



**Social Work Program
Field Instruction Manual
2023**



**Prepared by the
Social Work Program Faculty of the
Department of Sociology, Social Work,
and Criminology
College of Education and Social Sciences**

Social Work

**Working for a cause
Working for no applause
Working without a moment's pause**

**This is an undergrad at work
My major is social work**

Poem by B. Orr, MU Social Work Class of '08

TABLE OF CONTENTS

Introduction.....	2
Manchester University Mission and Values Statements.....	2
Statements of Non-Discrimination.....	3
<i>Code of Ethics</i> of the National Association of Social Workers.....	5
Social Work Program Mission, Goals, and Competencies.....	6
Accreditation and Assessment of the Social Work Program.....	7
Social Work Program Design and Curriculum.....	9
Field Instruction in Social Work Education.....	15
Introduction.....	15
Field Instruction and Seminar Learning Outcomes.....	15
Field Instruction Program Sequence.....	20
Field Instruction Prerequisites.....	20
Field Instruction Requirements.....	20
Process of Placing Students in Agencies.....	20
Field Instruction Resources.....	21
Selection of Field Instruction Agencies.....	21
Selection of Agency Field Instructors.....	22
The University.....	23
Responsibilities for Field Instruction.....	23
The Director of Social Work Program.....	23
The Field Instruction Coordinator.....	23
The Faculty Field Instructor.....	24
The Agency Field Instructor.....	24
The Student's Responsibilities.....	25
The Student's Rights.....	26
Grievance Procedures.....	27
Potential Grounds for Termination.....	27
Evaluation of Student Performance.....	28
Field Instruction Seminar.....	29
Appendices	
A. Field Instruction Log.....	30
B. Evaluation of Student Performance in Field Instruction.....	32
C. Agency Evaluation of Field Instruction Program.....	43
D. Exit Survey: Student Evaluation of Field Instruction and Social Work Program.....	46
E. CSWE Educational Policy and Accreditation Standards (EPAS).....	51

INTRODUCTION

The baccalaureate degree program in social work at Manchester University is designed to provide students with a sound educational program that is compatible with the missions of the social work profession and the University. The program seeks to prepare students for beginning generalist social work practice through both on- and off-campus educational experiences. In addition, the program prepares students for graduate education and responsible citizenship.

Field Instruction is the component of the Social Work Program that focuses primarily on helping the student transform classroom knowledge and values into practice skills and ethics. Agency representatives and students have provided, and continue to provide, input into the process of planning, developing, and evaluating Field Instruction, as well as other components of the Social Work Program.

The material contained within this manual is designed for use by students, agency field instructors, and campus-based faculty to:

- Clarify the purposes of the Social Work Program, particularly as related to the Field Instruction component;
- Provide information about the design of the social work curriculum;
- Clarify responsibilities of students, faculty, and agency field instructors; and,
- Clarify Field Instruction requirements and evaluation processes.

It is hoped this manual will serve as a helpful guide to those involved in the Field Instruction component of the Manchester University Social Work Program.

This manual and further information about the Manchester University Social Work Program are available on the program's website:

www.manchester.edu/socialwork

MANCHESTER UNIVERSITY MISSION and VALUES STATEMENTS

Mission Statement

Manchester University respects the infinite worth of every individual and graduates persons of ability and conviction who draw upon their education and faith to lead principled, productive, and compassionate lives that improve the human condition.

Values Statement

As a primarily undergraduate, residential, liberal arts community rooted in the tradition of the Church of the Brethren, Manchester University values:

- **Learning**, because high academic expectations in an environment combining liberal arts and professional preparation equip graduates to live healthy, productive, and principled lives;
- **Faith**, because our diverse faiths call us to make the world a kinder and better place, establish justice, build peace amid strife, and model lives of *agape* (selfless love), *tikkun olam* (repairing a broken world), and *salam* (peace);
- **Service**, because committing self in service to others connects faith with action and abilities with convictions;
- **Integrity**, because honesty and trust are the foundations of teaching and learning; enriching, enduring relationships; and strong communities;
- **Diversity**, because understanding differences develops respect for ethnic, cultural, and religious pluralism; an international consciousness; and an appreciation for the infinite worth of every person; and
- **Community**, because a positive community sharpens self-identity, promotes acceptance of the demands of responsible citizenship, and transforms conflict into mutual respect.

STATEMENTS OF NON-DISCRIMINATION

According to its Statement of Mission, Manchester University is committed to the appreciation of human diversity, recognizing the worth of every person, and developing international consciousness. As part of the commitment, Manchester University ensures equal access and equal opportunity to applicants pursuing employment with the University in faculty, staff, or student positions.

Board of Trustees Anti-Racism Statement

The Manchester University Board of Trustees stands against racism and systems that perpetuate racial injustice, and we commit to standing against all forms of racism, discrimination, bias, privilege, abusive power, supremacy and racial/ethnic hierarchy. In living out our mission to respect the infinite worth of every person and graduate individuals of ability and conviction who will make a positive impact on the world, it is our responsibility to recognize, understand and dismantle all the ways systemic racism and oppression impacts under-represented, underserved and marginalized students, faculty and staff.

To fulfill this responsibility, we will ensure that all inequitable and unjust systems, policies, practices and institutional norms identified are replaced by those designed to cultivate a more diverse, equitable and inclusive Manchester University community. Manchester University has long valued and respected racial, ethnic, cultural and religious differences. But, we acknowledge our missteps and complicity along our journey. More work is needed to confront inequalities and we unequivocally embrace the institutional change necessary to make the world a more just and inclusive place, as we build peace amid strife, and model lives of agape (selfless love), tikkun olam (repairing a broken world) and salam (peace). We commit that our diversity, equity, inclusion and anti-racism work will be open, transparent and accountable. We will listen and learn from each other. We will hear and amplify the voices of those who have been marginalized. And we will create opportunities to generate individual and

institutional transformation. It is our responsibility to work together with intentionality and clarity and to advance true progress for the Manchester University community and our world.

This work will not be easy or quick, but it is imperative for our future. We invite all who are part of our institution to join us in this call, so that – together – we are better able to improve the human condition.

University Policy on Human Diversity

Manchester University has a tradition of commitment to social justice and appreciation of human diversity, supported by the University's identity as a Church of the Brethren institution. Reflecting these commitments, the Manchester University Policy on Human Diversity has the following purposes:

- To assist in upholding the University's mission to educate its students, faculty and staff about the nature and value of human diversity;
- To encourage the appreciation of human diversity in the University community;
- To recruit qualified faculty, staff and students from traditionally underrepresented groups at Manchester University;
- To counter discrimination and harassment and to provide redress procedures should such violations occur; and
- To comply with all federal and state of Indiana laws applicable to Manchester University related to equal opportunity.

Non-discrimination Statement: Manchester University is committed to non-discrimination in campus life. The University does not discriminate on the basis of national origin, ancestry, race, color, age, sex, gender identity or expression, sexual orientation, familial status, religion, disability or veteran status in admissions or any area of campus life, including its educational programs, scholarships and loan awards, residence life programs, athletic programs, extracurricular programs, promotion and tenure policies and practice, and alumni affairs.

Equal Employment Opportunity / Non-Discrimination Policy: All decisions regarding recruiting, hiring, promotion, assignment, training, termination, and other terms and conditions of employment will be made without unlawful discrimination on the basis of race, color, national origin, ancestry, sex, sexual orientation, gender identity or expression, religion, age, disability, veteran status, physical characteristics, familial status, or any other factor which cannot lawfully be used as a basis for an employment decision.

Non-Discrimination in Admissions and Campus Life: All decisions regarding admissions, as well as all areas of campus life (including, but not limited to, its educational programs, scholarships and loan awards, residence life programs, athletic programs, extracurricular programs promotion and tenure policies and practice and alumni affairs) will be made without unlawful discrimination on the basis of race, color, national origin, ancestry, sex, sexual orientation, gender identity or expression, religion, age, disability, veteran status, physical characteristics, familial status, or any other factor which cannot lawfully be used.

Title IX: Title IX prohibits gender-based discrimination in all programs and activities of a University receiving federal funding, such as Manchester. Although two of the most common applications of the law are athletics and sexual harassment, Title IX also applies to admissions, financial aid, academic matters, career services, counseling and medical services and all other programs and activities available to students at MU.

You have the right to a Field Instruction experience free from discrimination and sexual harassment. If you are affected by either, notify your Faculty Field Instructor, Agency Field Instructor, and Field Instruction Coordinator immediately. Individuals who wish to file a report of sexual misconduct are also advised to contact the Title IX Coordinator (260-982-5721) or/and MU Campus Safety (260-982-5999) or/and submit a ReportIt! form at www.manchester.edu.

On-campus confidential resources:

- MU Counseling Services (260-982-5888)
- MU Health Services (260-982-5306)
- MU Campus Pastor (260-982-5243)
- Campus Victim Advocate (260-563-4407)

Off-campus resources:

- Hands of Hope (Service to NM Campus-24/7 Hotline 260-563-4407)
- Fort Wayne Sexual Violence Treatment Center (Service to both FW & NM campuses-24/7 Hotline 260-423-2222)
- YWCA of Northeast Indiana (Domestic & Sexual Violence: 260-447-7233)

To make a police report, contact the North Manchester Police Department (260-982-8555) or Fort Wayne Police Department (260-472-1222).



Rehabilitation & Americans with Disabilities

Acts: It is Manchester University's policy to not discriminate against qualified individuals with disabilities in regard to application procedures, hiring, advancement, discharge, compensation, training, or other terms, conditions, and privileges of employment. The University is committed to ensuring equal employment opportunities for qualified individuals with disabilities. The University will provide reasonable accommodations to employees and applicants protected by the ADA by making changes in the work environment or by changing certain practices and procedures as long as these changes do not pose an undue hardship on the University or alter the essential functions of the position.

The University is committed to carry out the provisions of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, which provide for accessibility of University programs to the physically disabled.

Students who have a disability are able to use the services available to all Manchester University students. In addition, for those who present documentation of a disability, we will provide reasonable accommodations in their course work. Students work with the director of academic support services to determine the accommodations needed and plan how they can be managed. The students, director, academic advisors, and professors cooperate to provide the appropriate accommodations.

Social Work Program Diversity Statement

Seeking to provide a learning context which respects and values diversity, the Social Work Program encourages applications from students who are diverse in age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, national origin, political ideology, race, national origin, religion/spirituality, sex, sexual orientation, tribal sovereign status, or veteran status. The Social Work Program also seeks Agency Field Instructors, Advisory Council members, guest speakers, and other collaborators who are diverse in the areas identified above.

CODE OF ETHICS OF THE NATIONAL ASSOCIATION OF SOCIAL WORKERS

Preamble

The primary mission of the social work profession is to enhance human well-being and help meet 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.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective. Core values, and the ethical principles that flow from them, must be balanced within the context and complexity of the human experience.

<u>Core Value</u>	<u>Ethical Principle</u>
Service	Social workers' primary goal is to help people in need and to address social problems.
Social Justice	Social workers challenge social injustice.
Dignity and Worth of the Person	Social workers respect the inherent dignity and worth of the person.
Importance of Human Relationships	Social workers recognize the central importance of human relationships.
Integrity	Social workers behave in a trustworthy manner.
Competence	Social workers practice within their areas of competence and develop and enhance their professional expertise.

The above is an excerpt from the NASW Code of Ethics as approved by the 1996 NASW Delegate Assembly and revised by the 2021 NASW Delegate Assembly. The complete text, including ethical standards, is provided to each Manchester University social work student in SOWK 110 Introduction to Social Work. The full text is also available at www.socialworkers.org.

SOCIAL WORK PROGRAM MISSION, GOALS, DEFINITION OF GENERALIST PRACTICE, AND COMPETENCIES

Statement of Mission

The MU Social Work Program, a baccalaureate degree program accredited by CSWE, graduates generalist social work professionals of ability and conviction who respect the infinite worth of every individual. Graduates of the program improve the human condition by applying social work knowledge, values, and skills to enhance the well-being of all people, especially those who are vulnerable, oppressed, or living in poverty; to alleviate poverty and oppression; and to promote social, economic, and environmental justice and peace.

Program Goals

1. The program's primary goal is to prepare students for beginning generalist baccalaureate social work practice.
2. A secondary goal is to prepare students to enter and successfully complete graduate level social work education programs. (The majority of MU social work graduates choose to enter practice following graduation, although many pursue graduate education eventually.)

Definition of Generalist Social Work Practice

The Social Work Program at Manchester University is committed to the primary goal of preparing students for beginning generalist baccalaureate social work practice. The Council on Social Work Education (CSWE) defines generalist social work practice as follows:

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 below identify the knowledge, values, skills, cognitive and affective processes, and behaviors associated with competence at the generalist level of practice.

