

Connecticut State Colleges and Universities



The School of
Education & Professional Studies



Social Work Program Bachelor of Arts



CCSU

Social Work Department

Student Handbook & Field Education Manual

2005 - 2021

(Revised - 2021)

1615 Stanley Street New Britain, Connecticut 06050-4010

Social Work Department Website:

<http://web.ccsu.edu/seps/socialWork/default.asp>



CCSU
Social Work Department

Social Work Department Student Handbook & Field Education Manual 2005 - 2021 (Revised - 2021)

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Preface

This student handbook and field education manual is for students interested in enrolling in generalist social work undergraduate Bachelor of Arts program at Central Connecticut State University. However, we believe that students who are undecided in their course of study will also find our handbook useful in helping them make a decision for a course of study. The handbook and field manual has grown out of years of experience developing and teaching basic courses in social work generalist practice. There is a common core set of concepts, competency skills, values, tasks and activities that are essential to the generalist practice of social work from which the practitioner can build.

Sections I-III of this handbook provide detailed information on the context of the social work program within the university policies, the mission of the program, the faculty, advisory board members the required curriculum and professional development requirements for students. Section IV provides detailed information on the role of the student as a beginning learner in the profession of social work and how to make transition into the major. Section V discusses the responsibilities of the student in the major. Sections VI-XIX present the Field Education Manual: The Signature Pedagogy of the social work generalist practitioner. Our program model is intended to provide a base for the generalist social work practitioner, as opposed to the specialist. It sets the foundation for both academic and initial field practicum experience that serve as the underlying principles of knowledge and practice experience for social workers. It seeks to provide a framework that makes apparent the essential unity and cohesiveness of the academy and the social work profession integrating the required Educational Policy and Accreditation Standards (EPAS) mandated by the Council on Social Work Education (2015) and the professional standards established by the National Association of Social workers (2007) to provide the basis for professional skill and identity development for those who practice social work. It ties together the knowledge, skills, values and underlying methods of the general principles with a strength focus on the relationship of people to the planned change effort. The leadership of the generalist social worker in the change effort is determined by the nature of the task at hand.

Transitioning from a beginning pre-major social work student to the generalist social work professional will be a journey that promises to be challenging work. However, the journey will also have many moments of fun, and enjoyment building rewarding collaborative learning relationships with students, faculty and staff in the social work department. We hope you, as a beginning student will find the handbook and field education manual useful throughout your journey in the CCSU social work program.

Acknowledgements

We are indebted to many people who have helped in the development and growth of the social work program through the years. Our academic colleagues teaching in the classroom and faculty colleagues teaching in the field setting working with students as field instructors have offered many insights and ideas on ways to improve the program. Many gave and continue to give generously of their time in helping the program develop a high-quality generalist model.

Students in the program courses over the past years who have been exposed to ongoing changes in the program, on the campus, in society, and in the social work profession in general have offered the program strong insights, ideas, energy and enthusiasm to make the program what it is today. They have helped faculty to re-think texts, assignments, activities and field placements and contexts of care. They have done this while demonstrating social work self-advocacy skills as well as by communicating their experiences in the classroom and in the field education settings. Their willingness to engage in critical inquiry discussions with faculty and offer recommendations and ideas illustrate the collaborative climate conducive in the program at each step of the journey.

While there are distinct levels of authority and accountability, we are indeed partners with students in seeking to identify and support exceptional learning opportunities and demonstrated learning outcomes. Many former students continue as alumni serving on the social work alumni committee, advisory board, and/or participating in campus activities in support of the social work program. Others stay in communication to inform faculty of changes in the practice environment in their areas of interest. We are very grateful for students and the strong commitment with the program.

Finally, we are grateful to the administration for years of guidance, and support on the CCSU campus. Administrators throughout the years, are also partners in learning have offered both strong criticism, and enthusiasm yet strove to keep us close to reality in order to grow the program efficiently and effectively. One example is the enthusiastic support for the development of the ‘weekend program’ now the “Evening Weekend Program,” to enable adult learners, working full-time with family obligations to fulfill their dreams to access higher education learning opportunities and become a professional social worker.

Introduction to Department of Social Work

All of us involved in the Bachelor of Arts program are excited about your decision to obtain your generalist social work education at Central Connecticut State University. We are committed to developing your social work education into a compelling, meaningful and professional training experience that will provide you with the foundation knowledge necessary for you to move forward into your next social work professional development learning opportunity. We expect that your academic education will provide you with a transformative experience that will prepare you to increase your social work skills and competencies to either enter beginning generalist practice in social work positions and or to prepare you for admission into graduate schools of social work.

As you read through this student handbook and field education manual many concepts may be unfamiliar to you. To assist in defining the concepts for you a glossary is added at the end after the appendix. Becoming a social work professional requires learning the professional language. Learning the concepts and understanding how the concepts fit into your professional education are the initial stepping-stones on your journey forward. Students will learn to communicate both in written and oral form according to the guidelines of the social work profession in the classroom and in practice settings.

Given the notable investment that you are making in your social work academic and field education and the importance that it holds to you, to us in the social work department, and to the individuals, families, groups, and organizations that we serve, we are steadfast to partner with you. The faculty and I will work with you to achieve the social justice goals we are all committed to in the new millennium.

We expect that you as a partner in learning will remain resolute to work hard, to enjoy the learning experience and to be challenged at each step of your undergraduate work. The CCSU social work program emphasizes beginning skill competency development in 9-core specific competencies required by the Council on Social Work Education. Additionally, the *National Association of Social Workers (NASW) Code of Ethics (2021)* and the *Indicators for the Achievement of the NASW Standards for Cultural Competence in Social Work Practice (2007)* provide the required standard which our program adheres to in order to ensure students are receiving training in diversity within the professional mandate.

The department of social work offers a traditional undergraduate program as well as an evening/weekend option, with classes offered on Saturday; both the traditional program and the evening/weekend option are modeled on Council on Social Work Education competency-based education. Program graduates are prepared for beginning generalist social work practice and for acceptance into graduate school. The social work program is accredited at the undergraduate level by the Council on Social Work Education (CSWE) and is a member of in CCSU Chi Upsilon Chapter of Phi Alpha Social Work National Honor Society.

The social work program engages traditional and non-traditional adult learners at each step by soliciting student feedback on both the implicit (learning environment) and explicit (syllabus and course content) curriculum. Additionally, the program combines assessment of students in four 70-hour volunteer field learning experiences beginning in the pre-major level to the final 2-semester each with 200-hour, senior field internship. By graduation most students have acquired close to 700 hours of field experience. Students in the program are encouraged to develop

collegial relationships by becoming members of the social work club and strive to reach scholarship eligibility in CCSU Chi Upsilon Chapter of Phi Alpha Social Work National Honor Society. Inductions to Phi Alpha are held each spring semester. Students are also encouraged to become student members of NASW attend NASW, and other professional conferences on and off campus to enhance learning.

