Manchester University

Social Work Program
Student Handbook
2022-2023

Social Work Program

Prepared by the
Social Work Program Faculty
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 2008

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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 primarily 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.

The material contained within this handbook is designed for use by both students and faculty to:

- Understand the Manchester University Social Work Program within the context of the mission of Manchester University and of the values and ethics of the social work profession.
- Clarify the Competencies students are expected to develop as a result of the Social Work Program;
- Explain the design of the social work curriculum;
- Clarify the policies and procedures related to admission to the Social Work Program and the Senior Social Work Practice Block; and
- Encourage students to participate in a variety of available professional growth activities.

It is hoped that this handbook will serve as a helpful guide to those involved in the Manchester University Social Work Program.

This handbook 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 MU Policy on Human Diversity has the following purposes:
- To assist in upholding MU'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 MU;
- 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 MU related to equal opportunity.

University 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, & 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 inappropriate 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

Similarly, 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 inappropriate 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 MU. 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.

Individuals who wish to file a report of sexual misconduct should 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 MU students. 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 (e.g., extended exam time, note takers, enlarged print handouts).

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 the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual well-being in a social context and 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.

Core Value	Ethical Principle
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's 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 have the right and are invited to participate in the formulation and evaluation of the Social Work Program. Students have the opportunity to formally evaluate each social work course and instructor. 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.

time and is periodically invited directly to assist faculty in considering specific issues. Students are invited to share their views about the program's competencies, design, curriculum, and policies. 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 evaluate the Social Work Program through two exit surveys. Alumni and their employers are surveyed two years after graduation to gain their views about the effectiveness of the MU Social Work Program in preparing them for social work practice and/or graduate study.

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

The input of other students is welcome at any

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 & Field Seminar	1-9 (varies by course)	• Student perceptions of course and instructor quality	• 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	• Educational outcomes: Seniors' written and oral demonstration of Competencies • Part of the Senior Capstone Evaluation	• Social work seniors in SOWK 475/476 • Spring of senior year
3. Field Instructor's Evaluation of Student Performance in Field Instruction	1-9	• Educational outcomes: Seniors' performance of Competencies in a professional practice setting • Part of the Senior Capstone Evaluation	• Every student in SOWK 475 rated by Agency Field Instructor • End of Field Instruction
4. Agency Field Instructor's Evaluation of Social Work Program (Survey)	1-9	• Impressions of student preparation • Logistical and procedural matters in Field Instruction	• Agency Field Instructors • End of Field Instruction
5. Practice Frame of Reference Paper	1-9	• Educational outcomes: integrated personal model of generalist social work practice • Part of the Senior Capstone Evaluation	• 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	• Achievement of program Competencies • Logistical structure in Field Instruction • Advising • Plans for employment and graduate study • Seniors' recommendations for improving curriculum • Seniors' demographic data • Implicit Curriculum	• All seniors currently completing the Social Work Program • End of SOWK 477
7. MU and SWEAP® Alumni Surveys	MU: 1-9 SWEAP: 1-9	• Achievement of program Competencies • Employment / graduate study • Professional development	• Social work alumni • May, 2 years post-graduation
8. SWEAP® Employers' Survey	1-9	• Demonstration of social work skills, knowledge, and values related to Competencies in professional practice	• 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 assessment 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

<u>CREDIT REQUIRED IN SEMESTER HOURS</u>

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

<u>LIBERAL ARTS BASE</u>

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)

<u>SOCIAL WORK PROFESSIONAL FOUNDATION</u>	<u>PREREQUISITES</u>
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

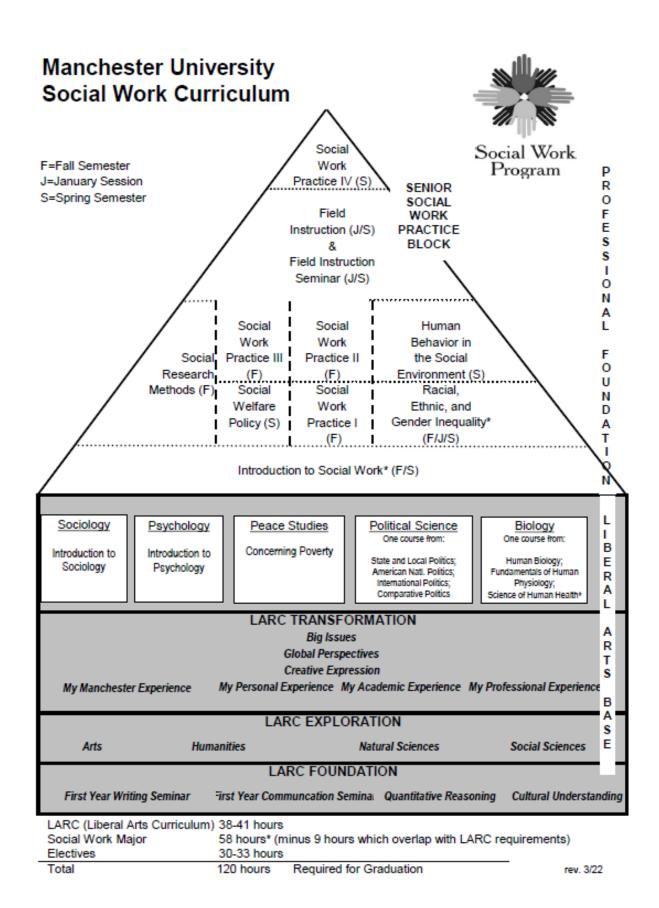|	
SOWK 375 Social Work Practice II: Indiv, Families, & Groups (3 hours)	Admission to the Social Work Program <u>and</u> Senior Social Work Practice Block
SOWK 384 Social Work Practice III: Orgs & Communities (3 hours)	SOC 101; SOWK 110; PEAC 112; POSC 121, 122, 140, or 233
SOWK 475 Field Instruction (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 (3 hours)	SOWK 475 and 476

Academic credit for life experience and previous work experience is <u>not</u> 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

Social Work Practice IV (S)

SENIOR SOCIAL WORK PRACTICE BLOCK

Field Instruction (J/S)
&
Field Instruction Seminar (J/S)

Social Research Methods (F)

Social Work Practice III (F)

Social Work Practice II (F)

Human Behavior in the Social Environment (S)

Social Welfare Policy (S)

Social Work Practice I (F)

Racial, Ethnic, and Gender Inequality* (F/J/S)