Program Competencies

The MU Social Work Program is a competency-based educational program. The curriculum is designed to support student achievement of nine Social Work Competencies, each of which describes a set of knowledge, values, skills, and cognitive and affective processes required for competent generalist social work practice. In keeping with the program's mission and goals, and CSWE accreditation standards, graduates of the MU Social Work Program achieve the following competencies:

1. Demonstrate ethical and professional behavior
2. Engage diversity and difference in practice
3. Advance human rights and social, economic, and environmental justice
4. Engage in practice-informed research and research-informed practice
5. Engage in policy practice
6. Engage with individuals, families, groups, organizations, and communities
7. Assess individuals, families, groups, organizations, and communities
8. Intervene with individuals, families, groups, organizations, and communities
9. Evaluate practice with individuals, families, groups, organizations, and communities



ACCREDITATION AND ASSESSMENT OF THE SOCIAL WORK PROGRAM

Accreditation is a system for recognizing educational institutions and professional programs affiliated with those institutions as having a level of performance, integrity, and quality that entitles them to the confidence of the educational community and the public they serve.

The Manchester University Baccalaureate Social Work Program is accredited to prepare students for beginning generalist social work practice by the Council on Social Work Education (CSWE), the national body which establishes standards for the accreditation of social work education programs.

CSWE's Educational Policy and Accreditation Standards, setting forth official curriculum policy for the accreditation of social work education programs, can be found in Appendix E of this manual. Content areas are specified to provide social work students with the values, knowledge, and skills required for achieving the Competencies and entering into the profession.

Students are invited to participate in the formulation and evaluation of the Social Work Program. At least two social work students are invited each year to serve on the Social Work Program Advisory Council, along with members of the professional social work community.

The input of other students is welcome at any time and is periodically invited to assist faculty in considering specific issues. During the self-study process for accreditation review, students are invited to participate in a focus group designed to

elicit student views about the Competencies, the program design, and the curriculum. Students are invited to meet with the faculty to discuss questions, ideas, concerns and suggestions about specific areas of the Social Work Program.

Upon the completion of Field Instruction students are asked to complete a written evaluation of the Social Work Program. Alumni and their employers are surveyed two years after graduation to gain their views about the effectiveness of the Manchester University Social Work Program in preparing them for social work practice and/or graduate study.

The complete Social Work Program Assessment Plan is detailed on the following page:

Social Work Program Assessment Plan

Assessment Methods / Instruments	Competencies Measured	Summary of Contents / Purpose	Respondent Group and Administration Schedule
1. Course Evaluations Standard MU course evaluations for all SOWK courses, additional program-specific instrument for Field Instruction & Seminar)	1-9 (varies by course)	<ul style="list-style-type: none"> Student perceptions of instructor quality, course quality, Core Competency achievement 	<ul style="list-style-type: none"> All students in SOWK courses End of each semester
2. Field Instruction Seminar Capstone Assignments Organizational Assessment Biopsychosocial Assessment Intervention/Evaluation Plan Evaluation/Termination Paper Program Proposal Policy Portfolio Research Project Proposal Professional Presentation	1-2, 5-9 1-3, 6-7 1-4, 8-9 1-4, 8-9 1-4, 6-9 1-5 1, 3-4 1, 4	<ul style="list-style-type: none"> Educational outcomes: Seniors' written and oral demonstration of Competencies Part of Senior Capstone Evaluation 	<ul style="list-style-type: none"> Social work seniors in SOWK 475/476 Spring of senior year
3. Field Instructor's Evaluation of Student Performance in Field Instruction	1-9	<ul style="list-style-type: none"> Educational outcomes: Seniors' performance of Competencies in a professional practice setting Part of Senior Capstone Evaluation 	<ul style="list-style-type: none"> Every student in SOWK 475 rated by Agency Field Instructor Last two weeks of Field Instruction
4. Agency Field Instructor's Evaluation of Social Work Program (Survey)	1-9	<ul style="list-style-type: none"> Impressions of student preparation Logistical and procedural matters in Field Instruction 	<ul style="list-style-type: none"> Agency Field Instructors End of Field Instruction
5. Practice Frame of Reference Paper	1-9	<ul style="list-style-type: none"> Educational outcomes: Integrated personal model of generalist social work practice Part of Senior Capstone Evaluation 	<ul style="list-style-type: none"> All seniors in SOWK 477 (completing the Social Work Program) End of SOWK 477
6. MU and SWEAP® Exit Surveys	MU: 1-9 SWEAP: 1-9	<ul style="list-style-type: none"> Achievement of Competencies Logistical structure of Field Instruction Advising Plans for employment and graduate study Seniors' recommendations for improving curriculum Seniors' demographic data Implicit Curriculum 	<ul style="list-style-type: none"> All seniors currently completing the Social Work Program End of SOWK 477
7. MU and SWEAP® Alumni Surveys	MU: 1-9 SWEAP: 1-9	<ul style="list-style-type: none"> Achievement of Competencies Employment / graduate study Professional development 	<ul style="list-style-type: none"> Social work alumni May, 2 years post-graduation
8. SWEAP® Employers' Survey	1-9	<ul style="list-style-type: none"> Demonstration of social work skills, knowledge, and values related to Competencies in professional practice 	<ul style="list-style-type: none"> Current social work employers of social work alumni May, 2 years post-graduation

The social work faculty meet annually to review and interpret the year's assessment data. The result is a program improvement plan for the coming academic year. The data and improvement plan are presented in an Annual Assessment Report. The report is shared with current social work students, the Office of Academic Affairs, the Undergraduate Assessment Committee, and the Social Work Program Advisory Council. The report is also posted on the program's website.

PROGRAM DESIGN AND CURRICULUM

Requirements for the Bachelor of Science Degree in Social Work

CREDITS REQUIRED IN SEMESTER HOURS

LARC Requirements	38-41 hours
Social Work Major	58 hours (-9 hours which also fulfill LARC requirements)
Electives	30-33 hours
Total Hours Required for Graduation	120 hours

LIBERAL ARTS BASE

BIOL	One course from:	102 Human Biology-Stages of Life; or BIOL 204 Fundamentals of Human Physiology (3 hours) (BIOL 104 is an acceptable substitution)
PEAC	One course:	112 Concerning Poverty (3 hours)
POSC	One course from:	121 American National Politics; 122 State and Local Politics; 140 International Politics; or 233 Comparative Politics (3 hours)
PSYC	One course:	110 Introduction to Psychology (4 hours)
SOC	One course:	101 Introduction to Sociology (3 hours)

SOCIAL WORK PROFESSIONAL FOUNDATION

PREREQUISITES

SOWK 110 Introduction to Social Work (3 hours)	none
SOWK 222 Social Research Methods (3 hours)	SOC 101
SOWK 228 Racial, Ethnic, and Gender Inequality (3 hours)	none
SOWK 274 Social Work Practice I: Becoming a Skilled Helper (3 hours)	SOWK 110
SOWK 334 Human Behavior in the Social Environment (W) (4 hours)	BIOL 102 or 204; PEAC 112; POSC 121, 122, 140, or 233; PSYC 110; SOC 101
SOWK 366 Social Welfare Policy (3 hours)	SOWK 110 or SOC 101; PEAC 112; POSC 121, 122, 140, or 233

Senior Social Work Practice Block

SOWK 375 Social Work Practice II: Indiv, Families, & Groups (3 hours)	Admission to the Social Work Program <u>and</u> Senior Social Work Practice Block
SOWK 384 Social Work Practice III: Orgs & Communities (3 hours)	SOC 101; SOWK 110; PEAC 112; POSC 121, 122, 140, or 233;
SOWK 475 Field Instruction (10 hours)	Admission to the Social Work Program <u>and</u> Senior Social Work Practice Block <u>and</u> completion of SOWK 110, 222, 228, 334, 366, 375, and 384
SOWK 476 Field Instruction Seminar (4 hours)	Concurrent enrollment with SOWK 475
SOWK 477 Social Work Practice IV: Synthesizing a Prof Identity (3 hours)	SOWK 475 and 476

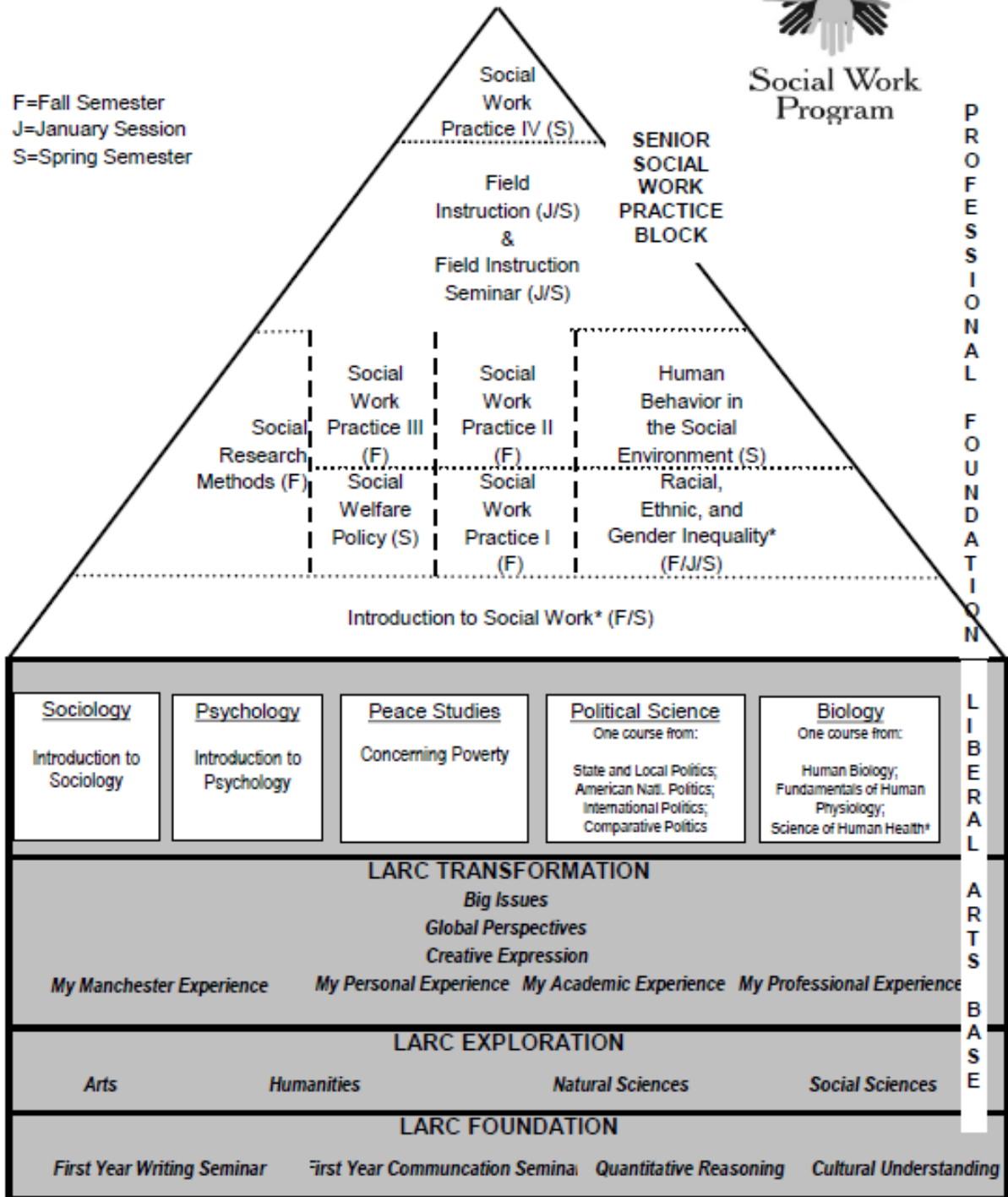
Academic credit for life experience and previous work experience is not granted, in whole or in part, in lieu of Field Instruction or other courses in the Professional Foundation of the social work major.