Faculty take the lead role in modeling social work skills and competencies using a variety of teaching strategies and techniques to engage students in learning including group work, and educational presentations. Guest speakers are invited in order to build cultural and community awareness and understanding among students and professionals working in the social work field. Faculty seek to foster a safe, respectful environment that enable students to demonstrate critical thinking, engage in faculty/student critical inquiry discussions, to express social justice issues of concern. Faculty also assist the student to identify the needed campus support resources, and encourage students to engage in using the resources, while supporting the student in the learning environment to develop professional self-awareness, self-reflection and accountability. Faculty brings a wealth of knowledge to the classroom from their own extensive social work practice experience, scholarship, research and publications. The faculty team has a strong commitment to academic excellence. The commitment includes excellence for faculty, students, the individuals and families served, the campus community and the community at large.

Again, the purpose of this handbook is to provide prospective and current students with basic information concerning the Bachelor of Arts degree in social work program offered by the department of social work at Central Connecticut State University (CCSU). Guided by the missions of the Connecticut State Colleges and Universities System (ConnSCU), Central Connecticut State University, and the mission of the CCSU School of Education and Professional Studies (SEPS) the CCSU social work program is well grounded in an education in liberal arts providing students with the educational foundation of a generalist social work practice approach that fully integrates the core competency requirements of the social work profession at the micro, mezzo and macro level.

The generalist perspective includes teaching students core values of professional collaboration, strengths perspective, values and ethics, social justice, client self-determination, human rights, the dignity and worth of persons, evidenced-based practice, cultural competence, and policy practice. The structure of the CCSU social work program provides students with an explicit and implicit curriculum in multiple levels of field practicum learning opportunities. The program is designed to assess student demonstrated learning outcomes based on the Council on Social Work Education Educational Policy and Accreditation Standards (EPAS) 9-core practice competencies. Students are assessed on the student demonstrated learning outcomes at the pre-major, major and senior level. Student learning outcome assessments are completed at strategic points in the social work curriculum, preparing graduates for generalist practice consistent with the program mission and goals, or higher education opportunities at the graduate level.

We hope that when you complete your education in our program you will do so with advanced social work knowledge, skills, values, and with a well-defined beginning social work professional identity. We look forward to partnering with you in your academic journey in the CCSU social work program. Best wishes on your social work academic journey!

Social Work Department Website:

<https://www.ccsu.edu/socialwork/index.html>

Section I. Setting the Context for Understanding the Social Work Program within the Connecticut State University System

1. Administrative Structure – CSWE (2015) EPAS 1.0

Welcome to Connecticut State Colleges and Universities System (CSCU), Central Connecticut State University (CCSU), School of Education and Professional Studies, (SEPS) Department of Social Work. The department of social work is located within the School of Education and Professional Studies at Central Connecticut State University, which is part of the Connecticut 4-state university system, hence, the following mission and policy statements for CSCU, CCSU, SEPS and the social work program. “The Connecticut State Colleges & Universities (CSCU) contribute to the creation of knowledge and the economic growth of the state of Connecticut by providing affordable, innovative, and rigorous programs. Our learning environments transform students and facilitate an increasing number of individuals to achieve their personal and career goals.” <https://www.ct.edu/about>

2. Connecticut State Universities (CSCU) Mission Statement

As part of the Connecticut State Colleges & Universities (CSCU) system, the four Connecticut State Universities offer exemplary and affordable undergraduate and graduate instruction leading to degrees in the liberal arts, sciences, fine arts, applied field, and professional disciplines. They advance and extend knowledge, research, learning and culture while preparing students to enter the workforce and to contribute to the civic life of Connecticut’s communities. Through a variety of living and learning environments, the Universities ensure access and diversity to meet the needs of a broad range of students. They support an atmosphere of inter-campus learning, the exploration of technological and global influences and the application of knowledge to promote economic growth and social justice.

<https://www.ct.edu/regents/mission> 7/20/21

• Central Connecticut State University (CCSU)

CCSU is the flagship of four universities in the Connecticut State University System. Excellent professors and a wide array of academic programs prepare students for success in whatever field they choose. CCSU’s motto is more than a slogan; it articulates the University’s commitment to students: “Start with a dream. Finish with a future.” The Princeton Review selected CCSU as one of “The Best Northeastern Colleges.” CCSU serves approximately 12, 200 students of which 9,5000 undergraduates and 2,700 are graduates. CCSU is richly diverse; more than 20 percent of students are of traditional minority heritage. Visit the CCSU website at: <http://www.ccsu.edu/>

3. Central Connecticut State University (CCSU) Mission Statement

Central Connecticut State University is a community of learners dedicated to teaching and scholarship that emphasizes development and application of knowledge and ideas through research and outreach activities, and prepares students to be thoughtful, responsible and successful citizens. As a comprehensive public university, we provide broad access to quality degree programs at the baccalaureate, master's, and doctoral levels.

<https://www.ccsu.edu/about/mission/> 7/20/2021

• CCSU Policies to Support the Implicit Curriculum Nondiscrimination in Education and Employment Policy

Central Connecticut State University (CCSU) is committed to a policy of nondiscrimination in education and employment. No person shall be discriminated against in terms and conditions of employment, personnel practices, or access to or participation in programs, services and activities with regard to: age; ancestry, color; gender identity and expression; intellectual disability; learning disability; mental disorder; physical disability; marital status, national origin; race; religious creed; sex, including pregnancy, transgender status, sexual harassment and sexual assault; sexual orientation; or any other status protected by federal or state laws.

AMERICANS WITH DISABILITIES ACT (ADA) POLICY STATEMENT

Central Connecticut State University's Office for Student Disability Services (SDS) is committed to providing equal access to an educational experience through the provision of reasonable accommodations and services to qualified students with disabilities in order to reduce or eliminate any disadvantages that may occur as a result of an individual's disability. In determining reasonable accommodations, CCSU is guided by the federal definition of "disability" which describes an individual with a disability as someone who has: 1) A physical or mental impairment that substantially limits one or more major life activities of an individual; for example: caring for oneself, standing, lifting, bending, speaking, breathing, eating, sleeping, walking, performing manual tasks, learning, reading, concentrating, thinking, and working 2) A record of such impairment; or 3) Is regarded as having such an impairment." If needed a student may file a formal complaint with the Office of Equity & Inclusion.