Introduction to Social Work* (F/S)

PROFESSIONAL FOUNDATION

LIBERAL ARTS BASE

Sociology	Psychology	Peace Studies	Political Science	Biology
Introduction to Sociology	Introduction to Psychology	Concerning Poverty	One course from: State and Local Politics; American Natl. Politics; International Politics; Comparative Politics	One course from: Human Biology; Fundamentals of Human Physiology; Science of Human Health*

LARC TRANSFORMATION

Big Issues
Global Perspectives
Creative Expression

My Manchester Experience   *My Personal Experience*   *My Academic Experience*   *My Professional Experience*

LARC EXPLORATION

Arts   *Humanities*   *Natural Sciences*   *Social Sciences*

LARC FOUNDATION

First Year Writing Seminar   *First Year Communcation Seminar*   *Quantitative Reasoning*   *Cultural Understanding*

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

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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. Total semester hours: 3-4	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) LA-FQR Math and/or Modern Lang (3-6) Total semester hours: 12-16
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) *Apply for admission to Social Work Program Total semester hours: 13-16	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: 13-15
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 Total semester hours: 3-4	**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) *Apply for Admission to the Senior Social Work Practice Block Total semester hours: 13-16
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)** *Social Work majors take only these courses during Jan/Spring of Senior Year.* 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.

Manchester University Social Work Program
Suggested Enrollment Sequence for Social Work Majors Studying Abroad/Away for FULL YEAR

	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. Total semester hours: 3-4	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) LA-FQR Math and/or Modern Lang (3-6) Total semester hours: 12-16
SOPHOMORE	SOWK 222 Social Research Methods (3) SOWK 228 Racial, Ethnic, and Gender Inequality (LA-FCU) (3) SOWK 274 Social Work Practice I (3) PEAC 112 Concerning Poverty (3) BIOL 102, 104 (LA-ENS), or 204 (3) LA-EXP 201 My Academic Experience (1) *Apply for admission to Social Work Program Total semester hours: 16	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	**SOWK 334 Human Behavior and the Social Environment (4)** **SOWK 366 Social Welfare Policy (3)** POSC 121, 122, 140, or 233 (3) LA-TCE Creative Expression (1-3) LA-EXP 301 My Professional Exp. (1) Electives (3) Total semester hours: 12-16
JUNIOR	**Study Abroad / Study Away** **(either Sophomore or Junior Year will work)** LARC and Electives (27-30) Possible LARC courses during study away often include: LA-EAR, LA-HUM, LA-TGP, LA-TBI Some study abroad locations require 200-level language as a pre-requisite. *Apply for Admission to the Senior Social Work Practice Block in the spring Total semester hours: 27-30		
SENIOR	**SOWK 375 Social Work Practice II (3)** **SOWK 384 Social Work Practice III (3)** LA-TBI Big Issues (3) LARC and 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)** *Social Work majors take only these courses during Jan/Spring of Senior Year. Total semester hours: 17	

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- 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.

Manchester University Social Work Program
Suggested Enrollment Sequence for Social Work Majors Studying Abroad in the SPRING

	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. Total semester hours: 3-4	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) LA-FQR Math and/or Modern Lang (3-6) Total semester hours: 12-16
SOPHOMORE	SOWK 228 Racial, Ethnic, and Gender Inequality (LA-FCU) (3) PEAC 112 Concerning Poverty (3) BIOL 102, 104 (LA-ENS), or 204 (3) POSC 121, 122, 140, or 233 (3) LA-EXP 201 My Academic Experience (1) Elective (3) *Apply for admission to Social Work Program* Total semester hours: 13-16	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	**Study Abroad/Away** LARC and Electives (12-16) Some study abroad locations require 200-level language as a pre-requisite. Possible LARC courses during study away often include: LA-EAR, LA-HUM, LA-TGP, LA-TBI Total semester hours: 12-16
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 Total semester hours: 3-4	**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) *Apply for Admission to the Senior Social Work Practice Block* Total semester hours: 13-16
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)** *Social Work majors take only these courses during Jan/Spring of Senior Year.* 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.

Manchester University Social Work Program
Suggested Enrollment Sequence for Social Work Majors Studying Abroad/Away in the FALL

	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. Total semester hours: 3-4	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) LA-FQR Math and/or Modern Lang (3-6) Total semester hours: 12-16
SOPHOMORE	SOWK 228 Racial, Ethnic, and Gender Inequality (3) SOWK 274 Social Work Practice I (3) SOWK 222 Social Research Methods (3) BIOL 102, 104 (LA-ENS), or 204 (3) LA-EXP 201 My Academic Experience (1) Elective (3) *Apply for admission to Social Work Program Total semester hours: 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. Total semester hours: 3-4	POSC 121, 122, 140 or 233 (3) PEAC 112 Concerning Poverty (3) LA-TCE Creative Expression (1-3) LARC and Electives (3-9) Total semester hours: 12-16
JUNIOR	**Study Abroad/Away** LARC and Electives (12-16) Some study abroad locations require 200-level language as a pre-requisite. Possible LARC courses during study away often include: LA-EAR, LA-HUM, LA-TGP, LA-TBI Total semester hours: 12-16	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. Total semester hours: 3-4	**SOWK 334 Human Behavior and the Social Environment (4)** **SOWK 366 Social Welfare Policy (3)** LA-EXP 301 My Prof. Experience (1) Electives (4-8) *Apply for Admission to the Senior Social Work Practice Block Total semester hours: 13-16
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)** *Social Work majors take only these courses during Jan/Spring of Senior Year. Total semester hours: 17	

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- 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.

Program Design (cont.) - Professional Foundation Curriculum Content 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 are integrated during a 420-hour 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 s: (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 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; 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 social work as a profession and enable them to have a beginning experience to which they can relate further professional learning.

SOWK 375 Social Work Practice II: Individuals, Families, and Groups. 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, 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 fourteen-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 (Agency Field Instructor) 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 Seminar, for which they prepare several written assignments, a professional presentation, and participate in group supervision.

CURRICULAR SUBSTITUTIONS AND TRANSFER OF CREDIT

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.

All transfer of credits must be approved by the Registrar. All substitutions of courses or transfer of credits in the social work major must also be approved by the Director of the Social Work Program, who informs the Registrar in writing of the approval or denial. A record of the approval or denial is maintained in the student's advising file and in the Office of the Registrar.