Manchester University Social Work Curriculum



Social Work
Program

F=Fall Semester
J=January Session
S=Spring Semester



LARC (Liberal Arts Curriculum)	38-41 hours
Social Work Major	58 hours* (minus 9 hours which overlap with LARC requirements)
Electives	30-33 hours
Total	120 hours Required for Graduation

rev. 3/22

**Manchester University Social Work Program
Suggested Enrollment Sequence for Social Work Majors**

	FALL	JANUARY	SPRING
FIRST YEAR	SOWK 110 Intro to Social Work (3 sh) SOC 101 (LA-ESS) (3) and/or PSYC 110 (LA-ESS) (4) LA-FWS Writing Seminar (3) LA-EXP 101 My Manchester Exp (1) LA-FQR Math and/or Modern Lang (3-6) Total semester hours: 13-15	Off-campus elective travel course is encouraged! SOC 313 Cultural Ecology in Belize is offered in odd years. On-campus suggestion: SOWK 102 Human Conflict.	PSYC 110 (LA-ESS) (4) and/or SOC 101 (LA-ESS) (3) LA- FCS Communication Seminar (3) LA-EXP 102 My Personal Experience (1) LA-EAR Expl Arts (3) or LA-EHU Expl Humanities (3)
SOPHOMORE	SOWK 228 Racial, Ethnic, and Gender Inequality (LA-FCU) (3) BIOL 102, 104 (LA-ENS), or 204 (3) POSC 121, 122, 140, or 233 (3) LA-EAR Expl Arts (3) or LA-EHU Expl Humanities (3) LA-EXP 201 My Academic Experience (1) Elective (3) <i>*Apply for admission to Social Work Program</i>	Off-campus elective travel course is encouraged! SOC 313 Cultural Ecology in Belize is offered in odd years. On-campus suggestions: SOWK 350 Policy & Practice Issues in Social Welfare (topics differ annually); SOWK 102 Human Conflict Total semester hours: 3-4	PEAC 112 Concerning Poverty (3) POSC 121, 122, 140, or 233 (3) LA-TGP Global Perspectives (3) LA-TCE Creative Expression (1-3) Electives (3-6) Total semester hours: 12-15
JUNIOR	SOWK 222 Social Research Methods (3) SOWK 274 Social Work Practice I (3) LA-TBI Big Issues (3) Electives (3-6) Total semester hours: 12-15	Off-campus elective travel course is encouraged! SOC 313 Cultural Ecology in Belize is offered in odd years. On-campus suggestions: SOWK 350 Policy & Practice Issues in Social Welfare (topics differ annually); SOWK 102 Human Conflict	SOWK 334 Human Behavior and the Social Environment (4) SOWK 366 Social Welfare Policy (3) LA-EXP 301 My Professional Exp. (1) Electives (4-8) <i>*Apply for Admission to the Senior Social Work Practice Block</i>
SENIOR	SOWK 375 Social Work Practice II (3) SOWK 384 Social Work Practice III (3) LA-TBI Big Issues (3) Electives (3-6) Total semester hours: 12-15	SOWK 475 Field Instruction (10) SOWK 476 Field Instruction Seminar (4) SOWK 477 Social Work Practice IV (3) <i>*Social Work majors take <u>only</u> these courses during Jan/Spring of Senior Year.</i>	Total semester hours: 17

- **SOWK courses in BOLD are fixed. They cannot be moved to other years/terms.**
- Sequence may be compressed for students beginning the social work major as sophomores. Altering the sequence of major courses is not recommended.
- To satisfy the LARC Quantitative Reasoning requirement, either MATH 115 or SOC 324 is strongly recommended, especially for students planning to pursue a graduate degree.
- VIA requirement is waived for social work students during semester of Field Instruction.
- Social work students must attend one on-campus Celebrating Diversity Workshop before senior year. One or two workshops offered per semester.
- Social work students are encouraged to complete one on-campus Safe Zone training on LGBTQ issues and allyship before the senior year. Multiple trainings are offered each year.
- Your Academic Advisor will assist you if you are interested in adding a minor, double major, or study abroad/away.
- The social work degree is a Bachelor of Science (BS) in Social Work.
- A total of 120 semester hours are required for completion of the BS in Social Work degree.
- * Social work students must **apply for admission to the Social Work Program** after taking SOWK 110, achieving sophomore status, and during or upon completion of SOWK 228.
- * Social work students must **apply for admission to the Senior Social Work Practice Block** before entering the senior year. Details of these admissions procedures are explained in the *Social Work Program Handbook*, which is available on the Social Work Program website.

Professional Foundation Areas

The Social Work Program curriculum is designed to prepare students for beginning baccalaureate generalist social work practice by guiding and stimulating students to develop the professional values, knowledge, skills, and cognitive and affective processes essential to the successful performance of generalist social work competencies.

Content from the liberal arts and the knowledge, values, skills, and cognitive and affective processes gained in the professional foundation areas are integrated during a supervised field experience to prepare students to become competent, ethical, and self-evaluating beginning generalist social workers.

The social work curriculum consists of five professional foundation areas: (1) Human Behavior and the Social Environment, (2) Social Welfare Policy and Services, (3) Research, (4) Social Work Practice, and (5) Field Instruction. Introduction to Social Work is the starting point for each of the five foundation areas.

SOWK 110 Introduction to Social Work: Service, Empowerment, and Justice.

Usually taken by first year or sophomore students, Introduction to Social Work is a base for all of the professional foundation areas. This course provides students with a general orientation to the field of social welfare, the social work profession, the settings in which social work is practiced, the target populations served by social workers, and the career opportunities in the field of social work. Through extensive use of field trips and guest resource persons, students are encouraged to test their interest in a social service career, while discovering both vicariously and directly the joys and challenges found within the profession of social work.

1. Human Behavior and the Social Environment

This foundation area provides students with knowledge of individuals as they develop over the life span and are members of families, groups, organizations, and communities. It addresses the relationships among human biological, social, psychological, spiritual, and cultural systems as they affect and are affected by human behavior. Based upon knowledge from biology, sociology, political science, peace studies, and psychology, the content in this foundation area is taught in Introduction to Social Work; Racial, Ethnic, and Gender Inequality; and Human Behavior in the Social Environment.

SOWK 228 Racial, Ethnic, and Gender Inequality.

An objective of Racial, Ethnic, and Gender Inequality is to introduce students to the range of human diversity with respect to race, ethnicity, gender, and sexual orientation. Students are encouraged to empathize with those who experience prejudice, discrimination, and oppression because of such differences and are expected to develop an understanding of the sociological and psychological dynamics of prejudice, its behavioral counterpart—discrimination, and its sociopolitical counterpart—oppression, including the impact of discrimination on the development and ongoing functioning of individuals.

SOWK 334 Human Behavior in the Social Environment.

Usually taken in the junior year, HBSE uses a systems model to study human life-span development and behavior with a focus on integrating biological, psychological, socio-cultural, spiritual, and socio-environmental systems of human behavior into a functional whole. This course facilitates student understanding of the reciprocal interactions between individuals and the families, groups, organizations, communities, cultural groups, and societies to which they belong. Students completing HBSE are expected to have an awareness of and ability to holistically assess persons as biopsychosocial and spiritual systems attempting to function

within a social environment. Students in this course also participate in a 3-day trip to Chicago with the faculty to study urban social work and human diversity. Emphasis is placed on understanding how diverse communities are affected by political, economic, and sociological factors.

2. Social Welfare Policy and Services

The major purpose of study in this area is to prepare beginning social workers to function as informed and competent practitioners in providing services and as knowledgeable and committed participants in efforts to influence the development and improvement of social policies and programs. Students develop skills in the use and application of scientific knowledge to analyzing and developing social welfare programs and services. They learn about the structure of service programs and the history of the organized social work profession and other social welfare institutions. An understanding of political processes provides students with a means to achieve social work goals and purposes. Based upon liberal arts courses in sociology, peace studies, and political science, the content in this professional foundation area is taught in Introduction to Social Work, Social Welfare Policy, and Social Work Practice III.

SOWK 366 Social Welfare Policy

seeks to integrate previously mastered content, particularly in the areas of sociology, peace studies, and political science in the development of models for the analysis of social welfare policy. Students are expected to acquire and integrate an understanding of the process of policy development and to perform beginning policy analysis. This course includes a field trip to NASW-IN Legislative Education and Advocacy Day at the Indiana Statehouse.

SOWK 384 Social Work Practice III: Organizations and Communities.

Usually taken in the fall of the senior year, Practice III straddles the Policy

and Practice tracks in the curriculum. It furthers students' policy analysis skills by applying them to social work practice within governmental, political, organizational, and community social service settings.

3. Research

The focus of the research content in the social work curriculum is to help students understand the scientific methods of knowledge building, the critical thinking skills for interpreting research results, the ethical considerations for conducting and utilizing research, and the skills needed to evaluate the effectiveness of their own social work practice and of service delivery programs.

SOWK 222 Social Research Methods.

Social Research Methods is the central course in which students learn scientific methods for building knowledge and evaluating service delivery. Students gain a practical understanding of both qualitative and quantitative approaches to systematic inquiry. In addition, content related to knowledge building and application of research to social work practice is included in all five foundation areas of the curriculum.

4. Social Work Practice

It is in the Social Work Practice sequence that students are expected to integrate the social work knowledge base with professional social work values and develop the skills and cognitive and affective processes needed for generalist social work practice. Students are prepared to work with individuals, families, groups, organizations, and communities. They gain the skills required to intervene as a professional generalist social worker to enhance people's developmental, problem-solving, and coping capacities; to promote effective and humane operation of the systems that provide resources and services to people; to link people with those systems; and to contribute to the development and improvement of social policy.

Social Work Practice courses focus on preparing students to understand and appreciate human diversity and to use differential assessment and intervention skills in order to competently serve diverse populations. These courses prepare students to promote social, economic, and environmental justice and active peacemaking. Courses in which social work practice content is taught include: Introduction to Social Work and Social Work Practice I, II, III, and IV.

SOWK 274 Social Work Practice I: *Becoming a Skilled Helper.* Building upon the knowledge base, values, skills, and roles of the social work profession introduced in Introduction to Social Work, students in Social Work Practice I learn practice skills for intervention with client systems of all sizes. In particular, students learn active listening, professional use of self, and written and oral communication skills. This course involves students in their first field experience, affording them a chance to put into practice the skills, concepts, and methods being learned in class. These experiences assist students in evaluating their own choice of the profession of social work and enable them to have a beginning experience to which they can relate further professional learning.

SOWK 375 Social Work Practice II: *Integrating Theory and Practice.* Completed during the fall semester of the senior year, this course requires admission to both the Social Work Program and the Senior Social Work Practice Block. Social work students integrate generalist practice skills, theoretical models, and values and ethics within a problem-solving framework for creating change at individual, family, and group levels. Students learn to conduct assessments, develop and implement intervention plans, terminate client-worker relationships, and evaluate practice. To enhance content on groups, students

participate in an actual client group in an agency or community setting throughout the semester. An off-site retreat allows for deep exploration of self-awareness, knowledge, and skills for culturally competent, anti-racist practice with diverse clients.



SOWK 384 Social Work Practice III: *Organizations and Communities.* Usually taken in the fall of the senior year, this course prepares students to create change in organizations and communities. Students learn to apply the planned helping process (engagement, assessment, intervention, and evaluation) to practice with organizations and communities. Emphasis is placed on agency administration, program planning, policy analysis, community organization, and community development as means to promote social, economic, and environmental justice.

SOWK 477 Social Work Practice IV: *Synthesizing a Professional Identity* is an intensive three and one-half week capstone experience immediately following completion of Field Instruction. It involves a retreat, seminars, and individual and small group projects. Students address ethical issues and conflicts raised in their field experiences. They seek solutions, both individually and as a group, to unresolved problems in practice role performance. The primary focus is integration of each student's undergraduate social work preparation into a generalist social work practitioner model that will provide guidelines for entering practice.

5. Field Instruction

Through the Field Instruction component, students develop an awareness of the social service agencies and the community contexts in which social work is practiced. They are exposed to a variety of populations served by social workers and required to practice the analytical and interpersonal skills needed for effective beginning generalist social work practice.

The Field Instruction Program consists of two phases. The first phase involves field trips, observational activities in social service organizations, opportunities to interact with clients on a volunteer basis, and classroom presentations by a variety of practitioners. These experiences are integrated into earlier courses in the social work curriculum. The second phase of Field Instruction includes Field Instruction and Field Instruction Seminar.

SOWK 475 Field Instruction and SOWK 476 Field Instruction Seminar. The second phase of the Field Instruction component is designed for advanced students, usually last-term seniors. Field Instruction and the concurrent Seminar have as their primary objective that students integrate material acquired in previous courses with the role expectations of the social work practice setting. Enrollment in these two courses requires admission to the Social Work Program and the Senior Social Work Practice Block and is allowed only at the senior level. The field placement is a 14-week block placement, with students spending four days per week in social service agencies under the joint instruction and guidance of a community-based social work practitioner and a faculty field instructor. Students are expected to carry caseloads and function, as much as is practical, in all facets of the agency program. Students must complete a minimum of 420 hours in their placements. Students spend one day

per week on campus participating in Field Instruction Seminar, for which they prepare several written assignments, a professional presentation, and participate in group supervision.

FIELD INSTRUCTION IN SOCIAL WORK EDUCATION

Introduction

Field instruction is the signature pedagogy of professional social work education and is required of all candidates for the baccalaureate degree in social work. The purpose of the undergraduate field instruction component is to provide the student with an educationally directed experience in actual generalist social work practice. Students are placed in social service organizations in which they observe and participate in service delivery under the joint instruction and guidance of a community-based social service practitioner (agency field instructor) and a faculty field instructor. This educational experience is designed to integrate classroom and practice experiences. The student is expected to carry both limited administrative and case load responsibilities congruent with generalist social work practice.

Field Instruction is supplemented by a concurrent Field Instruction Seminar. This seminar is an ongoing weekly evaluation and analysis of the field instruction experience using both individual and group supervisory sessions. Seminar students prepare and present topics related to generalist social work practice and complete integrative written projects. As part of seminar, students also participate in a workshop on sexual orientation and gender identity and NASW Indiana's Legislative Education and Advocacy Day.

Field Instruction Learning Outcomes

Field Instruction and Field Instruction Seminar share the primary goal of integrating the knowledge, values, skills and cognitive and affective processes acquired in previous courses with professional role expectations, thereby demonstrating the capacity for effective, ethical generalist social work practice.