Forms

[Procedures for Requesting Reasonable Accommodation](#) (pdf)

[Request Form for Reasonable Accommodation](#) (pdf)

[Health Care Provider Release Form](#) (pdf)

[Student Disabilities Services](#)

Policy for Academic Misconduct

At Central Connecticut State University, we value personal integrity as fundamental to our interactions with each other. We believe that one of the purposes of a University education is for students learn to think critically, to develop evaluative skills, and to express their own opinions and voices. We place special weight on academic honesty in all of our intellectual pursuits because it is a value that is fundamental to academic life and scholarly practice. All members of the University community are obligated to uphold high standards of academic honesty in their scholarship and learning. Therefore, we expect students to take personal responsibility for their intellectual work and to respect and acknowledge the ideas of others. Academic honesty means doing one's own work and giving proper credit to others whose work and thought one may draw upon. It is the responsibility of each student to become familiar with what constitutes academic dishonesty and plagiarism and to avoid all forms of cheating and plagiarism. This policy is also available in the University Student Handbook and the website.

Sexual Misconduct and Intimate Partner Violence Policy Statement

Central Connecticut State University (CCSU) will not tolerate sexual misconduct against students, staff, faculty, or visitors, whether it comes in the form of sexual assault, sexual exploitation or sexual harassment, as defined in this policy. CCSU will also not tolerate intimate partner violence among its students. In an ongoing effort to prevent sexual misconduct and intimate partner violence on the CCSU campus, the University provides education and prevention programs for the CCSU community and pursues all criminal and administrative remedies for complaints of sexual misconduct.

4. CCSU School of Education and Professional Studies (SEPS) Mission Statement

The faculty of the School of Education and Professional Studies constitute a professional school dedicated to the quality preparation of professionals in education and other human service settings. As an integral part of Central Connecticut State University's history and traditions, the faculty in the school embraces the university's mission and commitment to "encourage the development and application of knowledge and ideas through research and outreach activities." Guided by the purpose of preparing leaders for service in diverse communities, it is our mission to provide leadership for:

- Preparing beginning teachers to serve in the region, the state, and the nation
- Preparing entry level, culturally competent, generalist social workers for practice
- Providing advanced preparation to administrators, teachers, counselors, specialists, and other educational leaders
- Providing advanced preparation to specialists in physical education, counseling, and nursing

- Applying principles of learning and assessment through a variety of technologies to guide our own best practice and that of practitioners in the professions
- Developing knowledge, skills, and dispositions necessary for professional practice and community service through learning experiences that are rich in diversity of perspectives, values, attitudes, and beliefs and that are enhanced by active reflection
- Influencing educational and social policies at the local, State, and national levels

5. Department of Social Work Mission Statement – CSWE (2015) EPAS Standard 1.0

The mission of the Department of Social Work is to educate students on all core competencies for entry-level generalist social work practice in a global context. Students learn culturally competent practice skills with individuals, families, groups, organizations and communities using theoretical and research informed practice models. Students engage, access, intervene and evaluate client systems applying critical thinking skills in accordance with values and ethical principles of the social work profession. Students advance human rights and social and economic justice through policy, practice and client self-determination, empowerment, and self-sufficiency with a respect for client strengths and resilience. The social work program is offered in two delivery models; the traditional undergraduate program day program and an evening/weekend program option, with core courses offered in the evening and Saturday.

Learning Outcomes: Students graduating with a BA in social work will have met the required demonstrated learning outcomes mandated by the Council of Social Work Education (CSWE, 2015) and the National Association of Social Workers (NASW, 2021) with an emphasis on social work knowledge, values and skills in generalist social work competencies.

At the completion of the degree program in generalist social work, completers will be able to:

- Apply social work ethical principles to guide professional social work practice towards the development of professional identity
- Engage in critical thinking to access, intervene and evaluate client systems and practice settings
- Engage in research-informed practice and practice-informed research with diverse and at-risk client systems and practice settings
- Advance human rights, and social and economic justice through mastery of social work knowledge and skills in a global context
- Advance knowledge and practice of cultural competency through application of learning and engagement of diverse client at-risk client systems of various sizes
- Analyze, develop, evaluate and advocate for policy to enhance social and economic justice

The Central Connecticut State University social work program offers a generalist Baccalaureate of Arts (B.A) degree in social work fully accredited by the Council on Social Work Education (CSWE) through 2022. The Council of Social Work Education, Educational Policy & Accreditation Standards is detailed next.

a. Council on Social Work Education, Educational Policy and Accreditation Standards

The content that follows beginning on this page 15 to page 33 is from the CSWE website cited next:

*From: CSWE website Copyright © 2015, Council on Social Work Education, Inc., all rights reserved.
<https://cswe.org/getattachment/Accreditation/Standards-andPolicies/2015EPAS/2015EPASandGlossary.pdf.aspx>*

Developed by the Council on Social Work Education (CSWE) Commission on Educational Policy and the CSWE Commission on Accreditation; Educational Policy approved by the CSWE Board of Directors on March 20, 2015; Accreditation Standards approved by the CSWE Commission on Accreditation on June 11, 2015.

Educational Policy and Accreditation Standards were obtained from CSWE website Copyright © 2015, Council on Social Work Education, Inc., all rights reserved

<https://cswe.org/getattachment/Accreditation/Standards-and-Policies/2015EPAS/2015EPASandGlossary.pdf.aspx>

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 de ne 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.

EPAS Revision Process

The COA and the COEP are responsible for revising the EPAS. The revision takes place in accordance with the CSWE bylaws, which mandate that the policy statement be reviewed by COEP "at periodic intervals not to exceed 7 years." CSWE's recognition by the Council for Higher Education Authority also requires that accreditors have a process whereby standards are reviewed periodically by the COA.

The most recent standards review process took more than 5 years and resulted in three drafts issued for public review and comment. The intent of the COA and the COEP was to solicit feedback from as many constituents as possible in as many ways as possible. The COEP and the COA would like to thank the programs, individuals, organizations, and communities of interest that provided feedback on all of the drafts.

The educational policy, which details the new social work competencies for the 2015 EPAS, was developed by COEP and approved by the CSWE Board of Directors on March 20, 2015. The accreditation standards were developed and approved by the COA on June 11, 2015. Programs that have reaffirmation reviews in October 2017 or later will use the 2015 EPAS to prepare their self-studies. Programs applying for candidacy in 2016 and beyond would use the 2015 EPAS for their benchmark documents.

For updated information about the 2015 EPAS, please visit www.cswe.org/Accreditation or send an e-mail to accreditation@cswe.org. July 2015

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

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

Social work educators serve the profession through their teaching, scholarship, and service. Social work education at the baccalaureate, master's, and doctoral levels shapes the profession's future through the education of competent professionals, the generation of knowledge, the promotion of evidence-informed practice through scientific inquiry, and the exercise of leadership within the professional community. Social work education is advanced by the scholarship of teaching and learning, and scientific inquiry into its multifaceted dimensions, processes, and outcomes.

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

EPAS describe four features of an integrated curriculum design: (1) program mission and goals, (2) explicit curriculum, (3) implicit curriculum, and (4) assessment. The educational policy and the accreditation standards are conceptually linked to each other. Educational Policy describes each curriculum feature. Accreditation standards are derived from the Educational policy and specify the requirements used to develop and maintain an accredited social work program at the baccalaureate (B) or master's (M) level.