Decisions regarding requests for transfer credit and course substitutions for SOWK 110 Introduction to Social Work, SOWK 274 Social Work Practice I, and required courses in the liberal arts base will be made by the Director of the Social Work Program, in consultation with the faculty member teaching the social work course, or faculty teaching the social work major course for which the course in question serves as a prerequisite. The student's transcript, course syllabi, objectives, and information regarding textbooks, bibliography, and learning experiences will be used to make decisions about equivalency and mastery of content.

Transfer credit or course substitutions for all other courses in the Professional Foundation will be considered only if earned from baccalaureate social work programs accredited by the CSWE. However, CSWE-accreditation of previous coursework does not guarantee that the request will be approved. Decisions regarding transfer credit or course substitutions within the social work major will recognize prior academic achievement and seek to avoid unnecessary duplication of academic content.

SENIOR CAPSTONE EVALUATION

The Social Work Senior Capstone Evaluation (SCE) is a series of learning/assessment experiences, consistent with the goals of the program, structured to help students to grow cognitively and affectively and demonstrate mastery of the program Competencies. The SCE is a valuable part of the Program's Assessment Plan in measuring learning outcomes. Each student must pass the all parts of the SCE prior to graduation.

The Social Work SCE consists of three evaluations, each of which is a part of a required course taken in the spring of the senior year.

1. **Evaluation of Student Performance in Field Instruction**

This evaluation culminates SOWK 475 Field Instruction. The evaluation addresses all of the Competencies established for the Social Work Program and is conducted in the agency at the midpoint and the end of the 420-hour field placement in a conference with the student, the Agency Field Instructor, and the Faculty Field Instructor. The evaluation form, in which all Competencies are stated and operationalized, can found in the *Field Instruction Manual*. This manual is provided to all students upon admission to the Senior Social Work Practice Block.

Both Agency and Faculty Field Instructors provide students with feedback and assistance in correcting deficiencies at the time of the midterm evaluation and throughout the field experience. In the unusual event that a student does not successfully complete Field Instruction, the Social Work Program faculty, after consultation with the student, will consider whether an extension or arrangement of an alternate field placement should be considered. If the student is dissatisfied with the decision, the student has the right to appeal according to procedures outlined in the *Field Instruction Manual*.

2. **Field Instruction Seminar Capstone Assignments**

SOWK 476 Field Instruction Seminar includes a series of eight (8) capstone assignments that comprise the second part of the SCE. These assignments are: (1) an Organizational Analysis, (2) an Initial Assessment, (3) an Intervention and Evaluation Plan, (4) an Evaluation and Termination Plan, (5) a Program Proposal (grant proposal), (6) a Policy Portfolio, (7) a Research Project Proposal, and (8) a Professional Presentation. Students must earn at least a 70% on each assignment. Assignments are graded by the course instructor according to detailed rubrics provided to students in advance. Reasonable assistance is offered to any student who needs help to successfully complete the assignments, including the opportunity to receive feedback on multiple drafts.

3. **Social Work Practice Frame of Reference**

This project is the central experience of SOWK 477 Social Work Practice IV, an integrative seminar offered in an intensive 3-week format after Field Instruction and in the final weeks of spring term of the senior year. The goal is for students to integrate the theoretical social work practice models and principles from earlier curriculum with the application experienced in the field and to articulate a personalized frame of reference for professional practice. Students make an oral presentation in seminar and receive responses from peers and faculty. Students prepare a 10-25 page paper according to an outline provided. This is a guided learning experience designed to assist the student through the learning process and in preparation of the final paper. Reasonable assistance is offered to any student who needs help to successfully complete the final paper or oral presentation.

ACADEMIC AND PROFESSIONAL ADVISING

Academic advising at MU is, as much as possible, provided by faculty in the student's major. In addition to academic advising, the Social Work Program offers professional social work advising, provided by the full-time social work faculty. Social Work Program faculty are active with any student interested in exploring a major in social work, providing information about the profession and the academic and personal requirements for social work practice and assisting students to evaluate their own interests and suitability for the profession. Academic and professional advising in the Social Work Program is designed to facilitate achievement of the Program's overall goals and competencies through:

1. Assisting students in understanding program Competencies, curriculum structure, requirements of the academic major, and course sequencing;
2. Assisting in assessing academic and personal aptitude for entry into the social work profession;
3. Providing information and directing students to resources to assist them in evaluating their own career and educational objectives;
4. Discussing problems related to conflicts between students' aptitudes, personal attributes, and values and the choice of a major;
5. Providing consultation about students' course schedules for each academic term, assisting them in determining manageable academic loads, meeting (general education) requirements and requirements for the major, and selecting elective courses;
6. Providing information and assisting students to assess field experiences that best meet their educational needs and career goals;
7. Encouraging students' involvement in professional growth activities on campus and in the community;
8. Providing assistance in career planning and employment search; and
9. Providing assistance in graduate school selection and application.

ADMISSION AND CONTINUATION IN THE SOCIAL WORK PROGRAM

Social work is a profession of high ethical standards. Social work education programs bear the responsibility of ensuring their graduates possess both competence and integrity. As an undergraduate professional degree program, the MU Social Work Program has developed policies and procedures for selecting students into the Social Work Program and monitoring their continuation until graduation. This selection process is required by the Council on Social Work Education, the national organization for the accreditation of social work education programs.

The following policies and procedures have been developed to assist both students and faculty through the critical decision-making process of determining the appropriateness of student motivation and abilities in relationship to the professional practice of social work. The professional social work values of **integrity** and **competence**, and the **program's goals and competencies**, are emphasized throughout the admissions process.

Declaration of Major

Declaration of an academic major is a relatively informal process. It involves a student naming an intended major upon admission to Manchester University.

Declaration of social work as a major does not guarantee admission to the Social Work Program or the Senior Social Work Practice Block.

Election of Major

During the sophomore year, all Manchester University students are expected to formally elect a major area of study. This requires the student, advisor, and dept. chair to sign the appropriate *Election of Major* (EOM) form (available on the Registrar's ChetNet site. By completing the social

work EOM, the student formally expresses to the University the intention to fulfill the requirements of the social work major.