SOWK 475 Field Instruction Competencies

Student performance in Field Instruction is evaluated based on demonstrated achievement of the Nine Social Work Program Competencies.

For the purposes of evaluating student performance in Field Instruction, each competency is operationalized as a set of observable behaviors. Students and their agency/faculty field instructors craft a Learning Plan for practicing these behaviors and ultimately demonstrating mastery of Competencies in the placement. The Learning Plan involves identifying individualized learning activities in which the student will engage during the placement (see “Evaluation of Student Performance in Field Instruction,” Appendix B).

Competencies, Descriptions, and Observable Behaviors:

Competency 1—Demonstrate Ethical and Professional Behavior

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. Social workers:

- 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;
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior.

Competency 2—Engage Diversity and Difference in Practice

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. Social workers:

- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

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

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. Social workers:

- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- engage in practices that advance social, economic, and environmental justice.

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

Social workers understand quantitative and qualitative research methods and their

respective roles in advancing a 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. Social workers:

- use practice experience and theory to inform scientific inquiry and research;
- apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5—Engage in Policy Practice

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. Social workers:

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- assess how social welfare and economic policies impact the delivery of and

access to social services;

- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, 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, 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. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- use empathy, reflection, and interpersonal skills to effectively engage diverse 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 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. Social workers:

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

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 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. Social workers:

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- facilitate effective transitions and endings that advance mutually agreed-on goals.

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 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 understand qualitative and quantitative

methods for evaluating outcomes and practice effectiveness. Social workers:

- select and use appropriate methods for evaluation of outcomes;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.



SOWK 476 Field Instruction Seminar – Course Objectives

The specific objectives of Field Instruction Seminar are for students to be able to:

1. Apply previously learned knowledge regarding social work practice and theory, human behavior and the social environment, social service policy, and research methodology to experiences in field placement.

2. Evaluate and apply new content selected by faculty and students for generalist practice.
3. Contribute new knowledge from the field experience to the professional development of the student group.
4. Articulate a commitment to nurturing diversity and an awareness of the impact of oppression on clients and practice.
5. Critically examine policies, programs, and social actions that address social needs and injustices.
6. Reflect constructively on field placement experiences, including but not limited to: role tensions, ethical or interpersonal conflicts, personal and program limitations, positive aspects of agency programs, and one's personal and professional growth.
7. Function successfully as a generalist social worker on an interdisciplinary team.

Achievement of these objectives is demonstrated through the completion of written assignments, a professional presentation, and participation in group and individual supervision.

Field Instruction Program Sequence

The Field Instruction Program at Manchester University consists of two phases. The first involves observational activities in social service organizations, experiences interacting with clients on a volunteer basis, and classroom presentations by a variety of practitioners. These experiences are integrated into the courses within the social work curriculum. They accompany classroom work, and provide the beginning student with exposure to both the positive aspects and the problems of social work and social services. Students are provided an opportunity to develop interpersonal skills through direct contact with clients and to test their interest in social work as a career.

The second phase of the Field Instruction Program is designed for advanced students (usually last-term seniors) and involves a block

placement of fourteen (14) weeks. Students are assigned to work in a social service agency four (4) days per week. In that setting, they are expected to carry caseloads and administrative responsibilities and to function in all facets of agency to the fullest extent possible.

Field Instruction Prerequisites

A student may participate in the second phase of the Field Instruction Program if s/he fulfills the following:

1. admission to the Social Work Program;
2. admission to the Senior Social Work Practice Block;
3. completion of 76 hours of credit; and
4. completion of SOWK 110, 222, 228, 274, 334, 366, 375, and 384.

Field Instruction Requirements

SOWK 475 Field Instruction is offered during a combined January-Spring term of each academic year. The student spends four (4) days per week for fourteen (14) weeks in the agency, accumulating a minimum of four hundred twenty (420) clock hours. Students participate in Field Instruction throughout the term, with the exception of holidays officially observed by the field agency. Students return to campus one (1) day per week for individual and group supervision sessions and integrative seminars (SOWK 476 Field Instruction Seminar). Written assignments in SOWK 476 integrate social work knowledge and values with the student's experience in the field.

Process for Placing Students in Agencies

1. During the Senior Social Work Practice Block application interview, the Field Instruction Coordinator and student identify possible field instruction agencies. Considerations include the agency's potential to fulfill the Core Competencies and the student's individual needs and fields of interest.
2. In the early fall before Field Instruction, the Field Instruction Coordinator contacts the

preferred agency and enquires into their general interest in hosting an undergraduate social work student and their general capacity for meeting the student's learning needs (e.g., nature of client services, availability of a BSW or MSW supervisor, etc.).

3. The Field Instruction Coordinator then contacts a potential agency field instructor at that agency (if this person was not already the first point of contact) to have a preliminary discussion of the basic structure and requirements of Field Instruction. If this person is interested in considering a student placement, the Field Instruction Coordinator schedules a face-to-face meeting at the agency with the potential agency field instructor. At this point, the Field Instruction Coordinator also provides a *Field Instruction Manual* to the potential agency field instructor.
4. The Field Instruction Coordinator meets with the potential agency field instructor (and other agency administrators as necessary) to discuss Field Instruction structure and Competencies in relation to the roles and activities available for a student placed with the agency. The agency field instructor is asked to explain how each of the Competencies could be met. The Field Instruction Coordinator also tours the agency.
5. If the Field Instruction Coordinator, agency, and agency field instructor agree to consider a placement, the student's résumé is provided to the agency field instructor.
6. The student then contacts the agency field instructor and arranges an interview.
7. At the interview, the agency field instructor and student discuss the Competencies, student-agency fit, the nature of the agency's services, student-supervisor responsibilities, and learning activities to be undertaken. The agency and student are strongly encouraged to arrange for a student shadow day (can be done on same day as interview) so that the student and agency can adequately judge their fit with each other.
8. Once the agency field instructor and the student agree to work together, the field instruction coordinator seeks formal confirmation from the agency

field instructor through a phone call or e-mail and a signed letter of understanding.

FIELD INSTRUCTION RESOURCES

Selection of Field Instruction Agencies

The Field Instruction Program is the product of a joint effort between Manchester University and social service agencies. These may be local, regional, national, or even international organizations, or carefully crafted joint placements across collaborating agencies. The role of the University in the Field Instruction effort includes preparing the student for Field Instruction, selecting the student to be recommended for placement in each agency, and helping the agency establish educationally sound learning activities for each student. The roles of the Field Instruction agency include providing qualified agency field instructor(s), consistent supervision, and responsibilities and opportunities for the student to meet individual learning objectives and the Competencies of the Manchester University Social Work Program.

The selection of agencies for Field Instruction is based on a number of criteria. Agencies selected for Field Instruction must demonstrate:

1. A clear commitment to the values and ethics of professional social work;
2. The ability to be creative in designing student responsibilities and a generalist social work practice experience that is challenging to the student and that will aid the student in the integration of knowledge and practice;
3. A commitment by the agency and designated staff to serve as resources for Field Instruction, including a commitment to social work education and the Manchester University Social Work Program's Competencies;
4. The availability of professional resources adequate for the designation of a competent person, preferably a professional social

worker with a CSWE-accredited degree and two years post-degree social work practice experience, to provide supervision to the student;

5. Opportunities for students to work with culturally and socially diverse client populations;
6. A willingness to expose the student to new roles and other agency personnel as well as the range of services provided by the agency;
7. A willingness to arrange opportunities for students to participate, to the greatest extent possible, in generalist practice with micro, mezzo, and macro systems.

In most cases, students will not be allowed to complete Field Instruction in an agency in which they are (or have been) employed. Such arrangements can too easily create conflicts of interest or dual relationships. To protect the student, the agency, and the clients, placement in an employing agency will be considered only if a complete separation of Field Instruction activities and employment responsibilities can be ensured. The following circumstances must be firmly in place:

1. none of the student's activities or responsibilities in Field Instruction will be the same as those required as part of employment;
2. no client served by the student as part of employment will also be served by the student through Field Instruction;
3. there is no overlap of Field Instruction hours with hours scheduled for employment; and
4. the agency field instructor and the employment supervisor are not the same person.

This policy distinguishes employment from paid field placements, which are permissible.

Selection of Agency Field Instructors

Agency field instructors are selected cooperatively by the agencies and the Social Work Program. All agency field instructors are regular staff members of the agency to which the student is assigned. Specific agency field instructors are selected on the basis of their

demonstrated competence in the practice of social work; continuing professional development; understanding of, and commitment to, generalist social work practice; and commitment to the teaching tasks of social work education. The agency field instructor must be able to relate to the needs of the student and to assist the student in integrating the knowledge brought to the agency, acquiring specific knowledge about the agency, and applying that knowledge in performance of skills necessary for generalist social work practice.

The Social Work Program considers a CSWE-accredited baccalaureate or master's degree in social work and previous supervisory or field education experience to be highly desirable qualifications for agency field instructors. Therefore, the Field Instruction Coordinator seeks out and gives preference to agency field instructors with a CSWE-accredited degree. However, the program also considers that commitment to the values and ethics of the social work profession, an understanding of generalist social work practice, professional competence, and experience are of great value. In addition, rural areas may have few if any degreed social workers. Therefore, practitioners who do not have a CSWE-accredited degree may serve as agency field instructors if:

- the placement presents a distinctive and outstanding generalist social work learning opportunity the student would not otherwise have;
- the instructor has at least a bachelor's degree in a field related to social work or social services and two years post-degree social service experience;
- the instructor has demonstrated a commitment to social work values and ethics and a person-in-environment perspective; and
- the instructor has demonstrated competence in social service provision.

In rare instances when the agency field instructor does not have a social work degree, a faculty member assumes the responsibility

to work more closely with both the agency field instructor and the student in order to ensure the generalist social work focus and value orientation. This will involve extra meetings with faculty for the student and possibly the agency field instructor.

The Social Work Program strives to prepare students to understand and appreciate cultural and social diversity and to recognize and address the consequences of oppression. In the selection of agencies and agency field instructors, opportunities are sought for students to be exposed to professional role models of diverse backgrounds. The Social Work Program seeks agency field instructors who are diverse in age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, national origin, political ideology, race, national origin, religion/spirituality, sex, sexual orientation, tribal sovereign status, or veteran status.

The University

In-service Training Sessions

The Social Work Program sponsors at least two in-service training sessions for agency field instructors during the Field Instruction term. These in-service training sessions are to keep agency field instructors informed about changes and expectations in the program; to review on-campus preparation of students; to help improve supervisory skills; and to facilitate integration of on-campus and agency field instruction. Every agency field instructor is urged to participate in these sessions.

Canvas

Canvas is an online virtual classroom for all Field Instruction students and instructors. Much information is posted on this site, including this manual, all Field Instruction and Seminar documents, contact information, and links to social work websites. Agency field instructors are given a personal username and password at the beginning of the term to allow them to access the Canvas website.

Funderburg Library

Agency field instructors are invited to use the Funderburg Library at Manchester University and the large number of professional journals available in the periodical section. Please contact the Social Work Program Director to gain access.



RESPONSIBILITIES FOR FIELD INSTRUCTION

The Director of the Social Work Program

1. Receives applications for the Senior Social Work Practice Block (which includes Field Instruction and Field Instruction Seminar) during spring term of student's junior year;
2. Approves or rejects applications in conjunction with social work faculty; and
3. Assigns faculty field instructors and collaborates with them in their work with students and agency field instructors, and in developing and maintaining field instruction agencies that can provide maximum learning experiences for students.

The Field Instruction Coordinator

1. Develops and administers Field Instruction experiences for undergraduate social work students;
2. Selects placement settings which can provide maximum learning experiences for students;
3. Interprets the educational goals and Competencies of the academic program for Field Instruction to the agencies and provides the agency field instructors with a Field Instruction Manual;

4. Assists agency staff and administrators in developing field placement programs so that both the student and the agency will benefit from the educational experience;
5. Provides orientation for agency field instructors and ongoing training and educational direction for the field placement;
6. Meets periodically with agency field instructors to keep them informed about academic program development and expectations for Field Instruction learning and informs them of any schedule changes;
7. Assigns students to Field Instruction placements according to their interests, abilities, and the availability of agencies through:
 - a. interviewing each student to learn of interests, learning goals, academic achievement, and past work and/or volunteer experiences;
 - b. providing students with information about learning experiences available within various agency settings;
 - c. providing students with a Field Instruction Manual;
 - d. providing prospective agency field instructors with student résumés prior to the pre-placement interview in the agency;
 - e. receiving students' weekly logs and posts each students' accumulated field hours;
8. Serves as primary instructor of SOWK 476 Field Instruction Seminar;
9. Serves as faculty field instructor for selected students as determined conjointly with all social work faculty; and
10. Submits final grades for Field Instruction to the registrar.

