointment to the social work baccalaureate program.

B4.3.4(b) The program describes the procedures for calculating the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions specific to responsibilities of the social work program, a minimum of 25% assigned time is required at the baccalaureate level. The program discusses that this time is sufficient.

M4.3.4(b) The program describes the master's 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 master's program director have a doctoral degree, preferably in social work.

M3.3.4(b) The program provides documentation that the director has a full-time appointment to the social work master's program.

M4.3.4(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 specific to responsibilities of the social work program, a minimum of 50% assigned time is required at the master's level. The program demonstrates this time is sufficient.

4.3.5(a)   The program identifies the practicum education director.

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

M4.3.5(b) The program documents that the practicum education director has a master's degree in social work from a CSWE-accredited program and at least 2 years of post-baccalaureate or post-master's social work degree practice experience.

M.4.35(c) The program documents that the practicum education director has a master's degree in social work from a CSWE-accredited program and at least 2 years of post-master's social work degree practice experience.

M4.3.5(c) The program describes the procedures for calculating the practicum director's assigned time to provide educational and administrative leadership for practicum education. To carry out the administrative functions of the practicum education program, at least 25% assigned time is required for baccalaureate programs. The program demonstrates this time is sufficient.

M4.3.5(c) The program describes the procedures for calculating the practicum director's assigned time to provide educational and administrative leadership for practicum education. To carry out the administrative functions of the practicum education program at least 50% assigned time is required for master's programs. The program demonstrates this time is sufficient.

4.3.6   The program describes its administrative structure for practicum education and explains how its resources (personnel, time and technological support) are sufficient to administer its practicum education program to meet its mission and goals.

Educational Policy 4.4: 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 carry out the program's mission and goals and to support learning and professionalization of students and program improvement.

Accreditation Standard 4.4—Resources

4.4.1   The program describes the procedures for budget development and administration it uses to achieve its mission and goals. The program submits a completed budget form and explains how its financial resources are sufficient and stable to achieve its mission and goals.

4.4.1   The program describes how it uses resources to address challenges and continuously improve the program.

4.4.2   The program demonstrates that it has sufficient support staff, other personnel, and technological resources to support all of its educational activities, mission and goals.

4.4.3   The program submits a library report that demonstrates access to social work and other informational and educational resources necessary for achieving its mission and goals.

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

4.4.5   The program describes, for each program option, the availability of and access to assistive technology, including materials in alternative formats.

4. Assessment

Educational Policy 5.0: Assessment

Assessment is an integral component of competency-based education. Assessment involves the systematic gathering of data about student performance of Social Work Competencies at both the generalist and specialized levels of practice.

Competence is perceived as holistic, involving both performance and the knowledge, values, critical thinking, affective reactions, and exercise of judgment that inform performance. Assessment therefore must be multidimensional and integrated to capture the demonstration of the competencies and the quality of internal processing informing the performance of the competencies. Assessment is best done while students are engaged in practice tasks or activities that approximate social work practice as closely as possible. Practice often requires the performance of multiple competencies simultaneously; therefore, assessment of those competencies may optimally be carried out at the same time.

Programs assess students' demonstration of the Social Work Competencies through the use of multi-dimensional assessment methods. Assessment methods are developed to gather data that serve as evidence of student learning outcomes and the demonstration of competence. Understanding social work practice is complex and multidimensional, the assessment methods used and the data collected may vary by context.

Assessment information is used to guide student learning, assess student outcomes, assess and improve effectiveness of the curriculum, and strengthen the assessment methods used. Assessment also involves gathering data regarding the implicit curriculum, which may include but is not limited to an assessment of diversity, student development, faculty, administrative and governance structure, and resources. Data from assessment continuously inform and promote change in the explicit curriculum and the implicit curriculum to enhance attainment of Social Work Competencies.

Accreditation Standard 5.0—Assessment

5.0.1(a)   The program presents its plan for ongoing assessment of student outcomes for all identified competencies in the generalist level of practice (baccalaureate social work programs) and the generalist and specialized levels of practice (master's social work programs). Assessment of competence is done by program designated faculty or practicum personnel. The plan includes:

5.0.1(a) A description of the assessment procedures that detail when, where, and how each competency is assessed for each program option.

5.0.1(a) At least two measures assess each competency. One of the assessment measures is based on demonstration of the competency in real or simulated practice situations.

5.0.1(a) An explanation of how the assessment plan measures multiple dimensions of each competency, as described in EP 4.0.

5.0.1(a) Benchmarks for each competency, a rationale for each benchmark, and a description of how it is determined that students' performance meets the benchmark.

5.0.1(a) An explanation of how the program determines the percentage of students achieving the benchmark.

5.0.1(a) Copies of all assessment measures used to assess all identified competencies.

5.0.1(d) The program provides its most recent year of summary data and outcomes for the assessment of each of the identified competencies, specifying the percentage of students achieving program benchmarks for each program option.

5.0.1(d) The program uses Form AS 4(B) and/or Form AS 4(M) to report its most recent assessment outcomes for each program option to constituents and the public on its website and routinely up-dates (minimally every 2 years) its findings.

5.0.2(a) The program describes the process used to evaluate outcomes and their implications for program renewal across program options. It discusses specific changes it has made in the program based on these assessment outcomes with clear links to the data.

5.0.2(b) For each program option, the program provides its plan and summary data for the assessment of the implicit curriculum as defined in EP 4.0 from program defined stakeholders. The program discusses implications for program renewal and specific changes it has made based on these assessment outcomes.