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.

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.

2015 Social Work Competencies

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Engage Diversity and Difference in Practice

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

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

Competency 5: Engage in Policy Practice

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

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

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

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

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 interprofessional 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 inter- professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter- professional, 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.*

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.*

Explicit Curriculum

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 respected 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.*

** This and all future references to degrees from social work programs accredited by CSWE, include degrees from CSWE-accredited programs or recognized through CSWE's International Social Work Degree Recognition and Evaluation Service, or covered under a memorandum of understanding with international social work accreditors.*

IMPLICIT CURRICULUM

Educational Policy 3.2—Faculty

Faculty qualifications, including experience related to the Social Work Competencies, an appropriate student to 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.*

IMPLICIT CURRICULUM

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.*

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 multidimensional 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 designed in EP 4.0 from program defined stakeholders. The program discusses implications for program renewal and specific changes it has made based on these assessment outcomes.*

Appendix: 2015 EPAS - Glossary of Educational Policy Terms

The 2015 EPAS glossary was developed by a subcommittee of the Commission on Educational Policy and the Commission on Accreditation and approved by each commission in February 2016. The glossary is an aid to understanding the EPAS and is not considered part of the educational policy on accreditation standards.

Accreditation- *A system for recognizing educational institutions and professional programs affiliated with those institutions for a level of performance and integrity based on review against a specific set of published criteria or standards. The process includes (1) the submission of a self-study document that demonstrates how standards are being met; (2) an onsite review by a selected group of peers; and (3) a decision by an independent board or commission that either grants or denies accredited status on the basis of how well the standards are met.*

Behaviors- *Observable actions that demonstrate an integration of knowledge, values, skills, and cognitive and affective processes.*

Classroom- *The organization of instruction including various face-to-face and/or e-learning methods of instruction.*

Clients and constituencies- *Those served by social workers including individuals, families, groups, organizations, and communities.*

Cognitive and affective processes- *(includes critical thinking, affective reactions, and exercise of judgment)*

- *Critical thinking is an intellectual, disciplined process of conceptualizing, analyzing, evaluating, and synthesizing multiple sources of information generated by observation, rejection and reasoning.*
- *Affective reactions refer to the way in which our emotions influence our thinking and subsequently our behavior.*
- *Exercise of judgment is the capacity to perceive and discern multiple sources to form an opinion.*

Competency-based education framework- A framework where the focus is on the assessment of student learning outcomes (assessing students' ability to demonstrate the competencies identified in the educational policy) rather than on the assessment of inputs (such as coursework and resources available to students).

Curriculum design- Curriculum design identifies the elements of the curriculum and states their relationships to each other. A design needs to be supported with a curriculum rationale to establish the means for competency attainment within the organization in which it operates.

Environmental justice- Environmental justice occurs when all people equally experience high levels of environmental protection and no group or community is excluded from the environmental policy decision making process, nor is affected by a disproportionate impact from environmental hazards. Environmental justice affirms the ecological unity and the interdependence of all species, respect for cultural and biological diversity, and the right to be free from ecological destruction. This includes responsible use of ecological resources, including the land, water, air, and food. (Adapted from CSWE Commission for Diversity and Social and Economic Justice and Commission on Global Social Work Education Committee on Environmental Justice, 2015).

Holistic competence- 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.

Intersectionality- A paradigm for understanding social identities and the ways in which the breadth of human experiences are shaped by social structures.

Multidimensional assessment methods- Multidimensional assessment methods capture behaviors indicative of competence as well as one or more of the factors underlying behavior. Underlying factors may include knowledge, skills, and values as well as cognitive and affective processes.

Program options- Various structured pathways to degree completion by which social work programs are delivered including specific methods and locations such as on campus, off campus, and virtual instruction.

Signature pedagogy- Forms and styles of teaching and instruction that are central to a specific discipline, area of study or profession that help students build a habit of mind that allows them to think and act in the same manner as experts in the field. Field education is the signature pedagogy for social work.

Specialized practice- Specialized practice builds on generalist practice by adapting and extending the nine social work competencies for practice. Specialized practice is defined by programs and can be operationalized by programs as a concentration, area of specialized practice, track, focus on specific populations, problem area, method of intervention, or approach to practice.

Student learning outcomes- The stated behaviors, knowledge, values, skills, and cognitive and affective processes that students are expected to demonstrate as a result of engagement in the explicit and implicit curriculum.

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<https://cswe.org/getattachment/Accreditation/Standards-and-Policies/2015-EPAS/2015EPASandGlossary.pdf.aspx>

CCSU Social Work Program is Generalist Social Work

The Central Connecticut State University (CCSU) Social Work Program’s definition of *generalist social work* practice is informed and grounded in the Educational Policy of the Council on Social Work Education.

CSWE 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” (CSWE 2015 @ cswe.org).

The content beginning on page 15 to this page 33 is from the CSWE website cited next:

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<https://cswe.org/getattachment/Accreditation/Standards-and-Policies/2015-EPAS/2015EPASandGlossary.pdf.aspx>

The CCSU social work program is also anchored in the National Association of Social workers (NASW) mission, code of ethics and standards for cultural competence (NASW 2007).

NASW Mission Statement

The primary Mission of the social work profession is to enhance well-being and help meet the basic needs of all people, with particular attention to the needs of those who are vulnerable, oppressed and living in poverty. <https://www.socialworkers.org/Careers/NASW-Career-Center/Explore-Social-Work/Why-Choose-the-Social-Work-Profession#>

The National Association of Social Workers (NASW) Code of Ethics (2021) and NASW 9 Indicators for Cultural Competence in Social Work Practice (2007)

The National Association of Social Workers (NASW) is a national organization that represents all professional social workers and mandates program curriculum adherence to the Code of Ethics (2021) and the Standards for Cultural Competence (2007) in the organization. Hence, the CCSU social work program incorporates the ethical codes and cultural competence standards within the curriculum design. Students learn

and demonstrate professional ethics and cultural competence linked directly to the curriculum content in the classroom and/or in the field agency setting. Social work students are required to learn and apply NASW (2021) ethics and NASW (2007) cultural standards and indicators for cultural competence in social work practice.

The Department of Social Work at Central Connecticut State University (CCSU) is part of the School of Education and Professional Studies (SEPS). The mission of SEPS is to “*prepare professionals for service in our communities.*” The social work program is committed to student learning outcomes based on skills and competencies mandated by the Council on Social Work Education (CSWE) and the National Association of Social Workers, (NASW). A commitment to excellence in professionalism is the hallmark of the program by developing culturally competent social work professionals and trains students in the 10 standards and indicators for cultural competence developed by the National Association of Social Workers (2021). Students are expected to learn, practice and demonstrate the NASW (2021) 9-indicators noted below as each progress through the social work program. The NASW (2007) 10-indicators for cultural competence are listed below.