> **Election of social work as a major does <u>not</u> guarantee admission to the Social Work Program or the Senior Social Work Practice Block.**

Program Admissions Policy

It is the policy of the MU Social Work Program to admit students who have demonstrated both the academic capacity to complete the major and a personal aptitude for practicing social work in an ethical and professional manner. Students must have demonstrated the ability and conviction to resolve personal issues that could impair performance in the classroom or in the field. It is further the policy of the Social Work Program that students whose academic capacity, as demonstrated by grade point average, and/or whose value base and personal integration are not compatible with the ethical and professional practice of social work will be denied admission the Social Work Program.

*All <u>application forms</u> mentioned in this section are available in the Appendix of this Handbook and on the Social Work Program website.

Program Admissions Procedures

Admission to the full Social Work Program is a two-phase process:
1. admission to Social Work Program (sophomore year), and
2. admission to the Senior Social Work Practice Block (SOWK 375, 384, 475, 476, and 477) (spring of junior year).

Below are the criteria and procedures for both admission phases.

1. Admission to the Social Work Program (sophomore year)

Criteria for Admission to the Social Work Program:

- Regular admission into Manchester University;
- Achievement of sophomore status;
- Minimum cumulative grade-point average of 2.0 on a 4.0 scale;
- Satisfactory completion of SOWK 110 Introduction to Social Work and enrollment in or completion of SOWK 228 Racial, Ethnic, and Gender Inequality;
- Personal integration and aptitude for generalist social work practice; and
- Satisfactory progress toward the program's Competencies, as evidenced by:
  ◦ student's personal statement,
  ◦ one reference from a Manchester University social work faculty,
  ◦ pertinent work or volunteer experience,
  ◦ unofficial transcript, and
  ◦ an admissions interview.

Procedures for Admission:
- Upon completion of the first year, and of SOWK 110, and enrollment in or completion of SOWK 228, the student completes an "Application for Admission into the Social Work Program,"* including a personal self-assessment.
- The student requests a reference from a Manchester University social work faculty member who has taught the student in a social work class.
- The student provides the referring faculty member with a blank "Faculty Assessment of Student Aptitude"* form.
- The faculty member completes the "Faculty Assessment" and makes recommendations regarding the student's admission.
- The student submits the "Application for Admission," "Faculty Assessment," and an unofficial transcript to the Social Work Program Director.
- The Director reviews application materials and schedules an admissions interview with the student.
- Following the interview, the Director presents application materials to the entire Social Work Program faculty, who, as a whole, make a decision regarding admission.
- The Director notifies the applicant in writing of the decision to either:

- ◦ Admit to the Program. All admitted students will be provided with on-going academic and professional advising by social work faculty and encouraged to develop plans for professional growth and to participate in professional development activities. (Admission to the program does not guarantee admission to the Senior Social Work Practice Block); or
- ◦ Admit with Provisions toward which progress must be demonstrated in order for the student to gain admission to the Senior Social Work Practice Block and complete the Program. Specific provisions will be identified in the notification letter, and the Social Work Program faculty will work with the student to monitor progress toward meeting the provisions. In order to remedy academic deficiencies or inadequacies in non-academic performance, students may be referred to services within the university or the community, and will be provided with ongoing academic and professional advising; or
- ◦ Deny admission. Students denied admission will be provided on-going advising as they redirect their educational objectives.

Admission to the Social Work Program does not guarantee admission to the Senior Social Work Practice Block

2. Admission to the Senior Social Work Practice Block (spring of junior year)

Criteria for admission to the Senior Practice Block:
- ▪ Completion of a minimum of 76 credit hours;
- ▪ Admission to the Social Work Program;
- ▪ Previous participation in a Celebrating Diversity Workshop;

- ▪ Demonstration of satisfactory progress (e.g., minimum 2.0 overall GPA, progress toward program's Competencies); and
- ▪ Remediation of any areas of concern identified at admission to the Social Work Program, as evidenced by:
  - ◦ student's personal statement and self-evaluation,
  - ◦ pertinent work or volunteer experience,
  - ◦ unofficial transcript, and
  - ◦ an admissions interview.

Procedures for Admission to the Senior Practice Block:
- ▪ The students completes an "Application for Admission to the Senior Social Work Practice Block"* and submits it to the Social Work Program Director.
- ▪ The student interviews with the Social Work Program Director.
- ▪ The Director makes a recommendation for admission or denial of admission to the Social Work Program faculty, who, as a whole, make a decision to either:
  - ◦ Admit to the Senior Social Work Practice Block and begin process of selecting a Field Instruction placement; or,
  - ◦ Deny admission to the Senior Social Work Practice Block.
- ▪ The Director notifies the applicant of the decision in writing.

Termination of Enrollment in the Social Work Program

If a student, after admission to the Social Work Program and/or the Senior Social Work Practice Block, has not demonstrated the motivation or capacity to complete the social work major or to practice social work in an ethical or professional manner, the Social Work Program faculty may terminate the student's enrollment in the Social Work Program through the following procedure:
1. The social work faculty are responsible to communicate concerns to the student through advising and through contacts related to classes and field experience.
2. The Social Work Program Director will discuss with the student serious concerns regarding

the student's continued enrollment, followed by a letter, stating the specific concerns and the actions to be taken by the Social Work Program and the student.

3. If the decision is to terminate enrollment, the student will be informed of the right to appeal and will be offered assistance in making alternative plans.

Ethical conduct is of the utmost importance during Field Instruction. Please refer to the *Field Instruction Manual* for specific examples of behaviors that could result in termination from Field Instruction and/or the Social Work Program.

Right to Appeal

Any student denied admission to the Social Work Program or to the Senior Social Work Practice Block, or any student whose enrollment in the Social Work Program has been terminated, has the right to appeal the decision through the following procedure:

1. The student may appeal, in writing, within 14 days of the written notification to deny admission or to terminate enrollment. The written appeal is made to the Director of the Social Work Program;
2. The student will be given a hearing before the social work faculty, sitting as a committee of the whole;
3. The student will be notified of the committee's decision, in writing, within 14 days of the hearing; and,
4. If the student remains dissatisfied with the decision, the student has the right to appeal further to the Dean of Arts and Sciences, followed by the Associate Dean of Academic Affairs.

PROFESSIONAL GROWTH ACTIVITIES

Exploring a career in social work, and making a commitment to the profession and to one's own continued professional growth require experiences that go beyond the classroom. MU organizations and community organizations offer a wide variety of opportunities for professional growth.

Students are invited, and sometimes expected, to participate in many of the following activities.

In choosing field experiences, students are expected to select opportunities which offer diversity of types of settings and of populations served, rather than to focus on just one age group, social problem, or type of organization.