The Faculty Field Instructor

The faculty field instructor serves as liaison between the University, the student, and the agency field instructor, and shares responsibility for stimulating, monitoring, and evaluating the student's progress:

1. Works with the student and agency field instructor to ensure that the student's learning experiences offer opportunities to meet the Competencies established by the MU Social Work Program and the individualized learning goals of the student;
2. Keeps informed of the student's progress through student logs, seminar discussions, individual conferences with students, and periodic conferences with agency field instructors;
3. Consults with student and/or agency field instructors in resolving any concerns related to the student's placement;
4. Confers with the student and other appropriate persons within the Social Work Program regarding unsatisfactory performance;
5. Participates, with the student and the agency field instructor, in midterm and final evaluations of the student's performance; and
6. Works with the Field Instruction Coordinator in determining final grades.

The Agency Field Instructor

The primary responsibility of the agency field instructor is to provide the student with a meaningful learning experience by teaching the student through a process of observation, participation, and supervision. Agency field instructors will be expected to guide, support, and stimulate the student toward the goal of becoming a professional generalist social worker. The agency field instructor:

1. Provides a pre-placement interview and shadow day for the student, coordinated by the Field Instruction Coordinator during the placement process;
2. Informs student and Field Instruction Coordinator of all requirements for the student to join agency as an intern (e.g., drug screen, background check, liability insurance, physical exam, training)
3. Provides the student with orientation to the agency including:
 - a. agency mission, philosophy, historical background, programs, structure, funding sources, etc.;

- b. the roles and relationships in which the student will find him/herself while at the agency;
 - c. provisions for initial logistical or procedural matters (e.g., ID badge, passwords, risks and safety protocols, mandatory trainings);
 - d. channels of communication and authority within the agency.
4. Designs the field experience in such a way as to:
- a. offer learning experiences which allow the student opportunities to meet the Competencies established by the MU Social Work Program and the individual learning goals of the student;
 - b. assign tasks and cases in keeping with the student's skill/learning level, offering the student a reasonable amount of responsibility for decision-making (under field instructor's guidance);
 - c. guide the student's understanding of previously learned social work principles and concepts and enable the student to apply this body of knowledge to work with individuals, families, groups, organizations, neighborhoods, communities, and societies;
 - d. schedule (at least) weekly conferences/ supervision with the student to guide student's activities and responsibilities, enhance integration of knowledge with practice, and evaluate student progress;
 - e. provide opportunities for the student to attend agency staff meetings, community-based collaborative meetings and conferences, and to participate in special projects when possible;
 - f. offer the student opportunities to present cases or projects before the staff; and,
 - g. provide the student with adequate work space, telephone, computer, and clerical support on the same basis as a regular staff member;
5. Shares with the faculty field instructor responsibility for assessing the student's progress by:
- a. identifying any specific learning problems and devising different educational methods to resolve them;
 - b. furnishing the field instruction coordinator with written evaluations of the student's progress at the midpoint and conclusion of the student's experience, as outlined in the "Field Instruction Evaluation of Student Performance" (See Appendix B). The evaluation is discussed with the student and co-signed prior to submission. The outcomes of the final evaluation, including a summary of the student's performance, become part of the student's permanent university record; and
 - c. recommending, if desired, a final grade for consideration by the Field Instruction Coordinator.

The Student's Responsibilities

The social work student in Field Instruction is responsible for:

- 1. Reading and following this *Field Instruction Manual*, the Field Instruction Seminar syllabus, and related course documents;
- 2. Participating in the selection of Field Instruction placement;
- 3. Preparing a personal résumé which is shared with the agency;
- 4. Arranging a pre-placement interview prior to establishing a Field Instruction arrangement;
- 5. Complying, in a timely manner, with agency's policies and procedures for becoming an intern, which may include any or all of the following (this list is not exhaustive):
 - a. drug screen
 - b. physical exam / TB test

- c. proof of health insurance
 - d. proof of driver's license
 - e. criminal background check
 - f. purchasing student professional liability insurance (details available from Social Work Program Director or the NASW website www.socialworkers.org. Requires student to be an NASW member);
 - g. completing formal pre-placement orientation or training at the agency
 - h. completing formal orientation or training during the first days/weeks of placement (in rare cases, agency orientation might occur the semester before placement or over holiday breaks)
6. Arranging own transportation to and from the agency;
 7. Familiarizing self with the agency's setting, functions, policies, procedures, and service systems;
 8. Developing meaningful relationships with client systems and agency staff;
 9. Respecting the confidentiality of all information gathered during placement;
 10. Respecting rules, policies, and conduct codes of the host agency with respect to dress, behavior, hours of work, etc.;
 11. Maintaining reliable access (at agency, home, or campus) to a computer with an internet connection and Microsoft Office software (Seminar assignments are submitted and graded electronically);
 12. Ensuring a minimum of 420 hours are completed by the final day of placement by:
 - a. submitting Field Experience Log (see Appendix A) to Field Instruction Coordinator on a weekly basis,
 - b. monitoring accumulated hours on Canvas weekly, and
 - c. promptly notifying the Field Instruction Coordinator to resolve discrepancies;
 13. Participating in supervisory sessions with agency field instructor and faculty field instructor;
 14. Carrying out assignments and commitments in the agency and in academic work;

15. Engaging in active problem-solving to resolve concerns or conflicts that arise during placement; and
16. Participating in self-evaluation, agency evaluation, and faculty evaluation.



The Student's Rights

The student has a right to:

1. Competent supervision;
2. Be treated as a professional;
3. A placement free of discrimination and harassment;
4. To be physically safe in all field activities;
5. Have all expectations for Field Instruction clearly presented;
6. Have regularly scheduled supervision meetings with the agency field instructor;
7. Be given meaningful social work tasks in the field setting;
8. Examine the interrelationship between the application of theoretical knowledge and actual practice as observed and experienced in the field setting;
9. Receive fair and honest evaluation of their performance which will allow for informed modification of the practice approach; and
10. Be informed of and actively participate in the evaluation and grading process. This includes being given:
 - a. prior notification of the evaluation criteria (available in Appendix B);
 - b. an explanation of the process and persons involved in assigning a grade; and
 - c. the opportunity to recommend a final grade for consideration by the Field Instruction Coordinator.

Grievance Procedures

If a student becomes dissatisfied with the field assignment, the following procedures are to be observed:

1. The student should discuss the problem(s) constructively with the agency field instructor;
2. The student should discuss the problem(s) with the faculty field instructor who will attempt to resolve it at the agency level by discussing the difficulty with the agency field instructor and/or the agency director, when appropriate; and,
3. If a satisfactory resolution cannot be achieved, the student may, with consent of both the faculty field instructor and the agency field instructor, leave the placement and request another assignment;
4. Further appeals can be made to the Dean of Arts and Sciences, followed by the vice president for academic affairs.

If the agency becomes dissatisfied with the performance of a student assigned to it, the following procedures are to be followed:

1. The agency field instructor should immediately bring the problem to the attention of the student and assist the student in developing a plan to improve her/his performance;
2. If the student does not satisfactorily improve their performance, the agency field instructor should immediately consult the faculty field instructor about further action (see Potential Grounds for Termination below).
3. If there is conflict or dissatisfaction which cannot be resolved by following the above procedures, the problem should be presented jointly to the director of the Social Work Program for final decision; and,
4. Further appeals can be made to the college dean, followed by the Associate Dean of Academic Affairs.

If the faculty becomes concerned with the performance of a student in field placement, the following procedures are to be followed:

1. The faculty field instructor should immediately bring the problem to the attention of the student and the agency field instructor and assist the student in developing a plan to improve her/his performance;
2. If the student does not satisfactorily improve her/his performance, the agency field instructor should immediately consult the faculty field instructor about further action (see Potential Grounds for Termination below).
3. If there is conflict or dissatisfaction which cannot be resolved by following the above procedures, the problem should be presented to the director of the Social Work Program for final decision; and,
4. Further appeals can be made to the college dean, followed by the Associate Dean of Academic Affairs.

Potential Grounds for Termination

Responsible, unimpaired, and ethical conduct is of the utmost importance during Field Instruction. Below are examples of behaviors which may result in a student's termination from Field Instruction and/or the entire Social Work Program. This list is not exhaustive:

1. Failure to carry out activities as assigned by agency or faculty field instructor
2. Frequent absences, late arrivals, or early departures
3. Dishonesty or deceit, including the fabrication of field hours or records
4. Violation of client privacy or confidentiality
5. Compromising client safety
6. Verbal, physical, or sexual harassment or abuse of clients or colleagues
7. Violations of professional boundaries with clients (e.g., engaging in a romantic relationship with client, socializing inappropriately with clients, extreme over-identification with client)
8. Prejudicial or discriminatory actions (e.g., prejudicial comments about or refusal to work with client or colleagues on the basis of age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, national origin, political ideology,

race, national origin, religion/spirituality, sex, sexual orientation, tribal sovereign status, or veteran status.)

9. Allowing personal problems or impairments (e.g., psychosocial distress, legal problems, family conflicts, mental illness, substance use) to impair practice and jeopardize the clients' best interests
10. Misrepresentation of role, credentials, or areas of competence
11. Acting outside the scope of social work (e.g., assuming role of a pastor, lawyer, physician)
12. Persistent counterproductive or antagonistic communication patterns
13. Lack of investment in own learning (e.g., disinterest in observing, listening, using supervision, receiving feedback)
14. Failure to seek supervision when needed
15. Serious violation of agency policies or procedures
16. Persistent failure to make connections between classroom content and field activities.
17. Other actions which violate the NASW Code of Ethics



EVALUATION OF STUDENT PERFORMANCE

Evaluation of students' performance in Field Instruction is based on the agency field instructor's qualitative evaluation and a quantitative evaluation based on weekly logs. Students maintain quantitative logs (see Appendix A) of their field hours and activities and submit them weekly to the Field Instruction Coordinator to ensure completion of a range of

learning experiences and a minimum of 420 clock hours of field experience. The Field Instruction Coordinator maintains the logs and posts students' accumulated hours on Canvas weekly.

At the midpoint of the placement, an evaluation meeting is held in the agency with the student, agency field instructor, and faculty field instructor. The agency field instructor and student complete the "Evaluation of Student Performance in Field Instruction" form (see Appendix B) and share results during the meeting with faculty. The focus is on student strengths, areas for growth, progress toward the achieving the Competencies, and learning opportunities which would assist the student in achieving the competencies in the remaining weeks of Field Instruction.

The student is expected to participate actively in evaluating their progress toward the Competencies, effectiveness of social work practice, and development of professional self.

Final evaluation of a student's performance in Field Instruction is based upon the agency field instructor's qualitative evaluation of the student, in consultation with the student and the faculty field instructor. The persons listed above participate in a joint conference at the close of the student's field experience. The "Evaluation of Student Performance in Field Instruction" form (see Appendix B), prepared by the agency field instructor is reviewed and signed by all parties. This form is entered into the student's permanent record within the department.

Responsibility for assigning and submitting Field Instruction grades lies with the Field Instruction Coordinator, who determines final grades in consultation with faculty field instructors. Recommendations for student grades may be made by the student and/or agency field instructor. The faculty field instructor always recommends a grade.

The student is given the formal opportunity to evaluate the Field Instruction Program and agency field instructor (see Appendix D), and agency field instructors are given the formal opportunity to evaluate the Field Instruction Program (see Appendix C).



FIELD INSTRUCTION SEMINAR

SOWK 476 Field Instruction Seminar is completed concurrently with SOWK 475 Field Instruction. Based on experience, the Social Work Program assumes that experiential learners are most likely to achieve their goals if those goals are clearly stated in advance and if the learners are provided regular opportunities to reflect on those goals and their individual progress or lack of progress toward the identified goals. For this reason, students are expected to spend at least eight hours per week involved in Field Instruction Seminar and related assignments.

Each student is expected to learn skills for engaging clients in the helping process, gathering information needed for assessing client systems; planning for and carrying out intervention strategies; evaluating the effectiveness of interventions; and terminating professional helping relationships in a helpful, ethical, and intentional way. The student is also expected to learn to apply previously gained knowledge to analysis of the community and agency context of practice, assessment of service delivery networks, and development of a specific proposal for a program to address an identified gap in services. The student is also engaged in identifying current social policy issues relevant to the operation of the student's agency or directly to a client population served by the agency.

The student influences policy by monitoring the progress of a specific piece of social welfare legislation and advocating for or against it.

Students also participate in an NASW workshop on legislative advocacy.

Included are written assignments designed to encourage analytical reflection by students. These papers involve: agency/organizational analysis; biopsychosocial assessment, intervention plan; evaluation and termination process paper; program proposal/grant proposal; research project proposal; and social policy analysis. Each student also makes a professional presentation in seminar to formally contribute to the knowledge base of others. Outlines for these assignments are provided to agency field instructors as well as to students at the beginning of the Field Instruction term.

The Social Work Program is committed to preparing students to understand and appreciate cultural and social diversity, to recognize and address the causes and consequences of oppression, and to seek peaceful resolutions to conflict. The curriculum provides both theoretical content about the patterns and consequences of discrimination, oppression, and conflict, and the skills required to respond constructively. During the Field Instruction Seminar, students participate in an on-campus workshop designed to confront myths and stereotypes related to sexual orientation and gender identity; to help students recognize the oppression and strengths of LGBTQ+ people; and to prepare students to serve and advocate for these populations.