1. *Ethics and Values*
2. *Self-Awareness*
3. *Cross-Cultural Knowledge*
4. *Cross-Cultural Skills*
5. *Service Delivery*
6. *Empowerment and Advocacy*
7. *Diverse workforce*
8. *Professional Education*
9. *Language Diversity*
10. *Cross-Cultural Leadership*

Source: <https://www.socialworkers.org/practice/standards/NASWCulturalStandards.pdf> Illustrated below is the **Professional Social Work Dispositions Rubric**.

Student professional behavior is an important part of their commitment to becoming a social worker. Pre-Social Work and Social Work majors are expected to adhere to the professional performance standards of the profession. These include the National Association of Social Workers (NASW) Code of Ethics (2021) and the NASW Indicators for Standards of Cultural Competence (2007).

In both the classroom and the field practice settings, students are expected to act in a professionally responsible manner by demonstrating adherence to program policies in attendance, promptness, behavior, respect for the diverse opinions of others, as well as tolerance for difference. To assist student in learning self-awareness in these and other essential professional behaviors, the *Professional Social Work Disposition Scale* was developed by the social work faculty to measure student learning outcomes in professional behavior and attitude. At the start of each semester the “Dispositions” are discussed in each course to ensure student

understanding, and each student signs the student signature review page attached to the course syllabi acknowledging having been reviewed.

The form enables faculty rate students using a 3-point Likert scale rubric: *1-Does not meet expectations, 2-Meets expectations, or 3-Exceeds expectations*. Students rated “Does not meeting expectations” in most categories will meet with faculty to determine a course of action to ensure professional development in deficient rated categories. The six categories of student demonstrated learning evaluated are:

Habits of thinking and Action:

- 1) Toward Learning
- 2) Toward Clients
- 3) Toward Professional Social Work Conduct
- 4) Toward Interpersonal Relationships
- 5) Toward Communication
- 6) Toward Self-Awareness

The **Professional Social Work Dispositions Rubric** (Appendix P) is illustrated next.

6. What is Social Work?

Content from: the Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2016-17 Edition*, **Social Workers** on the Internet at <https://www.bls.gov/ooh/community-and-social-service/social-workers.htm> (visited June 21, 2017).

Important Qualities for Social Workers

Compassion. Social workers often work with people who are in stressful and difficult situations. To develop strong relationships, they must have compassion and empathy for their clients.

Interpersonal skills. Being able to work with different groups of people is essential for social workers. They need strong people skills to foster healthy and productive relationships with their clients and colleagues.

Listening skills. Clients talk to social workers about challenges in their lives. To effectively help, social workers must be able to listen to and understand their clients' needs.

Organizational skills. Helping and managing multiple clients, often assisting with their paperwork or documenting their treatment, requires good organizational skills.

Problem-solving skills. Social workers need to develop practical and innovative solutions to their clients' problems.

Time-management skills. Social workers often have many clients. They must effectively manage their time to provide adequate service to all of their clients.

Social Workers and the Work Environment

According to the Bureau of Labor Statistics Occupational Handbook, social workers held about 713,200 jobs in 2019 as follows:

Individual and family services 18%
 Local government, excluding education and hospital 14
 Ambulatory healthcare services 14
 State government, excluding education and hospitals 13

They work in the following settings:

- Hospitals, primary care settings, and clinics, including veterans clinics
- Senior centers and long-term care facilities
- Settlement houses and community centers
- Mental health clinics
- Private practices
- State and local governments
- Schools, colleges, and universities
- Substance abuse clinics
- Military bases and hospitals
- Correctional facilities

- Child welfare agencies
- Employee assistance programs

Although most social workers work in an office, they may spend time visiting clients. School social workers may be assigned to multiple schools and travel around the school district to see students. Understaffing and large caseloads may cause the work to be stressful.

Social workers may work remotely through distance counseling, using videoconferencing or mobile technology to meet with clients and organize support and advocacy groups. Distance counseling can be effective for clients with paranoia or social anxiety and for clients who live in rural areas.

What Social Workers Do?

Child and family social workers protect vulnerable children and support families in need of assistance. Social workers help people solve and cope with problems in their everyday lives. One group of social workers—clinical social workers—also diagnose and treat mental, behavioral, and emotional issues.

Duties

Social workers typically do the following:

- Identify people and communities in need of help
- Assess clients' needs, situations, strengths, and support networks to determine their goals
- Help clients adjust to changes and challenges in their lives, such as illness, divorce, or unemployment
- Research, refer, and advocate for community resources, such as food stamps, childcare, and healthcare to assist and improve a client's well-being
- Respond to crisis situations such as child abuse and mental health emergencies
- Follow up with clients to ensure that their situations have improved
- Evaluate services provided to ensure that they are effective
- Develop and evaluate programs and services to ensure that basic client needs are met
- Provide psychotherapy services

Social workers help people cope with challenges in their lives. They help with a wide range of situations, such as adopting a child or being diagnosed with a terminal illness.

Social workers may work with children, people with disabilities, and people with serious illnesses and addictions. Their work varies based on the type of client they are working with.

Some social workers work with groups, community organizations, and policymakers to develop or improve programs, services, policies, and social conditions. This focus of work is referred to as macro social work.

Advocacy is an important aspect of social work. Social workers advocate or raise awareness with and on behalf of their clients and the social work profession on local, state, and national levels.

The following are examples of types of social workers:

Child and family social workers protect vulnerable children and help families in need of assistance. They help families find housing or services, such as childcare, or apply for benefits, such as food stamps. They intervene when children are in danger of neglect or abuse. Some help arrange adoptions, locate foster families, or work to reunite families.

Clinical social workers—also called licensed clinical social workers—diagnose and treat mental, behavioral, and emotional disorders, including anxiety and depression. They provide individual, group, family, and couples therapy; they work with clients to develop strategies to change behavior or cope with difficult situations; and they refer clients to other resources or services, such as support groups or other mental health professionals. Clinical social workers can develop treatment plans with the client, doctors, and other healthcare professionals and may adjust the treatment plan if necessary based on their client's progress. They

may also provide mental healthcare to help children and families cope with changes in their lives, such as divorce or other family problems.

Many clinical social workers work in private practice. In these settings, clinical social workers also perform administrative and recordkeeping tasks, such as working with insurance companies in order to receive payment for their services. Some work in a group practice with other social workers or mental health professionals.

School social workers work with teachers, parents, and school administrators to develop plans and strategies to improve students' academic performance and social development. Students and their families are often referred to social workers to deal with problems such as aggressive behavior, bullying, or frequent absences from school.

Healthcare social workers help patients understand their diagnosis and make the necessary adjustments to their lifestyle, housing, or healthcare. For example, they may help people make the transition from the hospital back to their homes and communities. In addition, they may provide information on services, such as home healthcare or support groups, to help patients manage their illness or disease. Social workers help [doctors](#) and other healthcare professionals understand the effects that diseases and illnesses have on patients' mental and emotional health.