There are additional costs beyond student tuition and activities fees for some of the optional and required professional growth activities. Students will be informed in advance when there will be charges for field trips or seminars.

Required Activities of the Social Work Program Focused on Human Diversity

Celebrating Diversity Workshop: These half-day workshops, offered to the entire university community each semester, provide opportunities for participants to examine social identities, unfreeze prejudicial attitudes, and act on the basis of shared values. Workshops focus on gaining ideas, strategies, and resources for taking an active role in promoting positive relations among diverse people. All social work students are required to attend one workshop before admission to the Senior Social Work Practice Block.

Anti-Racism Retreat: As part of SOWK 375 Social Work Practice II, students participate in this day-long retreat, which provides group experiential learning about racism, institutional racism, and other oppressions. The retreat exposes students to the emotions and dynamics generated in majority-minority encounters in a stratified society. Students analyze racism as a systemic problem of society and develop action plans for combating racism individually and collectively.

LGBTQ Workshop: This six-hour workshop is a required part of the SOWK 476 Field Instruction Seminar. Its focus is on developing cultural competence for generalist practice with lesbian, gay, bisexual, transgender, and queer or questioning people. It includes content on confronting myths and stereotypes related to sexual orientation and gender identity; recognizing forms of oppression experienced by LGBTQ people; and developing strategies to practice effectively with this population and advocate for social justice.

Chicago Field Trip/Seminar on Diversity and Urban Social Work: As part of the SOWK 334 Human Behavior and the Social Environment (usually during the spring of the junior year), students participate in a three-day field trip to Chicago, which allows them to confront issues of racism, poverty, political influence, housing, employment, social diversity, and the contributions of the various cultures to the fabric of the city.

CAMPUS-BASED, VOLUNTARY PROFESSIONAL GROWTH OPPORTUNITIES

Social Service Club: This campus organization acts as a mutual support community of students who share an interest in social services, helps to create and enhance the professional identity of prospective social workers, and encourages involvement and personal interaction among students and faculty. Members gain practical knowledge of social work through contact with graduates and other professionals and explore graduate and other educational programs in the social services. Students gain and develop skills in group dynamics, leadership, and cooperation which enhance their preparation for social work practice.

MU Office of Service Engagement: OSE provides students the opportunity "volunteer, advocate and give." OSE strives to link students to their passion, career goals, and interest with organization of service events; spotlights off-campus service opportunities and summer internships; and assists students and staff plan service projects (including help with grants to finance service projects). Service Engagement is your point of contact for the Campus Closet, Shepherd Consortium internships, and other initiatives.

Black Student Union: The purpose of BSU is to promote unity throughout the African-American community and spread that unity among students of other cultures at MU. BSU is an active student group which sponsors cultural and social events, provides leadership opportunities, and networking among African American students, faculty, and staff. BSU has participated in gospel festivals, trips to various museums, Black History Month convocations, and a variety of other social and outreach activities. All students, faculty, and staff are invited to participate in BSU.

Hispanos Unidos: HU is a support organization for Hispanic students and those interested in learning more about Hispanic culture. HU promotes community among Hispanic students and fosters Hispanic culture through social, cultural, and educational activities. All students, faculty, and staff are invited to participate in HU.

African Student Association: ASA seeks to reach out to the Manchester community and students concerning various African cultures, traditions, food, and history; encourage students from Africa to share ideas and experiences from their hometowns with the rest of the student body; educate the community concerning current political, economic and social issues in Africa; and dispense with inaccurate stereotypes associated with the African continent.

Asian Awareness Association: "Triple A" is an organization designed to promote awareness and understanding of the various Asian cultures through

open dialogue and awareness. The club has sponsored an Asian Film Festival and a trip to Chicago's Chinese New Year Celebration. All students, faculty, and staff are invited to participate.

International Week and Fair: In keeping with Manchester University's mission to develop an international consciousness and a respect for ethnic and cultural pluralism, a week of presentations, events, displays, and experiential learning opportunities is planned. The International Fair is co-sponsored by the University and the North Manchester community.

United Sexualities and Genders: USG provides visible, tangible support for lesbian, gay, bisexual, transgender, queer, and questioning members of the University community. Any supportive person may participate—allies are welcome. USG also offers **Safe Zone Training.** Safe Zone participants are trained on knowledge about LGBTQ+ populations, basic counseling skills for assisting LGBTQ+ persons, and guidelines for being an ally.

Kenapocomoco Coalition: "Kenapoc" is an informal group of students and faculty who meet weekly to discuss social, environmental, political, and other issues of conscience, share information, and plan actions. Participants work closely with the MU Environmental Club and the local Fellowship of Reconciliation.

Feminist Student Union: FSU welcomes members of all sexes and genders who want to promote women's equality, empower women, and end all forms of gender-based inequality, discrimination, and violence.

Simply Brethren: The goal of Simply Brethren is to provide space for Church of the Brethren students and faculty/staff to connect, grow, learn, fellowship, serve, and share together. The club holds regular events, shares information from the denomination, and provides a variety of

ways to become involved.

Spartan CHOICES: This is a team of students committed to providing opportunities to make positive choices related to alcohol and other substances from a harm reduction perspective.

MU Environmental Club: MUEG is primarily run by students concerned with protecting and preserving the Earth. It seeks to bridge the gap between the student body and the Environmental Science program through engaging environmental activities. The Environmental Club provides service toward the environment by offering students opportunities to take action.

Campus Interfaith Board: CIB encourages members of the Manchester University community to develop an authentic living faith. CIB offers opportunities for students to examine, respect, and celebrate their own beliefs, traditions, and faith experiences as well as those of others in the university community. Events, highlighted by Focus on Faith Week in the fall and Peace Week in the spring, are held throughout the year.

Pagans of Manchester: The mission of Pagans of Manchester is to produce visibility and support for all members of the pagan community. The club meets weekly in Petersime Chapel Lounge.

OFF-CAMPUS, VOLUNTARY EXPERIENCES
Chicago Center: The Chicago Center for Urban Life and Culture (CC) integrates a cooperative group living experience with a variety of learning opportunities, using the city of Chicago as a laboratory to study human diversity, racism, socioeconomic inequalities, and homelessness. Students are immersed in the city's neighborhoods and organizations. Among the programs which are available to Manchester University social work students are the Interterm and the Post-Term, 3½ week courses offered in January and May-June, providing seminar experience along with an internship. Senior social work majors may choose to complete their Field Instruction in an agency in Chicago through CC. For information about the CC programs, see both the Director of the Social Work Program and the Director of Study Away and Off-Campus Academic Programs.