The development of the student's professional self is furthered through weekly small group supervision meetings of students participating in Field Instruction. Students learn vicariously from group members about social work practice similarities and differences in other types of settings. They learn to develop professional peer supports and to encourage and challenge one another in relation to conflicts and role tensions, personal and program limitations, positive aspects of agency programs, and personal and professional growth.

APPENDIX A
Field Experience Log

**MANCHESTER UNIVERSITY SOCIAL WORK PROGRAM
FIELD EXPERIENCE TIME LOG**

Complete 1 week at a time, submit on Fridays. Add days to this document as needed by cutting and pasting.
Check your accumulated hours weekly on Canvas. Respond promptly to any discrepancies.

Student _____	Supervisor/ Agency _____
Dates Included in this Submission _____	Total Hours this Submission _____

Date _____ Time Started _____ Time Stopped _____ Time off for meals _____

Day's Total Hours counting toward Field Instruction _____

CATEGORIZED ACTIVITY DATA (time spent). Record in 15 minute units (i.e., 1 = 15 min; 4 = 1 hour)

- ___ Direct Client Contacts, Individual or Family
- ___ Direct Client Contacts, Group
- ___ Indirect Client Contact (observation of service provision, court proceedings, etc.)
- ___ Preparation for Client Session (planning interventions or activities)
- ___ Collateral Contacts (related to a client's case)
- ___ Supervision (orientation session, supervisory session, case consultation, performance evaluation)
- ___ Staff meetings (team meetings, case conferences, collaboration with agency colleagues)
- ___ Professional Development (workshop, in-service, conference, training, professional reading)
- ___ Community Networking (with whom): _____
- ___ Fundraising, Grant Writing
- ___ Community Organizing
- ___ Policy Analysis or Advocacy
- ___ Program Development, Program Planning
- ___ Conducting a Research Study, Analyzing Data, Program Evaluation
- ___ Paperwork, Reports, Letters, Filing, etc.
- ___ Other valid field activities. Please specify: _____

TOTALS

___ Day's Total UNITS Counting toward Field Instruction

___ Day's Total HOURS Counting toward Field Instruction

APPENDIX B

**Evaluation of Student
Performance in Field Instruction**

EVALUATION OF STUDENT PERFORMANCE IN FIELD INSTRUCTION



Student _____ Agency _____
Agency Field Instructor _____ Faculty Field Instructor _____
Date of Midterm Evaluation _____ Date of Final Evaluation _____

The student's performance in Field Instruction is evaluated on demonstrated achievement of **9 Social Work Competencies** (See end of this form for complete descriptions of each Competency). Agency field instructors are asked to evaluate the student's performance based on observation of the student's work. **The evaluation process involves:**

1. Weeks 1-3: **Learning Plan.** The student and agency field instructor jointly complete the Individualized Learning Activities sections on this form. These are the specific field activities the student will engage in to attain and demonstrate mastery of the 9 competencies within the agency's context.
2. Weeks 6-7: **Midterm evaluations.** Agency field instructor and student complete all midterm ratings on this evaluation form. Share and discuss ratings during supervision, resolving any discrepancies. Then, during on-site conference with the faculty field instructor, student and agency field instructor discuss ratings, overall student performance, and learning plan for second half of placement.
3. Weeks 13-14: **Final evaluations.** Repeat midterm procedure using the original form. This allows us to compare midterm and final ratings. Student and agency field instructor may recommend a final grade.

We recognize that students will, depending on the nature of the agency in which they are placed, have more or less opportunity to demonstrate each specific behavior. However, **please develop learning activities, evaluate, and comment on every competency.** Space has been provided for the agency field instructor to describe, as specifically as possible, the student's strengths as well as those areas in which additional further growth is desirable or required.

Thank you for your thoughtful consideration of the student's learning needs and progress.

I. Overview of Student's Field Instruction Activities

Please describe the student's client population and Field Instruction assignments in the spaces provided below. At final evaluation, please indicate any significant changes.

Please describe the client population served by the student:

Please describe the student's responsibilities during Field Instruction (e.g., direct services, community outreach, program development, policy or research assignments, etc.):

II. Evaluation of Student Achievement of the Social Work Competencies

The Manchester University Social Work Program has **9 Competencies**—the **required outcomes of our entire baccalaureate program**. Student achievement of each competency should be demonstrated during Field Instruction. The competencies are operationalized as **specific, observable behaviors**. To support achievement of these, students will pursue **Individualized Learning Activities**. These activities align with the competencies and are designed at the beginning of the semester by the student, agency field instructor, and faculty field instructor.

Please use the 5-point scale provided here to evaluate student performance on each Practice Behavior. Please provide written comments for each competency. **Students are expected to show growth over the course of the semester**. Therefore, students often receive lower ratings at midterm and higher ratings at the final.

N/A	1	2	3	4	5
NOT APPLICABLE	NEVER MEETS EXPECTATIONS	RARELY MEETS EXPECTATIONS	MEETS EXPECTATIONS	OFTEN EXCEEDS EXPECTATIONS	ALWAYS EXCEEDS EXPECTATIONS
There has not yet been the opportunity to develop and practice this skill. Please discuss with the faculty field instructor during the midterm visit.	The student <u>consistently</u> performs <u>below</u> a level that would be expected for a bachelor-level social worker. Shows little to no evidence of understanding the concept and/or ability to effectively apply the skill.	The student <u>frequently</u> performs at a level <u>below</u> what would be expected for a bachelor-level social worker.	The student reliably performs at a level that would be expected for a bachelor-level social worker.	The student <u>frequently</u> performs at a level <u>above</u> what would be expected for a bachelor-level social worker.	The student <u>consistently</u> performs at a level <u>above</u> what would be expected for a bachelor-level social worker.

Competency 1: The student demonstrates ethical and professional behavior.

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.

Observable Behaviors	Mid:	Midterm Evaluation					
	Final:	Final Evaluation					
1.1 Makes 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	Mid: Final:	N/A N/A	1 1	2 2	3 3	4 4	5 5
1.2 Uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations	Mid: Final:	N/A N/A	1 1	2 2	3 3	4 4	5 5
1.3 Demonstrates professional demeanor in behavior; appearance; and oral, written, and electronic communication	Mid: Final:	N/A N/A	1 1	2 2	3 3	4 4	5 5
1.4 Uses technology ethically and appropriately to facilitate practice outcomes	Mid: Final:	N/A N/A	1 1	2 2	3 3	4 4	5 5
1.5 Uses supervision and consultation to guide professional judgment and behavior	Mid: Final:	N/A N/A	1 1	2 2	3 3	4 4	5 5
Individualized Learning Activities to support Competency 1							
1.							

2.
3.
Midterm Comments for Competency 1:
Final Comments for Competency 1:

Competency 2: The student engages diversity and difference in practice.								
<i>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.</i>								
Observable Behaviors		Mid:	Midterm Evaluation					
		Final:	Final Evaluation					
2.1	Applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels	Mid:	N/A	1	2	3	4	5
		Final:	N/A	1	2	3	4	5
2.2	Presents themselves as learners and engages clients and constituencies as experts of their own experiences	Mid:	N/A	1	2	3	4	5
		Final:	N/A	1	2	3	4	5
2.3	Applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies	Mid:	N/A	1	2	3	4	5
		Final:	N/A	1	2	3	4	5
Individualized Learning Activities to support Competency 2								
1.								
2.								
3.								
Midterm Comments for Competency 2:								
Final Comments for Competency 2:								

Competency 3: The student advances human rights and social, economic, and environmental justice.

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.

Observable Behaviors	Mid: Final:	Midterm Evaluation Final Evaluation					
3.1 Applies their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels	Mid: Final:	N/A N/A	1 1	2 2	3 3	4 4	5 5
3.2 Engages in practices that advance social, economic, and environmental justice	Mid: Final:	N/A N/A	1 1	2 2	3 3	4 4	5 5
Individualized Learning Activities to support Competency 3							
1.							
2.							
3.							
Midterm Comments for Competency 3:							
Final Comments for Competency 3:							

Competency 4: The student engages in practice-informed research and research-informed practice.

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a 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.

Observable Behaviors	Mid: Final:	Midterm Evaluation Final Evaluation					
4.1 Uses practice experience and theory to inform scientific inquiry and research	Mid: Final:	N/A N/A	1 1	2 2	3 3	4 4	5 5
4.2 Applies critical thinking to engage in analysis of quantitative and qualitative research methods and research findings	Mid: Final:	N/A N/A	1 1	2 2	3 3	4 4	5 5
4.3 Uses and translates research evidence to inform and improve practice, policy, and service delivery	Mid: Final:	N/A N/A	1 1	2 2	3 3	4 4	5 5

Individualized Learning Activities to support Competency 4
1.
2.
3.
Midterm Comments for Competency 4:
Final Comments for Competency 4:

Competency 5: The student engages in policy practice.							
<p><i>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.</i></p>							
Observable Behaviors	Mid: Final:	Midterm Evaluation Final Evaluation					
5.1 Identifies social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services	Mid: Final:	N/A N/A	1 1	2 2	3 3	4 4	5 5
5.2 Assesses how social welfare and economic policies impact the delivery of and access to social services	Mid: Final:	N/A N/A	1 1	2 2	3 3	4 4	5 5
5.3 Applies critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice	Mid: Final:	N/A N/A	1 1	2 2	3 3	4 4	5 5
Individualized Learning Activities to support Competency 5							
1.							
2.							
3.							
Midterm Comments for Competency 5:							
Final Comments for Competency 5:							

Competency 6: The student engages 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, 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. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Observable Behaviors	Mid: Final:	Midterm Evaluation Final Evaluation					
6.1 Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies	Mid: Final:	N/A N/A	1 1	2 2	3 3	4 4	5 5
6.2 Uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies	Mid: Final:	N/A N/A	1 1	2 2	3 3	4 4	5 5
Individualized Learning Activities to support Competency 6							
1.							
2.							
3.							
Midterm Comments for Competency 6:							
Final Comments for Competency 6:							

Competency 7: The student assesses 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 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.

Observable Behaviors	Mid: Final:	Midterm Evaluation Final Evaluation					
7.1 Collects and organizes data, and applies critical thinking to interpret information from clients and constituencies	Mid: Final:	N/A N/A	1 1	2 2	3 3	4 4	5 5
7.2 Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies	Mid: Final:	N/A N/A	1 1	2 2	3 3	4 4	5 5

7.3 Develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies	Mid: N/A 1 2 3 4 5 Final: N/A 1 2 3 4 5
7.4 Selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies	Mid: N/A 1 2 3 4 5 Final: N/A 1 2 3 4 5
Individualized Learning Activities to support Competency 7	
1.	
2.	
3.	
Midterm Comments for Competency 7:	
Final Comments for Competency 7:	

Competency 8: The student <u>intervenes</u> with individuals, families, groups, organizations, and communities.	
<i>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.</i>	
Observable Behaviors	Mid: Midterm Evaluation Final: Final Evaluation
8.1 Critically chooses and implements interventions to achieve practice goals and enhance capacities of clients and constituencies	Mid: N/A 1 2 3 4 5 Final: N/A 1 2 3 4 5
8.2 Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies	Mid: N/A 1 2 3 4 5 Final: N/A 1 2 3 4 5
8.3 Uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes	Mid: N/A 1 2 3 4 5 Final: N/A 1 2 3 4 5
8.4 Negotiates, mediates, and advocates with and on behalf of diverse clients and constituencies	Mid: N/A 1 2 3 4 5 Final: N/A 1 2 3 4 5
8.5 Facilitates effective transitions and endings that advance mutually agreed-on goals	Mid: N/A 1 2 3 4 5 Final: N/A 1 2 3 4 5

Individualized Learning Activities (to support this competency)
1.
2.
3.
Midterm Comments for Competency 8:
Final Comments for Competency 8:

Competency 9: The student <u>evaluates practice</u> with individuals, families, groups, organizations, and communities.							
<p><i>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 understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.</i></p>							
Observable Behaviors	Mid: Final:	Midterm Evaluation Final Evaluation					
9.1 Selects and uses appropriate methods for evaluation of outcomes	Mid: Final:	N/A N/A	1 1	2 2	3 3	4 4	5 5
9.2 Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes	Mid: Final:	N/A N/A	1 1	2 2	3 3	4 4	5 5
9.3 Critically analyzes, monitors, and evaluates intervention and program processes and outcomes	Mid: Final:	N/A N/A	1 1	2 2	3 3	4 4	5 5
9.4 Applies evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels	Mid: Final:	N/A N/A	1 1	2 2	3 3	4 4	5 5
Individualized Learning Activities (to support this competency)							
1.							
2.							
3.							
Midterm Comments for Competency 9:							
Final Comments for Competency 9:							

III. Student's Potential as a Professional Generalist Social Worker

Please describe the student's strengths and areas for growth as a professional generalist social worker.