Some healthcare social workers specialize in geriatric social work, hospice and palliative care, or medical social work:

- **Geriatric social workers** help senior citizens and their families. They help clients find services, such as programs that provide older adults with meals or with home healthcare. They may provide information about assisted living facilities or nursing homes, or work with older adults in those settings. They help clients and their families make plans for possible health complications or for where clients will live if they can no longer care for themselves.
- **Hospice and palliative care social workers** help patients adjust to serious, chronic, or terminal illnesses. Palliative care focuses on relieving or preventing pain and other symptoms associated with serious illness. Hospice is a type of palliative care for people who are dying. Social workers in this setting provide and find services, such as support groups or grief counselors, to help patients and their families cope with the illness or disease.
- **Medical social workers** in hospitals help patients and their families by linking patients with resources in the hospital and in their own community. They may work with medical staff to create discharge plans, make referrals to community agencies, facilitate support groups, or conduct follow up visits with patients once they have been discharged.
- **Mental health and substance abuse social workers** help clients with mental illnesses or addictions. They provide information on services, such as support groups and 12-step programs, to help clients cope with their illness. Many clinical social workers function in these roles as well.

Job Outlook

Employment of social workers is projected to grow 13 percent from 2019 to 2029, faster than the average for all occupations. Employment growth will be driven by increased demand for health care and social services, but will vary by specialty.

Employment of child, family, and school social workers is projected to grow 6 percent from 2014 to 2024, about as fast as the average for all occupations. Child and family social workers will be needed to work with families to strengthen parenting skills, prevent child abuse, and identify alternative homes for children who are unable to live with their biological families. In schools, more social workers will be needed due to rising student enrollments. However, employment growth of child, family, and school social workers may be limited by federal, state, and local budget constraints.

Employment of healthcare social workers is projected to grow 19 percent from 2014 to 2024, much faster than the average for all occupations. Healthcare social workers will continue to be needed to help aging populations and their families adjust to new treatments, medications, and lifestyles.

Employment of mental health and substance abuse social workers is projected to grow 19 percent from 2014 to 2024, much faster than the average for all occupations. Employment will grow as more people seek treatment for mental illness and substance abuse. In addition, drug offenders are increasingly being sent to treatment programs, which are staffed by these social workers, rather than being sent to jail.

How to Become a Social Worker?

Although most social workers need a bachelor's degree in social work, clinical social workers must have a master's degree and two years of post-master experience in a supervised clinical setting. Clinical social workers must also be licensed in the state in which they practice.

Education

A bachelor's degree in social work (BSW) is the most common requirement for entry-level positions. A bachelor's degree in social work programs prepare students for direct-service positions such as caseworker or mental health assistant. These programs teach students about diverse populations, human behavior, and social welfare policy. All programs require students to complete supervised fieldwork or an internship.

Some positions, including those in schools and in health care, frequently require a master's degree in social work (MSW). For example, clinical social workers must have a master's degree in social work and two years of post-master experience in a supervised clinical setting.

A master's degree in social work generally takes 2 years to complete. However, some programs allow those with a bachelor's degree in social work to earn their master's degree in 1 year. Master's degree programs in social work prepare students for work in their chosen specialty by developing the skills to do clinical assessments and take on supervisory duties. All programs require students to complete supervised practicum or an internship.

A bachelor's degree in social work is not required to enter a master's degree program in social work. A degree in almost any major is acceptable. However, courses in psychology, sociology, economics, and political science are recommended.

The [Council on Social Work Education](#) offers a [Directory of Accredited Programs](#) that lists all accredited bachelor's and master's degree programs.

Licenses, Certifications, and Registrations

All states have some type of licensure or certification requirement, which varies by state. All states require clinical social workers to be licensed. However, some states provide exemptions for clinical social workers who work in government agencies.

Becoming a licensed clinical social worker usually requires a master's degree in social work and a minimum of 2 years or 3,000 hours of supervised clinical experience after graduation. After completing their supervised experience, clinical social workers must pass a clinical exam to be licensed.

Because licensing requirements vary by state, those interested should contact their state board. Most states also have licenses for nonclinical social workers. For more information about regulatory licensure board by state, contact the [Association of Social Work Boards](#).

Content from: Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, 2016-17 Edition, Social Workers, on the Internet at <https://www.bls.gov/ooh/community-and-social-service/social-workers.htm> (visited June 21, 2017).

7. CCSU Social Work Program Student Pathway Through Courses and Professional Development Assessments Conceptual Model

In the social work program students are assessed at each step of professional development using the explicit and implicit curriculum both in the classroom and fieldwork settings. The first explicit and implicit curriculum assessments are conducted at *step 1* when students are in the pre-major courses and 70-hour volunteer fieldwork. The 70-hour volunteer hour fieldwork assessment is completed by the field instructor and submitted electronically to the School of Education and Professional Studies (SEPS) assessment team using *taskstream*. Students must achieve a minimum earned mean benchmark of 2.5 in all the social work CSWE core competencies of the 70-hour volunteer assessment.