Appendix Q

Concord University Social Work Program Practicum Education Plan for Interruption of Practicum Placement Due to National or Local Events

The Concord University Social Work Program has developed a plan to address temporary disruption to students' social work practicum placements due to national or local events such as communicable diseases, natural disasters, and/or civil unrest.

If students are advised by their agency, supervisor, and/or government to not attend their practicum placement, or if safety concerns warrant a temporary disruption in practicum placement, students should **immediately** consult with **BOTH** their faculty liaison and their practicum instructor.

In efforts to fulfill the practicum student's hour requirements and educational competencies during temporary practicum placement stoppages, the program is providing **alternative practicum learning activities** that can be completed off site.

This policy is meant to address short term practicum placement disruptions, with a maximum of 30 days. If the practicum placement stoppage continues beyond a 30-day period, a review will be conducted by the practicum director and faculty liaison to determine the most appropriate response to support students in completing their practicum placement requirements.

Alternate Learning Activities

Practicum Instructors and Task Supervisors should assign students off-site alternative practicum learning activities that the student may complete in the event of a temporary practicum disruption. Examples of alternative practicum learning activities may include, but are not limited to:

- **Supervision:** Weekly supervision using Zoom or other teleconferencing applications.

- **Meetings with individuals, families, and groups** utilizing teleconferencing applications that can be accessed via computer, tablet, and/or telephone; provided teleconferencing applications meet any agency requirements regarding HIPPA and/or confidentiality.

- **Trainings for Agency:** develop trainings that will benefit the agency (ex- self-care, ethics, etc.)

- **Groups/Workshops for Clients:** develop curriculum for future implementation with clients (ex- life skills, grief, trauma, domestic violence, etc.)

- **Written Materials for Clients or Community:** develop handouts/flyers/brochures (ex- explain voting rights, informed consent policies, etc.)

- **Organizational Policy Review:** review agency policies with suggestions/recommendations where appropriate (ex- safety policies, diversity policies, use of social media, utilization of technology, etc.)

- **Legislative Policy Review:** review relevant laws and policies impacting the population students work with (ex- Indian Child Welfare Act, Emergency Mental Health Holds, Homeless Camping Ban, etc.) and provide a synopsis of key takeaways or prepare advocacy materials (letter to editor, develop key talking points, etc.)

- **Literature Review:** conduct a literature review on a specific topic relevant to practicum placement (ex- effectiveness of an intervention, how interruption of services impacts mental health or economic stability, etc.)

- **Grants:** research potential grant opportunities and/or prepare aspects of the grant writing.

- **Community Networking/Resource Development:** teleconference with various service providers, participating in resource mapping, and develop a list of resources for clients with services offered, referral process, etc.

- **Complete online trainings:** complete assigned trainings and provide a certification of completion and/or a short-written reflection and/or prepare a presentation to disseminate knowledge gained.

Practicum instructors and task supervisors may develop other activities or trainings, in addition to the ones listed on this page.

If students are advised/required to stay home by their practicum site, the university, and/or the local, state or federal government, or choose to for their own health concerns, and wishes to complete alternate learning activities, such as those listed above, the student must email the faculty liaison and practicum director a detailed remote practicum activity plan, which has been developed with, and approved by, their practicum instructor. The plan should include:
- The selected activities and competencies they will work toward remotely.
- The anticipated completion date and the amount of time for activity completion.
- Students should keep a log of all completed activities to provide to the practicum liaison and practicum instructor.
- The request for the remote practicum activities plan must be approved by the practicum director, practicum liaison, and the practicum instructor.

The remote practicum activity plan must be approved before beginning remote practicum activities. Remote practicum activity plans must also be integrated into the student's learning contract.

Confidentiality and the Use of Technology

All students must comply with relevant laws, regulations, ethical standards, and organizational

policies to ensure the confidentiality of clients. NASW ethical standards, and organizational policies to ensure the confidentiality of clients. https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-ofEthics-English While each agency should develop their own protocols around the use of technology and confidentiality, the following best practices should be followed by all students:

- Take reasonable steps to maintain appropriate boundaries when using personal phone numbers or other electronic communication. For example, consider temporarily hiding your caller ID when making outgoing calls, through your phone's settings.
- Position web cameras so that others can only see your face- all visible confidential data should be removed from camera view.
- Conduct all sensitive conversations in a private space. Be mindful of the potential for family members or bystanders to overhear any portion of your discussions.

Remote Practicum Activities and Council on Social Work Education Competencies
Any remote practicum activities must enhance the student's competence in one or more of the nine competency areas of social work practice. Examples of activities for each competency include, but are not limited to:

Competency 1: Demonstrate Ethical and Professional Behavior
Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, antiracist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

Social workers:
a.   make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;
b.   demonstrate professional behavior; appearance; and oral, written, and electronic communication;

c.   use technology ethically and appropriately to facilitate practice outcomes; and

d.   use supervision and consultation to guide professional judgment and behavior.

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Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.

Social workers:

a.   advocate for human rights at the individual, family, group, organizational, and community system levels; and

b.   engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

Social workers:

a.   demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and

b.   demonstrate cultural humility by applying critical reflection, self-awareness, and self regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice
Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

Social workers:

a.   apply research findings to inform and improve practice, policy, and programs; and
b.   identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

Competency 5: Engage in Policy Practice

Social workers identify social policy at the local, state, federal, and global level that affects wellbeing, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.

Social workers:

a. use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and
b. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

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

Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:

a.   apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and
b.   use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.

Social workers:
a.   apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and
b.   demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and

communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

Social workers:

a.   engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
b.   incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social workers:

a.   select and use culturally responsive methods for evaluation of outcomes; and
b.   critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.