January Session Off-Campus Classes:
Enriching multi-cultural travel courses are available during the three-week January Session. In addition to Chicago Center experiences, travel opportunities of particular relevance for social work students are the cultural ecology course in Belize, the medical practicum in Nicaragua, and any peace studies trip. Because Field Instruction begins in January of the senior year, students must select these off-campus options before the senior year.

Study Abroad: Students are encouraged to expand their international outlook, participate in a cross-cultural experience, and earn a semester's or full year's credit through one of the many international study programs with which MU is affiliated. Further information about these programs is available through the Director of International Studies and Academic Enrichment. Social work students interested in study abroad need to work closely with the Director of Study Away and Off-Campus Academic Programs, and their faculty advisors in the Social Work Program in order to plan for meeting all requirements for the social work major (see suggested enrollment plans for study abroad students in this handbook). Certain sites require language proficiency.

Shepherd Summer Internship Program:
Manchester belongs to the Shepherd Higher Education Consortium on Poverty (SHECP), which brings together students from member institutions with agencies that work to benefit our nation's impoverished. Through the SHECP internship program, students work for eight weeks to strengthen impoverished areas through collaborative efforts with partner agencies and individuals working to improve their communities. Shepherd Alliance partner agencies are located nationwide and centered on z the education, healthcare, legal services, housing, hunger, social and economic needs, and community-building efforts.

PROFESSIONAL SOCIAL WORK ORGANIZATIONS AND MEETINGS

National Association of Social Workers: NASW is the primary national professional organization for social workers, offering professional development programs, legislative and political action programs, and professional publications. All members receive the peer-reviewed journal *Social Work* and the *NASW News*. NASW offers student memberships at a fraction of the full dues, along with reduced membership rates for two years after graduation. Social work students are strongly encouraged to become members of NASW and to participate in regional, state, and national NASW activities.

National Association of Black Social Workers: NABSW is comprised of people of African ancestry, is committed to enhancing the quality of life and empowering people of African ancestry through advocacy, human services delivery, and research. Their mission is to create a world in which people of African ancestry will live free from racial domination, economic exploitation, and cultural oppression. In collaboration with national, international, and other appropriate groups, NABSW continues to leverage its collective expertise to strategically develop the capacity of people of African ancestry to sustain and flourish.

Latino Social Work Organization: LSWO is a national organization providing professional networking for practitioners and students and continuing education focused on social work practice in Latinx communities.

Social Workers' Legislative Education and Advocacy Day: LEAD is a requirement for social work juniors as part of SOWK 366 Social Welfare Policy, but all social work students are welcome to attend. Sponsored by NASW-Indiana Chapter, the day brings together social work students, faculty, and practitioners from around the state to learn about legislative advocacy and talk with elected officials about pending legislation.

Council on Social Work Education (CSWE) Annual Program Meeting (APM): CSWE is the national accrediting body for BSW and MSW programs. Students interested in teaching at the college level should especially consider attending this annual conference. Students volunteering at the conference may attend for a reduced rate.

Association of Baccalaureate Social Work Program Directors (BPD) Annual Conference: The annual BPD conference is intended specifically for undergraduate social work faculty. Students interested in teaching at the college level should consider attending. Students volunteering to help at the conference may attend for a reduced rate.

Indiana Association for Social Work Education: IASWE is a statewide organization of social work students, educators, and practitioners organized to support and improve social work education in Indiana. Students are encouraged to become members and participate in planning and attending the annual program meeting.

Other Professional Meetings: In addition the activities already mentioned, students are encouraged to attend various state, regional, and national meetings, workshops, seminars, and conferences addressing social services, human diversity, and professional development.

THE GRADUATION PLEDGE OF SOCIAL AND ENVIRONMENTAL RESPONSIBILITY

Many of MU's graduating seniors adopt this pledge every year, and it is officially recognized at Commencement ceremonies. The Pledge, which originated at Manchester and has since been adopted by colleges and universities nationwide, states:

> *"I pledge to explore and take into account the social and environmental consequences of any job I consider and will try to improve these aspects of any organizations for which I work."*

Social work students are encouraged to consider making this commitment upon graduation, as it supports the profession's values and ethics, aspects of agency programs, and personal and professional growth.

APPENDIX A

**Application for Admission to the
MU Social Work Program**

APPLICATION FOR ADMISSION TO THE MU SOCIAL WORK PROGRAM

Thank you for your interest in pursuing social work education at Manchester University.
A comprehensive description of the Social Work Program and its admissions process is available in the *Social Work Program Student Handbook*. The *Handbook* is available on-line at the Social Work Program website and is provided in hard copy upon admission. Students should review the entire *Handbook* before seeking admission into the Program. The Social Work Program gains its character, purpose, and direction from its **mission, goals, and competencies**, which are included in the *Social Work Program Student Handbook* for your review. The program's admissions process is conducted in congruence with these guiding statements. In addition, the professional social work values of **integrity** and **competence** are emphasized throughout the admissions process.

Criteria for admission to the Social Work Program:

1. Regular admission into Manchester University;
2. Achievement of sophomore status;
3. Minimum cumulative grade-point average of 2.0 on a 4.0 scale;
4. Satisfactory completion of SOWK 110 Introduction to Social Work <u>and</u> enrollment in, or completion of, SOWK 228 Racial, Ethnic, and Gender Inequality;
5. Personal integration and aptitude for generalist social work practice; and
6. Satisfactory progression toward the Social Work Program Competencies.

Evidence that you meet the above criteria comes from: your completed application materials (including personal statement & pertinent work or volunteer experience), a reference from a MU social work faculty member (Faculty Assessment form), your transcript, and an admissions interview with the Social Work Program Director.

To apply for admission, please submit all completed application materials:
(1) <u>this completed and signed application form</u>, (2) your typed answers to Section III <u>Personal Statement</u> questions, (3) one <u>Faculty Assessment</u>, and (4) <u>your unofficial transcript</u> (print from ChetAdvisor) to the Social Work Program Director.