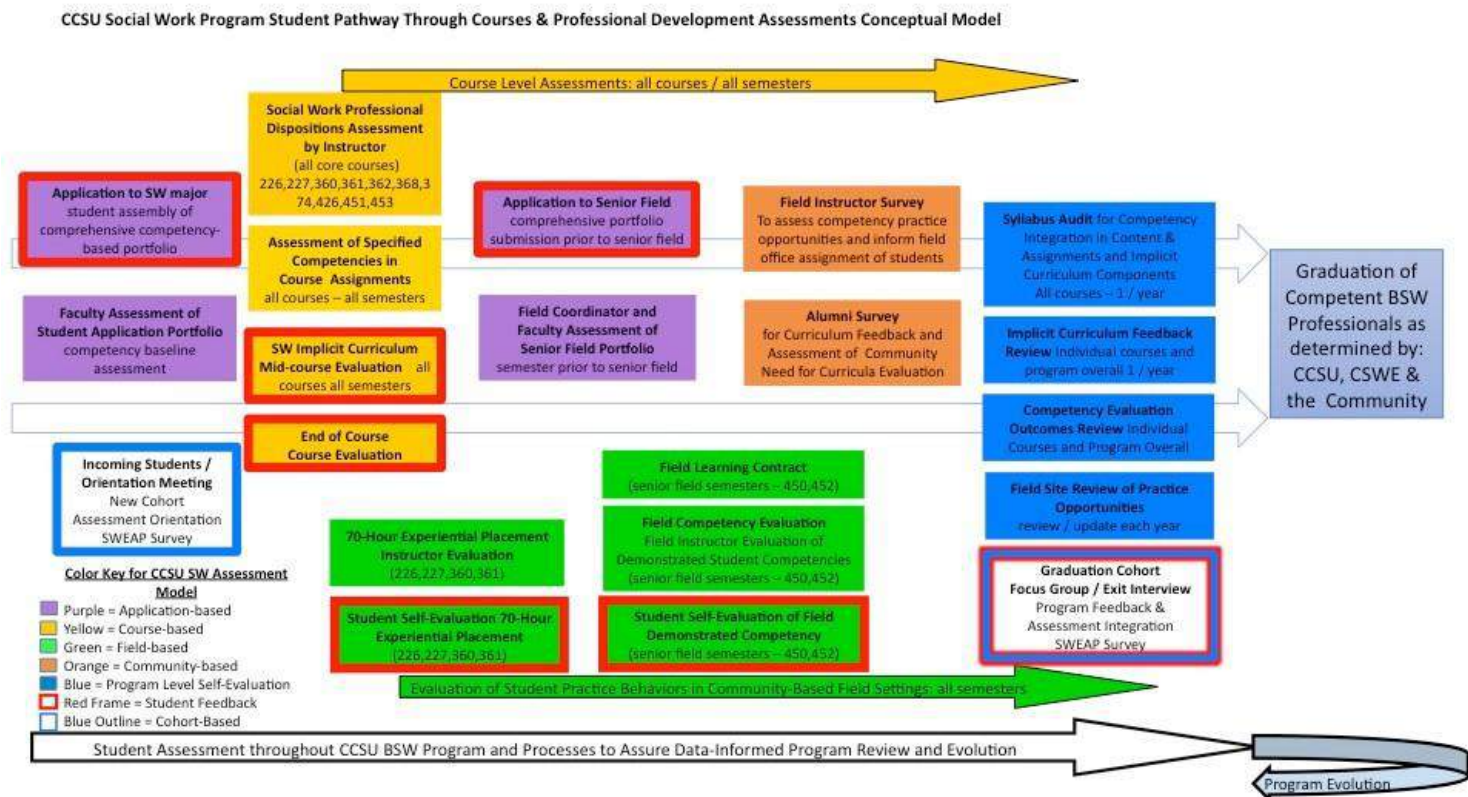
The next assessments are completed at *step 2*, when pre-major students apply to the major and submit professional development portfolios to faculty for review and assessment. Once accepted to the major, students are assessed at *step 3* of the *explicit and implicit curriculum*. This is when students, who are now majors begin the practicum related core social work courses and continue in 70-hour volunteer fieldwork. The fieldwork student evaluations are again completed by the agency field instructor at the volunteer placement at semester end and submitted electronically to the SEPS assessment team.

The fourth assessment occurs *step 4* when students apply for senior field. It is at this time that students electronically re-submit their professional development portfolios on *Taskstream* for the second faculty review and the 4th assessment. The *explicit and implicit curriculum* earned grades are evaluated in addition to all of the 70-hour volunteer evaluations. Eligible students meet with the field education coordinator and with the program director and chair if needed. Students meeting the requirements in earned grades in the *explicit and implicit curriculum* (minimum of 2.0 overall GPA, 2.5 GPA in the major) and mean of 2.5 or higher mean benchmark in the 70-hour volunteer agency evaluations are approved to move forward into senior courses and senior internship status at the senior field experience practicum level.

During senior year, *step 5* and *step 6* evaluations and assessments are completed. Students are assessed each semester in both *implicit and explicit curriculum* as well as in the minimum required 200-hour per semester internship in senior field education experience. Similar to the 70-hour evaluations and assessments, the senior field education fieldwork experience evaluation is completed by the senior field education instructor at the agency. This is done in collaboration with the senior field faculty liaison who may also be the senior seminar education instructor. The completed evaluation is submitted to *Taskstream* directly to the SEPS assessment team at the end of each semester by the senior field agency instructor. Students must achieve a minimum earned grade of C in the *explicit and implicit curriculum* and earn an overall minimum mean benchmark of 2.5 in all of the CSWE (2015) 9-competencies for the first senior semester to move forward to the second semester.

In the final senior semester students must achieve and earned grade of C in the social work *explicit and implicit curriculum* courses and an overall minimum mean benchmark of 3.0 in all CSWE (2015) competencies. In the **7th step** the last professional development assessment occurs when senior students submit their professional portfolio for the final faculty review and assessment. Students meet with the senior seminar course instructor to review and assess their accumulative professional development trajectory from **step 1 to step 7** in preparation for completion and exit from the social work program. Students may meet with the senior seminar instructor. This is the termination milestone for students to exit as emerging social work professionals with an earned baccalaureate of art degree in social work.

The **CCSU Social Work Program Student Pathway Through Courses & Professional Development Assessments Conceptual Model** (Appendix K) illustrates the student developmental and professional assessment process through the CCSU social work program. <http://web.ccsu.edu/seps/socialWork/default.asp>



Section II. Social Work Program Policies and Procedures

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Jessica Hernandez, MSW	CCSU Office of Community Engagement
Ramon Hernandez, MS	CCSU Associate Dean
Kristine Rivera, MSW, LCSW	Department of Children & Families, Central Office

All current CCSU social work full-time faculty are advisory board members

2. History of the Social Work Department

In 1977 the planning for an undergraduate major in social work was initiated with the hiring of a single part-time MSW professor teaching three social work courses within the sociology major in the Department of Sociology in the School of Arts and Sciences at Central Connecticut State University. A minor in social work was created in 1980 and with additional faculty hired in 1982 the Social Work program B.A. major was created.

The steps towards accreditation by the Council on Social Work Education (CSWE) developed over a ten-year period. In 1994, with CSWE accreditation secured, the Bachelor of Art in Social Work staffed by two full-time and several part-time instructors became a reality. A third social work faculty member was hired in 1995 moving the program forward to the next level.

In June 1994, the CCSU social work program received the first accreditation by the Council on Social Work Education, (CSWE). The years since the initial accreditation have been productive years. The faculty in keeping with the philosophy of CSWE, engaged in an on-going process of self-appraisal, improvement and renewal. The Department name was changed to the “Department of Sociology and Social Work in 1998.” During the fall 2000 semester, the Social Work program relocated to new facilities in the Robert C. Vance

Academic Center on the CCSU campus. In May 2004, the Social Work Program strategically separated from the department of Sociology, in the School of Arts and Sciences, becoming a separate department, the “Department of Social Work,” and was placed with other academic professions in the School of Education and Professional Studies (SEPS). In 2006 the program the social work program received reaccreditation from the Council on Social Work Education (CSWE) Commission on Accreditation, (COA). In 2015 the social work program received reaccreditation from the Council on Social Work Education (CSWE) Commission on Accreditation, (COA). Hence, the CCSU social work program is fully accredited through 2022. Currently, the program is also accredited by the New England Association of Schools and Colleges.