Student's Strengths	
Midterm	Final

Student's Areas for Growth	
Midterm	Final

IV. Supervision Provided to the Student

by the Agency Field Instructor	
as of Midterm	as of Final
Frequency of Informal Supervisory Contacts:	Frequency of Informal Supervisory Contacts:
Frequency of Formal Supervisory Meetings:	Frequency of Formal Supervisory Meetings:
Other Types of Supervision:	Other Types of Supervision:

by the Faculty Field Instructor	
as of Midterm	as of Final
Frequency of Informal Supervisory Contacts:	Frequency of Informal Supervisory Contacts:
Frequency of Formal Supervisory Meetings:	Frequency of Formal Supervisory Meetings:
Other Types of Supervision:	Other Types of Supervision:

V. Signatures

Midterm	Final
Student: Date:	Student: Date:
Agency Field Instructor: Date:	Agency Field Instructor: Date:
Faculty Field Instructor: Date:	Faculty Field Instructor: Date:

APPENDIX C

**Agency Evaluation of
Field Instruction Program**



AGENCY EVALUATION OF FIELD INSTRUCTION PROGRAM

Thank you for all of your hard work this semester! You have made a lasting contribution to your student's development as a social worker and to the future of the social work profession. As social work educators, we recognize that we must produce graduates whose professional abilities can satisfy practitioners in the field. Therefore, we are interested to know how professionals like you view our Program. Please take a few minutes to reflect on the quality of the Manchester University Field Instruction Program by completing this short questionnaire.

I. Identifying Information (optional – you may complete this anonymously)

Name _____ Date _____

Agency _____

II. Preparation for Field Instruction

Please evaluate the process by which you were matched with a student and prepared for Field Instruction (yes/no questions are answered with either 1 or 5 only):

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1. The Social Work Program provided adequate information regarding Field Instruction requirements / procedures as presented in the <i>Field Instruction Manual</i> , discussions with Field Instruction Coordinator, etc.	1	2	3	4	5
2. The <i>Field Instruction Manual</i> helped me understand the Field Instruction Program.	1	2	3	4	5
3. The <i>Field Instruction Manual</i> helped me plan the student's placement.	1	2	3	4	5
4. The <i>Evaluation of Student Performance</i> form helped me plan the student's placement.	1	2	3	4	5
5. The student's pre-placement interview at the agency was helpful.	1	2	3	4	5
6. The student spent a day shadowing at my agency before the beginning of Field Instruction.	1				5
7. This shadow day was useful.	1	2	3	4	5
8. I attended the Field Instructors' Orientation Workshop on campus.	1				5
9. This workshop was helpful to me (and/or my agency).	1	2	3	4	5

Comments:

III. Academic Preparation of Students

I could tell that the Manchester University Social Work Program had prepared my student well in the areas of:

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
10. ...professional social work values and ethics.	1	2	3	4	5
11. ...human diversity.	1	2	3	4	5
12. ...at-risk populations.	1	2	3	4	5
13. ...human rights and social / economic / environmental justice.	1	2	3	4	5
14. ...human development and behavior.	1	2	3	4	5
15. ...the impact of the social environment on human development and behavior.	1	2	3	4	5
16. ...social welfare policies and services.	1	2	3	4	5
17. ...evidence-based practice (research-informed practice).	1	2	3	4	5
18. ...practice-informed research	1	2	3	4	5
19. ...engagement skills.	1	2	3	4	5
20. ...assessment skills.	1	2	3	4	5
21. ...intervention skills.	1	2	3	4	5
22. ...practice evaluation / outcome evaluation.	1	2	3	4	5

Comments:

IV. Structure of Field Instruction

Please evaluate the overall structure of the Field Instruction Program (yes/no questions are answered with either 1 or 5 only):

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
23. I liked the student's schedule of 4 days a week in the agency and 1 day on campus for seminar. (N/A for Chicago placements)	1	2	3	4	5
24. The weekly seminar seemed to have a positive influence on my student's performance.	1	2	3	4	5
25. I was satisfied with the amount of contact I had with the Faculty Field Instructor (three formal contacts: once before / at start of semester, midterm, and final).	1	2	3	4	5
26. The Faculty Field Instructor was accessible, responsive, and helpful.	1	2	3	4	5
27. The <i>Evaluation of Student Performance</i> form helped me evaluate the student's performance accurately and thoroughly.	1	2	3	4	5
28. I attended the Field Instructors' Workshop at the end of the semester.	1				5
29. This workshop was useful.	1	2	3	4	5
30. Compared to other social work programs with which I have worked, Manchester University's Social Work Program seems to be very good.	1	2	3	4	5
31. I would enjoy being an Agency Field Instructor with the Manchester University Social Work Program in the future.	1	2	3	4	5

Comments:

***Thank you for taking time to complete this evaluation.
Your feedback is important to us!***

APPENDIX D

**Manchester University
Social Work Program
Exit Survey**

EXIT SURVEY



Seniors' Evaluation of the MU Social Work Program

Congratulations on your near completion of the Manchester University Social Work Program! As a soon-to-be-graduate, you are a valuable source of information in our ongoing efforts to provide a quality educational experience to social work students. This survey asks for your evaluation of Field Instruction and the entire MU Social Work Program. A primary indicator of the program's success is the extent to which our graduating seniors have met the program's Competencies for student learning. This survey is used in conjunction with the Social Work Education Assessment Project (SWEAP) Exit Survey.

A Faculty Field Instructor will ask you to complete this survey. However, completion of the survey is voluntary. If you choose to complete the survey, please follow these directions:

1. The form is completed by the student only after the student's final evaluation and grade have been determined.
2. The student returns the form to the Faculty Field Instructor or the Field Instruction Coordinator. With the student's permission, a copy will be sent to the Agency Field Instructor.
3. The Faculty Field Instructor and the Field Instruction Coordinator review the student's responses.
4. Completed forms are kept confidential and utilized only for ongoing program development. Results are reported in aggregate form only, with no individual identifiers, as part of the MU Social Work Program's Annual Assessment Report.

Please direct any questions about this survey to your Faculty Field Instructor or the Field Instruction Coordinator.

I. Identifying Information (optional – you may complete this anonymously)

Name _____ Date _____
 Post-graduation address _____
 Post-graduation e-mail _____ Phone _____
 Field Placement Agency _____
 Agency Field Instructor _____
 Faculty Field Instructor _____

May we share your exit survey results with your Agency Field Instructor?

- Yes, please share my comments with my Agency Field Instructor.
- No, please do not share my comments with my Agency Field Instructor.

II. Field Instruction Placement / Selection Process

Please evaluate the process by which you were matched with a Field Instruction setting:

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1. The Social Work Program provided adequate information regarding Field Instruction requirements / procedures as presented in the <i>Field Instruction Manual</i> , conference with advisors, Field Instruction Coordinator, etc.	1	2	3	4	5
2. My career and personal learning goals were considered during the planning stages of selecting a placement.	1	2	3	4	5
3. The pre-placement interview at the agency was helpful.	1	2	3	4	5
4. I spent a day shadowing in the agency before the beginning of field instruction.	1				5
5. This shadow day was useful.	1	2	3	4	5

Comments/suggestions:

III. Field Instruction Agency

Please evaluate your Field Instruction Agency as a setting for social work students:

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
6. My field placement responsibilities offered adequate opportunities to meet my learning goals.	1	2	3	4	5
7. The agency was accepting and responsive to me as a student.	1	2	3	4	5
8. Agency staff members were available for consultation.	1	2	3	4	5
9. I was welcomed and encouraged to attend agency programs and activities.	1	2	3	4	5
10. I felt free to participate in agency staff meetings.	1	2	3	4	5
11. Adequate space and clerical support were provided to me by the agency	1	2	3	4	5
12. I found the general atmosphere of the agency to be conducive for me as a learner.	1	2	3	4	5

Comments/suggestions:

IV. Agency Field Instructor

Please evaluate your Agency Field Instructor as a supervisor for social work students:

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
13. My Agency Field Instructor provided adequate information about of my field placement, agency services, policies and procedures during the initial weeks.	1	2	3	4	5
14. My Agency Field Instructor clearly defined my role and responsibilities during the initial weeks of my placement.	1	2	3	4	5
15. The Agency Field Instructor helped me set adequate goals for my placement.	1	2	3	4	5
16. My Agency Field Instructor assigned relevant readings during my placement.	1	2	3	4	5
17. I had confidence in my Agency Field Instructor's knowledge and skills.	1	2	3	4	5
18. My Agency Field Instructor's appraisal of my strengths and limitations was accurate.	1	2	3	4	5
19. I felt supported by my Agency Field Instructor.	1	2	3	4	5
20. My Agency Field Instructor was accessible to me during my field placement.	1	2	3	4	5
21. My Agency Field Instructor's teaching/supervision ability (ability to communicate ideas, clarify practice concepts, etc.) was adequate.	1	2	3	4	5

Comments/suggestions:

V. Faculty Field Instructor

Please evaluate your Faculty Field Instructor's effectiveness during Field Instruction:

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
22. My Faculty Field Instructor was readily accessible to me during my placement.	1	2	3	4	5
23. My Faculty Field Instructor helped me clarify my learning goals during my placement.	1	2	3	4	5
24. Meetings with my Faculty Field Instructor during my placement were helpful.	1	2	3	4	5
25. My Faculty Field Instructor and Agency Field Instructor worked well together.	1	2	3	4	5

Comments/suggestions:

VI. Self-Rating

Please evaluate yourself on the following:

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
26. I had a strong desire to have a field placement.	1	2	3	4	5
27. I put forth a great deal of effort in my field placement.	1	2	3	4	5
28. My choice of social work as a career for myself was reinforced as a result of my field placement.	1	2	3	4	5

Comments/suggestions:

VII. Field Instruction Seminar

I participated in Seminar at:

- Manchester University
 Chicago Center (CC)

Please evaluate the Field Instruction Seminar:

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
29. The field instruction schedule with one day back on campus was satisfactory. (N/A if at CC)	1	2	3	4	5
30. Topics selected for seminar presentations were relevant.	1	2	3	4	5
31. The seminar format was effective in stimulating learning.	1	2	3	4	5
32. Written assignments were relevant to my learning.	1	2	3	4	5
33. Feedback from faculty on written assignments was constructive.	1	2	3	4	5
34. Small group meetings allowed me to express positive and negative feelings about field instruction experiences.	1	2	3	4	5
35. I felt encouraged, supported, and challenged by peers in the small group.	1	2	3	4	5
36. It was helpful to learn about the similarities and differences in other students' practice settings.	1	2	3	4	5

Field Instruction Seminar helped me to:

37. Apply previously learned knowledge regarding social work practice and theory, human behavior and the social environment, social service policy, and research methodology to experiences in field placement.	1	2	3	4	5
38. Evaluate and apply new content selected by faculty and students.	1	2	3	4	5
39. Contribute new knowledge from the field experience to the professional development of the student group.	1	2	3	4	5
40. Articulate an appreciation of diversity and an awareness of the impact of oppression.	1	2	3	4	5
41. Critically examine policies, programs, and social actions that address social injustices.	1	2	3	4	5
42. Reflect constructively on field placement experiences, including but not limited to, conflicts, role tensions, personal and program limitations, as well as positive aspects of one's personal and professional growth.	1	2	3	4	5
43. Function as a member of an interdisciplinary team in a social service setting.	1	2	3	4	5

Comments about Seminar (Please include specific comments and suggestions about seminar topics, seminar format, written assignments, and small groups):

You have completed all of the questions about Field Instruction.
 In the next section, we would like your evaluation of the entire MU Social Work Program.

VIII. Social Work Curriculum

Please consider how well the entire Manchester University Social Work Program has prepared you in each of the Competencies listed below. For each competency, circle the appropriate number.

The Manchester University Social Work Program has prepared me to:

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1. Demonstrate ethical and professional behavior.	1	2	3	4	5
2. Engage diversity and difference in practice.	1	2	3	4	5
3. Advance human rights and social, economic, and environmental justice.	1	2	3	4	5
4. Engage in practice-informed research and research-informed practice.	1	2	3	4	5
5. Engage in policy practice.	1	2	3	4	5
6. Engage with individuals, families, groups, organizations, and communities.	1	2	3	4	5
7. Assess individuals, families, groups, organizations, and communities.	1	2	3	4	5
8. Intervene with individuals, families, groups, organizations, and communities.	1	2	3	4	5
9. Evaluate practice with individuals, families, groups, organizations, and communities.	1	2	3	4	5
10. What are the <u>strengths</u> of the Manchester University Social Work Program?					
11. What are the <u>limitations</u> of the MU Social Work Program?					
12. What content or teaching methods would you recommend be <u>added</u> to the MU Social Work Program?					
13. What content or teaching methods included in the MU Social Work Program would you recommend be <u>discontinued</u> ?					
14. What are your other suggestions to improve the MU Social Work Program?					

THANK YOU!