I. Identifying Information

Name _____ Birthdate _____ Pronouns _____

Student ID # _____ Class Standing (e.g., 2nd semester soph.) _____

E-mail _____ Phone _____

MU Address _____

Home Address _____

II. Academic Summary

Current overall GPA _____ Minor or Second Major (if applicable) _____

Advisor _____ Have you attended a Celebrating Diversity Workshop? _____

Social work courses completed or currently taking: Term: Grade:

_____ _____ _____

_____ _____ _____

_____ _____ _____

_____ _____ _____

III. Personal Statement

Please type your thorough and thoughtful responses to the following questions on a separate sheet(s) and submit with this application. Use the headings provided.

1. Interest in Social Work
a. How did your interest in social work develop?
b. How have you tested this interest through volunteer work or social service employment?

2. Self-Assessment
a. Describe the strengths you possess and explain how these would contribute to your practice of generalist social work.
b. Identify at least three areas of personal and/or professional development needed for your competent and unimpaired practice of generalist social work. Describe your specific plans for growth in these areas.
c. In SOWK 110 Introduction to Social Work, you were introduced to the NASW *Code of Ethics*, which describes the values and ethics of the social work profession. Please describe the fit between your personal values and the values of the social work profession, including:
   i. In what ways are they compatible?
   ii. Are there ways in which your personal values conflict with social work's professional values? If so, please explain how you will resolve these value conflicts.
d. Describe a time in your life when you overcame a significant challenge through seeking either formal or informal assistance. Reflect on the nature of that assistance, your response, and what you learned that will help you in your future role as a social worker.

3. Goals and Questions
a. What are your educational goals?
b. What do you expect from an undergraduate Social Work Program?
c. Have you identified an area of interest for your future social work practice?
d. What questions do you have about the social work profession or the MU Social Work Program?

4. Statement of a Social Problem
a. What is one of the most pressing social problems that concerns you?
b. Describe what you see as the causes of this problem.
c. How can the profession of social work contribute to the solution of this problem?
d. What qualities, skills, or attributes do you have to contribute toward the solution of this problem?

IV. Please sign below to verify the following:

- **I have read the *Social Work Program Handbook*.** I understand the purposes, requirements, policies, and procedures of the Program as outlined in the *Handbook*.
- **I understand that admission to the Social Work Program does not guarantee admission to the Senior Work Practice Block.** My continued participation in the Social Work Program (including Field Instruction) will depend upon my ability to continue demonstrating the motivation and capacity to complete the social work major and to practice social work in an ethical and professional manner.
- **I give my permission to the Social Work Program faculty to discuss my on- going academic and professional development.** I understand that academic and professional advising is an essential component of my social work education, and that the materials related to my admission to the Social Work Program will be reviewed and discussed by the Social Work Program faculty.

_____

Student Signature   **Date**

Admission application forms, the *Social Work Program Student Handbook*, and the *Field Instruction Manual* are available on the Social Work Program website or from the Director of the Social Work Program.

APPENDIX B

**Faculty Assessment of
Student Aptitude**

FACULTY ASSESSMENT OF STUDENT APTITUDE

Social Work Program
Manchester University

TO ACCOMPANY THE **APPLICATION FOR ADMISSION TO THE PROGRAM**

Student _____   Faculty Respondent _____

I. Progress toward Social Work Program Competencies

At this early point in the major, please assess the student's demonstrated **progress toward** (rather than achievement of) the following competencies (circle the best number for each item):

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

Comments:

II. General Academic Aptitude and Performance

Please assess the student's demonstrated capacity for the following:

	Unacceptable	Below Average	Average Progress	Above Average	Exceptional	Unable to Observe
11. Motivation for learning	1	2	3	4	5	X
12. Self-discipline	1	2	3	4	5	X
13. Critical thinking skills	1	2	3	4	5	X
14. Writing ability	1	2	3	4	5	X
15. Performance on course assignments	1	2	3	4	5	X
16. Performance on course exams	1	2	3	4	5	X
17. Classroom participation	1	2	3	4	5	X
18. Reflective service learning	1	2	3	4	5	X
19. Potential for successful completion of the social work curriculum	1	2	3	4	5	X

Comments:

III. Personal Aptitude for the Social Work Profession

Please assess the student's demonstrated capacity for the following:

	Unacceptable	Below Average	Average Progress	Above Average	Exceptional	Unable to Observe
20. Ability to form interpersonal relationships	1	2	3	4	5	X
21. Oral communication skills	1	2	3	4	5	X
22. Ability to relate in a group situation	1	2	3	4	5	X
23. Assertiveness	1	2	3	4	5	X
24. Leadership ability	1	2	3	4	5	X
25. Ability to empathize with others	1	2	3	4	5	X
26. Motivation to serve others	1	2	3	4	5	X
27. Flexibility	1	2	3	4	5	X
28. Stress management skills	1	2	3	4	5	X
29. Emotional maturity	1	2	3	4	5	X
30. Self-awareness	1	2	3	4	5	X
31. Ability to work with diverse individuals	1	2	3	4	5	X
32. Commitment to social, economic, and environmental justice	1	2	3	4	5	X
33. Commitment to practice according to the Code of Ethics	1	2	3	4	5	X
34. Understanding of generalist social work	1	2	3	4	5	X

Comments:

IV. Summary of Student's Strengths

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V. Summary of Areas for Student's Growth

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VI. Recommendation for Admission:

☐ I do not recommend permission to pursue a major in social work.

☐ I recommend permission to pursue a major in social work.

☐ I recommend permission to pursue a major in social work with the following provisions:

_____

Faculty Respondent   Date

☐ I have provided the student with a copy of this assessment.

APPENDIX C

**Application for Admission
to the Senior Social Work
Practice Block**

APPLICATION FOR ADMISSION TO THE SENIOR SOCIAL WORK PRACTICE BLOCK

The information provided on this form will be used, along with personal interviews, as a final screening for admission to the Senior Social Work Practice Block (Social Work Practice II, III, IV, and Field Instruction) and to select a setting for your Field Instruction. This information will also be used to inform your Agency Field Instructor of your interests, needs, and goals.

A comprehensive description of the Social Work Program, including its admissions procedures and Field Instruction, is available in the *Social Work Program Handbook* and *Field Instruction Manual*. Both are available on-line at the Social Work Program website and are provided in hard copy upon admission. Students should review both before seeking admission into the Senior Social Work Practice Block.

The Social Work Program gains its character, purpose, and direction from its mission, goals, and Competencies, which are included in the *Social Work Program Handbook*. This admissions process is conducted in congruence with these guiding statements. In addition, the professional social work values of **integrity** and **competence** are emphasized throughout the admissions process.

Criteria for admission to the Senior Social Work Practice Block:
1. completion of a minimum of 76 credit hours;
2. admission to the Social Work Program;
3. previous participation in a Celebrating Diversity Workshop;
4. demonstration of satisfactory progress (e.g., minimum 2.0 overall GPA, progress toward Social Work Program Competencies); and
5. satisfactory remediation of any areas of concern identified at admission to the Social Work Program

To apply for admission to the Senior Social Work Practice Block, please submit to the Social Work Program Director:
1. this completed and signed application form,
2. your typed responses to Sections III and IV,
3. your current résumé, and
4. your unofficial transcript (print from ChetAdvisor)

I. Identifying Information

Name_____ Birthdate_____ Pronouns_____

Student ID #_____ E-mail _____

MU Address_____ Phone _____

Home Address_____ Phone _____

Summer Address_____ Phone _____

Emergency contact name_____ Phone _____

Have you participated in a Celebrating Diversity Workshop? ☐Yes ☐No   If yes, which semester and year? _____

Do you have a valid driver's license? ☐Yes ☐No

Will you have access to a reliable car during Field Instruction? ☐Yes ☐No

Will you have access to a computer with internet and Microsoft Office software during Field Instruction? ☐Yes ☐No

II. Self-Assessment of Progress toward Competencies

The 9 Competencies listed below are the specific learning outcomes our students are required to achieve. For each competency, please indicate how well prepared you feel at this point in your education. Remember, you are not expected to have mastered all of the competencies at this point. You are expected to continue learning in these areas over your senior year. Your responses now will help you and the social work faculty focus your learning experiences during the Senior Social Work Practice Block, including Field Instruction. For each competency, circle the appropriate number.

I consider myself prepared 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

III. Planning for Field Instruction.

On a separate page, please type your thorough and thoughtful responses to the following questions:

1. Briefly outline the organizational activities you have engaged in either during college or before, including leadership and committee responsibilities.

2. List in chronological order all volunteer activities, social service practica, cross-cultural living experiences, social service related employment, and related activities such as camp counseling, etc.

3. Indicate two or three fields of social work practice and/or social problems which interest you most. Briefly describe the origin and nature of your interests.

4. Do you have a geographic preference for your field instruction agency (your hometown, Chicago Center, etc.)?

5. Do you have a specific placement setting in mind for Field Instruction (an agency you are familiar with)?

6. What are your tentative career plans following graduation? Include both short-term and long-term plans.

7. If you have any physical conditions or disabilities that should be considered when selecting a field assignment, please identify any special needs or accommodations you will require.

8. Do you have any prior misdemeanor (other than minor traffic offenses) or felony convictions? ☐ Yes ☐ No

If yes, please list all prior misdemeanor or felony convictions you have received. (Prior convictions do not necessarily impede your ability to complete Field Instruction, but knowledge of this will assist the faculty in Providing you with professional advising and establishing an appropriate field placement. Also, any placement setting has the right to require a Criminal Background Check of their student interns.)

IV. Resolution of Concerns Identified at Program Admission
Complete this section <u>only</u> if you were granted provisional admission to the Social Work Program.

As stated in the Social Work Program Handbook, students granted provisional admission to the Program must demonstrate satisfactory progress toward the remediation of the identified concerns in order to gain admission to the Senior Social Work Practice Block and complete the Social Work Program.

1. Identify each of the provisions outlined in your admissions letter and thoroughly describe your efforts and progress toward the resolution of each.

V. Signed Verification

All applicants please sign below to verify the following:

- I understand that academic professional advising is an essential component of my social work education, and that the materials related to my admission to the Senior Social Work Practice Block will be reviewed and discussed by the Social Work Program faculty. I give my permission to the Social Work Program faculty to discuss my on-going academic and professional development.
- I have read the *Social Work Program Handbook* and *Field Instruction Manual*. I understand the purposes, requirements, policies, and procedures of the Program as outlined in both documents.
- I understand that if admitted to the Senior Social Work Practice Block, my continued participation in the Social Work Program (including Field Instruction) will depend upon my ability to continue demonstrating the motivation and capacity to complete the social work major and to practice social work in an ethical and professional manner.

_____

Student Signature   Date

Admission application forms, the *Social Work Program Student Handbook,* and the *Field Instruction Manual* are available on the Social Work Program website or from the Director of the Social Work Program.

APPENDIX D

**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 <u>voluntary</u>. If you choose to complete the survey, please follow these directions:

1. The form is completed by the student only <u>after</u> 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 <u>not</u> 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 *Field Instruction Manual*, 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 <u>Seminar</u>:

		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 <u>Seminar</u> helped me to:

		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
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 <u>entire</u> 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

**Social Work Program
Alumni Survey**

ALUMNI SURVEY

Social Work Program
Manchester University

> ***Greetings, Manchester University Social Work Alumni!*** Thank you for taking a moment to complete this important survey. Our interest in you continues well beyond graduation. We want to hear from you, learn about your service and accomplishments, and know whether you are satisfied with the preparation you received from the Manchester University Social Work Program.

I. Identifying Information (optional, you may complete the survey anonymously if you wish)

Name_____ Highest Degree Earned _____

Home Address_____ Phone _____

Current Employer_____

Your Title _____

Work Address_____

E-mail_____ Phone _____

Please provide personal or professional news that may be shared with Manchester staff, students, and alumni:

II. Evaluation of the Social Work Program Curriculum

If you have ever held a social work position and/or attended graduate school in social work, please complete Questions 1-15 below. You have tested the quality of the Manchester University Social Work Program against the realities of professional social work. Let us know how we did! In doing so, consider how well the entire Manchester University Social Work Program prepared you in each of the areas listed.

The Manchester University Social Work Program prepared me to:

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1. Demonstrate ethical and professional behavior	1	2	3	4	5
2. Engage in 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

11. Based on your experience as a bachelor's level social worker or as a social work graduate student, what were the <u>strengths</u> of the Manchester University Social Work Program?

12. What were the <u>limitations</u> of the Manchester University Social Work Program?

13. What content or teaching methods would you recommend be <u>added</u> to the Manchester University Social Work Program?

14. What content or teaching methods included in the Manchester University Social Work Program would you recommend be <u>discontinued</u>?

15. What other suggestions do you have for improving the Manchester University Social Work Program?

THANK YOU!

APPENDIX F

**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.

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Social Work
Program