APPENDIX E

**Council on Social Work Education
Educational Policy and Accreditation Standards**

INTRODUCTION

Accreditation is a system for recognizing educational institutions and professional programs affiliated with those institutions as having a level of performance, integrity, and quality that entitles them to the confidence of the educational community and the public they serve. The Commission on Accreditation (COA) of the Council on Social Work Education (CSWE) is recognized by the Council for Higher Education Authority to accredit baccalaureate and master's degree programs in social work education in the United States and its territories. The COA is responsible for formulating, promulgating, and implementing the accreditation standards for baccalaureate and master's degree programs in social work, for ensuring the standards define competent preparation, and for confirming that accredited social work programs meet the standards. To this end, CSWE's COA administers a multistep accreditation process that involves program self-studies and benchmarks, site visits, and COA reviews.

The accreditation review process provides professional judgments on the quality of a social work education program in an institution. These findings are based on applying the Educational Policy and Accreditation Standards (EPAS) promulgated by the Commission on Educational Policy (COEP) and the COA. The essential purpose of the accreditation process is to provide a professional judgment of the quality of the program offered and to encourage continual improvement. Moreover, systematic examination of compliance with established standards supports public confidence in the quality of professional social work education and in the competence of social work practice.

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 of curriculum design by balancing requirements that promote comparable outcomes across programs with a level of flexibility that encourages programs to differentiate.

The EPAS describes four features of an integrated curriculum design:

1. program mission and goals;
2. explicit curriculum;
3. implicit curriculum; and
4. assessment.

The Educational Policy and Accreditation Standards are conceptually linked 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.



COMPETENCY-BASED EDUCATION

In 2008 CSWE adopted a competency-based education framework for its EPAS. As in related health and human service professions, the policy moved from a model of curriculum design focused on content (what students should be taught) and structure (the format and organization of educational components) to one focused on student learning outcomes. A competency-based approach refers to identifying and assessing what students demonstrate in practice. In social work this approach involves assessing students' ability to demonstrate the competencies identified in the educational policy.

Competency-based education rests upon a shared view of the nature of competence in professional practice. Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being. EPAS recognizes a holistic view of competence; that is, the

demonstration of competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social worker's critical thinking, affective reactions, and exercise of judgment in regard to unique practice situations. Overall professional competence is multi-dimensional and composed of interrelated competencies. An individual social worker's competence is seen as developmental and dynamic, changing over time in relation to continuous learning.

Competency-based education is an outcomes-oriented approach to curriculum design. The goal of the outcomes approach is to ensure that students are able to demonstrate the integration and application of the competencies in practice. In EPAS, social work practice competence consists of nine interrelated competencies and component behaviors that are comprised of knowledge, values, skills, and cognitive and affective processes.

Using a curriculum design that begins with the outcomes, expressed as the expected competencies, programs develop the substantive content, pedagogical approach, and educational activities that provide learning opportunities for students to demonstrate the competencies.

Assessment of student learning outcomes is an essential component of competency-based education. Assessment provides evidence that students have demonstrated the level of competence necessary to enter professional practice, which in turn shows programs are successful in achieving their goals. Assessment information is used to improve the educational program and the methods used to assess student learning outcomes.

Programs assess students' demonstration of competence. The assessment methods used by programs gather data that serve as evidence of student learning outcomes and the demonstration of competence. Understanding social work practice is complex and multi-dimensional, the assessment methods used by programs and the data collected may vary by context.

Social Work Competencies

The nine Social Work Competencies are listed below. Programs may add competencies that are consistent with their mission and goals and respond to their context. Each competency describes the knowledge, values, skills, and cognitive and affective processes that comprise the competency at the generalist level of practice, followed by a set of behaviors that integrate these components. These behaviors represent observable components of the competencies, while the preceding statements represent the underlying content and processes that inform the behaviors.

Competency 1: Demonstrate Ethical and Professional Behavior

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. Social workers:

- 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;

- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice

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. Social workers:

- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

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

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. Social workers:

- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- engage in practices that advance social, economic, and environmental justice.

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

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a 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. Social workers:

- use practice experience and theory to inform scientific inquiry and research;
- apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- use and translate research evidence to

inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice

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. Social workers:

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- assess how social welfare and economic policies impact the delivery of and access to social services;
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, 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, 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. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- use empathy, reflection, and interpersonal skills to effectively engage diverse 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 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. Social workers:

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- apply knowledge of human behavior and

the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;

- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

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 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. Social workers:

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;

- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- facilitate effective transitions and endings that advance mutually agreed-on goals.

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 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 understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

- select and use appropriate methods for evaluation of outcomes;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.



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.

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.

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—Program Mission and Goals

- 1.0.1 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.
- 1.0.3 The program identifies its goals and demonstrates how they are derived from the program's mission.



EXPLICIT CURRICULUM

The explicit curriculum constitutes the program's formal educational structure and includes the courses and field education used for each of its program options. Social work education is grounded in the liberal arts, which provide the intellectual basis for the professional curriculum and inform its design. Using a competency-based education framework, the explicit curriculum prepares students for professional practice at the baccalaureate and master's levels. Baccalaureate programs prepare students for generalist practice. Master's programs prepare students for generalist practice and specialized practice. The explicit curriculum, including field education, may include forms of technology as a component of the curriculum.

Educational Policy 2.0—Generalist Practice

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.

Accreditation Standard B2.0—Generalist Practice

- B2.0.1 The program explains how its mission and goals are consistent with generalist practice as defined in EP 2.0.
- B2.0.2 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 field.
- B2.0.3 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.

Accreditation Standard M2.0—Generalist Practice

- M2.0.1 The program explains how its mission and goals are consistent with generalist practice as defined in EP 2.0.

- M2.0.2 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 field.
- M2.0.3 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.

Educational Policy M2.1—Specialized Practice

Specialized practice builds on generalist practice as described in EP 2.0, 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 M2.1—Specialized Practice

- M2.1.1 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 field.

- M2.1.3 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.
- M2.1.4 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 2.2—Signature Pedagogy: Field 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. Field education is the signature pedagogy for social work. The intent of field 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 field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the Social Work Competencies. Field education may integrate forms of technology as a component of the program.

Accreditation Standard 2.2—Field Education

- 2.2.1 The program explains how its field education program connects the theoretical and conceptual contributions of the classroom and field settings.
- B2.2.2 The program explains how its field 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 field settings.
- M2.2.2 The program explains how its field 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 field settings.
- M2.2.3 The program explains how its field 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 field settings.
- 2.2.4 The program explains how students across all program options in its field education program demonstrate social work competencies through in-person contact with clients and constituencies.
- 2.2.5 The program describes how its field education program provides a minimum of 400 hours of field education for baccalaureate programs and a minimum of 900 hours for master's programs.
- 2.2.6 The program provides its criteria for admission into field education and explains how its field education program admits only those students who have met the program's specified criteria.
- 2.2.7 The program describes how its field education program specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; supporting student safety; and evaluating student learning and field setting effectiveness congruent with the social work competencies.
- 2.2.8 The program describes how its field education program maintains contact with field settings across all program options. The program explains how on-site contact or other methods are used to monitor student learning and field setting effectiveness.
- B2.2.9 The program describes how its field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program social work competencies. Field 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 field 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.
- M2.2.9 The program describes how its field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program social work competencies. Field 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 field 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.
- 2.2.10 The program describes how its field education program provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.
- 2.2.11 The program describes how its field education program develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student's employment.

IMPLICIT CURRICULUM

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

Educational Policy 3.0—Diversity

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 field education settings and their clientele; composition of program advisory or field committees; educational and social resources; resource allocation; program leadership; speaker series, seminars, and special programs; support groups; research and other initiatives; and the demographic make-up of its faculty, staff, and student body.

Accreditation Standard 3.0—Diversity

- 3.0.1 The program describes the specific and continuous efforts it makes to provide a learning environment that models affirmation and respect for diversity and difference.
- 3.0.2 The program explains how these efforts provide a supportive and inclusive learning environment.
- 3.0.3 The program describes specific plans to continually improve the learning environment to affirm and support persons with diverse identities.



Educational Policy 3.1—Student Development

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.

Accreditation Standard 3.1—Student Development: Admissions; Advisement, Retention, and Termination; and Student Participation

Admissions

- B3.1.1 The program identifies the criteria it uses for admission to the social work program.
- M3.1.1 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.
- 3.1.2 The program describes the policies and procedures for evaluating applications and notifying applicants of the decision and any contingent conditions associated with admission.
- M3.1.3 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.
- 3.1.4 The program describes its policies and procedures concerning the transfer of credits.
- 3.1.5 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

- 3.1.6 The program describes its academic and professional advising policies and procedures. Professional advising is provided by social work program faculty, staff, or both.
- 3.1.7 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.

- 3.1.8 The program submits its policies and procedures for terminating a student's enrollment in the social work program for reasons of academic and professional performance. The program describes how it informs students of these policies and procedures.

Student participation

- 3.1.9 The program submits its policies and procedures specifying students' rights and opportunities to participate in formulating and modifying policies affecting academic and student affairs.
- 3.1.10 The program describes how it provides opportunities and encourages students to organize in their interests.

Educational Policy 3.2—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 3.2—Faculty

- 3.2.1 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.

- 3.2.2 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.
- 3.2.3 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 field; number of program options; class size; number of students; advising; and the faculty's teaching, scholarly, and service responsibilities.
- B3.2.4 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.
- M3.2.4 The master's social work program identifies no fewer than six full-time faculty with master's degrees in social work from a CSWE-accredited program and whose principal assignment is to the master's program. The majority of the full-time master's social work program faculty has a master's degree in social work and a doctoral degree, preferably in social work.
- 3.2.5 The program describes its faculty workload policy and discusses how the policy supports the achievement of institutional priorities and the program's mission and goals.
- 3.2.6 Faculty demonstrate ongoing professional development as teachers, scholars, and practitioners through dissemination of research and scholarship, exchanges with external constituencies such as practitioners and agencies, and through

other professionally relevant creative activities that support the achievement of institutional priorities and the program's mission and goals.

- 3.2.7 The program demonstrates how its faculty models the behavior and values of the profession in the program's educational environment.



Educational Policy 3.3—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 field education as the signature pedagogy, programs must provide an administrative structure and adequate resources for systematically designing, supervising, coordinating, and evaluating field education across all program options.

Accreditation Standard 3.3—Administrative Structure

- 3.3.1 The program describes its administrative structure and shows how it provides the necessary autonomy to achieve the program's mission and goals.
- 3.3.2 The program describes how the social work faculty has responsibility for defining program curriculum consistent with the

- Educational Policy and Accreditation Standards and the institution's policies.
- 3.3.3 The program describes how the administration and faculty of the social work program participate in formulating and implementing policies related to the recruitment, hiring, retention, promotion, and tenure of program personnel.
- 3.3.4 The program identifies the social work program director. Institutions with accredited baccalaureate and master's programs appoint a separate director for each.
- B3.3.4(a) 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.
- B3.3.4(c) 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.
- M3.3.4(a) 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.
- M3.3.4(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.
- 3.3.5 The program identifies the field education director.
- 3.3.5(a) The program describes the field director's ability to provide leadership in the field education program through practice experience, field instruction experience, and administrative and other relevant academic and professional activities in social work.
- B3.3.5(b) The program documents that the field education director has a master's degree in social work from a CSWE-accredited program and at least 2 years of post-baccalaureate or post-master's social work degree practice experience.
- M3.3.5(b) The program documents that the field education director has a master's degree in social work from a CSWE-accredited

program and at least 2 years of post-master's social work degree practice experience.

B3.3.5(c) The program describes the procedures for calculating the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field education program, at least 25% assigned time is required for baccalaureate programs. The program demonstrates this time is sufficient.

M3.3.5(c) The program describes the procedures for calculating the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field education program at least 50% assigned time is required for master's programs. The program demonstrates this time is sufficient.

3.3.6 The program describes its administrative structure for field education and explains how its resources (personnel, time and technological support) are sufficient to administer its field education program to meet its mission and goals.

Educational Policy 3.4—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 3.4—Resources

3.4.1 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.

3.4.2 The program describes how it uses resources to address challenges and continuously improve the program.

3.4.3 The program demonstrates that it has sufficient support staff, other personnel, and technological resources to support all of its educational activities, mission and goals.

3.4.4 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.

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

3.4.6 The program describes, for each program option, the availability of and access to assistive technology, including materials in alternative formats.



ASSESSMENT

Educational Policy 4.0—Assessment of Student Learning Outcomes

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 multi-dimensional 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 multi-dimensional, 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 4.0—Assessment

4.0.1 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 field personnel. The plan includes:

- A description of the assessment procedures that detail when, where,

and how each competency is assessed for each program option.

- 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.
- An explanation of how the assessment plan measures multiple dimensions of each competency, as described in EP 4.0.
- Benchmarks for each competency, a rationale for each benchmark, and a description of how it is determined that students' performance meets the benchmark.
- An explanation of how the program determines the percentage of students achieving the benchmark.
- Copies of all assessment measures used to assess all identified competencies.

4.0.2 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.

4.0.3 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.

4.0.4 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.

4.0.5 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.



Social Work
Program
Manchester University