The history of the *Evening/Weekend program* begins in 2008 **and** is based on an invitation extended by the Central Connecticut Statue University (CCSU) then President Dr. John Miller for departments to propose entrepreneurial programs. The Department of Social work faculty surveyed human service agencies, wrote a proposal and developed an extension of its own social work program on weekend. The initial goal of the weekend program was ‘*to enhance work-force needs of the state through work force development.*’ The BSW program noted a direct connection to and supported at a minimum 6 of the 7 goals of the CCSU 2008 Strategic Plan, <http://www.ccsu.edu/pipeline/> (For the most current strategic plan through 2030 <https://www.ccsu.edu/strategicplan/>).

1. Promote student learning
2. Increase persistence, satisfaction and success rates for students
3. Prepare students for productive lives as professionals and citizens and support economic development
4. Enhance and sustain faculty/staff satisfaction
5. Promote global awareness and respect for diversity
6. Gain financial support necessary for a highly regarded public university

The program was a direct contributor to the success of the 2008 Strategic Plan’s distinctive elements: *Workforce development and community engagement*. Carl Lovitt, Provost and Vice President of Academic Affairs submitted the proposal. Following the program acceptance, two part-time staff members (a) faculty to teach, and (b) a weekend program coordinator) were hired in June 2008 to support program development and recruitment. The *Bachelor of Art* in social work ‘*Weekend Program*’ at CCSU began enrolling students in September 2008. The program graduated the first student in May 2011. The initial vision for the weekend program was to provide a path for individuals “working in human services agencies” with the knowledge that most would have basic human service work knowledge. However, the vision expanded to include all interested adult learners perhaps working full-time or part-time. Community colleges found the CCSU social work weekend program an appropriate ‘next step’ for students graduating with an earned ‘Associate Degree’ in human services from the community colleges and who work full-time jobs therefore need the weekend

courses. Another initial weekend program vision was that pre-major and eventually major courses would be offered on Saturday and Sunday. The vision changed as more and more students requested and opted for evening courses.

The Evening/Weekend Program aligns with the CCSU Mission, SEPS Mission, Social work Program Mission and the CSWE (2015) Educational Policy. The creative entrepreneurial delivery model for the *Evening/Weekend social work program* allows adult learners with more flexibility to chart their own course through the accredited generalist social program. This is the key to success of the program. Once enrolled most students want to keep moving forward through the program. To ensure the student's forward movement and to satisfy the unique student learning needs, evening core courses were added to the social work program course schedule beginning in Fall 2012 for both pre-major and major students. In view of the increased interest in evening courses, the name of the program was revised to reflect the new model, "Evening/Weekend Program" in the Fall of 2012.

As noted, the Evening/Weekend Program is an extension of the current social work program and fully accredited by the Council on Social Work Education (CSWE). The same full-time and part-time faculty teach courses in the regular day program and the evening/weekend program. The same CSWE (2015) educational standards are adhered to in all courses. The master course syllabi requirements, assignments, 70-Hour volunteer and senior internship field work education requirements are structured into the CSWE (2015) mandated learning outcomes. It is important to clarify that students in the regular day program are not restricted from enrolling in the Evening/Weekend courses nor are Evening/Weekend students restricted from enrolling in the regular day program courses. Allowing for student advancement in both programs result having students from both programs in the same course session while having options for learning that works best for the individual student. The flexibility of courses and accessibility for all students enables students to select and advance through the program according to one's unique academic pathway; balancing enrollment, life, work, and family needs more effectively.

The Evening/Weekend program is now earning funds for the department of social work to be used in supporting and insuring overall program growth, sustainability and inclusion of a diverse state and community agency work force in social work. The social work program is mindful that many of the adult learners and workers in human service agencies are ethnic minorities in need of support for continuation of education.

The CCSU social work program is accredited through 2022. The CCSU Department of Social Work has evolved over a thirty-seven-year period. It has become an exceptional social work undergraduate major in the Connecticut State Colleges and University system (CSCU). The social work faculty continue committed to excellence in social work research, scholarship, and Council on Social Work Education (CSWE) and National

Association of Social Work (NASW) skill and competency development learning relevant to the social work profession.

Relationships and collaboration for change are the fundamental life-giving forces that promote social justice in the social work profession. Humility and openness to learning is the breath needed to sustain the lifelong learning that ultimately foster critical thinking and inquiry leading to vision and strategies for change and success. Since its' early history, the social work department has had the honor of working with many hard working committed individuals. The department has succeeded with the exceptional contributions of individuals who had the generosity of spirit to collaborate in the development of the *explicit and implicit curriculum*. These individuals include all the students, full and part-time social work faculty, CCSU administrators and staff, other supportive faculty from neighbor departments and campuses, visiting guest speakers, field agency instructors, the National Association of Social Workers Connecticut Chapter, social workers working in the field, the advisory board members, and the social work program directors and department chairs.

Current and Past Social Work Program Directors & Department Chairs

Joanne León, Ph.D., MSW, LCSW

Associate Professor & Social Work Program Director & Department Chair **2017**
Field Education Coordinator 2013-2017

Delia J. González Sanders, Ph.D. MSSW, LCSW

Associate Professor & Social Work Program Director & Department Chair 2012-2017 Field
Education Coordinator 2010-2012

Catherine R. Baratta, Ph.D., MSW, MPIA

Associate Professor & Social Work Program Director & Department Chair 2007-2012

Patricia Henry Hensley, Ph.D., LCSW

Associate Professor & Social Work Program Director & Department Chair 2004-2007
Acting Associate Dean (SEPS) 2006-2007
Field Education Coordinator 2007- 2010

Barbara A. Candáles, Ph.D., LCSW, MPH

Associate Professor & Social Work Program Director & Department Chair 1997-2003 Field
Education Coordinator, 1995 -1997

Barbara Sosnowitz, Ph.D., LCSW

Professor Emeritus
Social Work Program Director 1982-1996

Barbara Schreier, LCSW

Associate Professor,
Social Work Program Director 1996-1997

Section III Social Work Program Curriculum

1. Generalist Social Work Definition – CSWE (2015) Educational Policy 2.0

At CCSU, the culturally competent generalist social worker is prepared to engage and work with a variety of client systems, especially those who are socially and economically isolated and populations at risk. The program prepares students to work with the populations at risk in a variety of life-span developmental stages within the State of Connecticut and beyond to the global environment. Students are trained in social work leadership skills and critical inquiry that advance the profession’s knowledge of effective education and practice through research and evaluation to enhance and sustain the well-being of all individuals including marginalized men, women, adolescents, children, older adults, of racially and ethnically diverse backgrounds, persons living with HIV/AIDS, and other health issues, persons with disabilities, refugees, new immigrants, gay men, lesbian women, bi-sexual and transgender individuals living in this region and beyond.

Hence, students are trained to work in a variety of system practice environments and levels of intervention in support of social justice. Students are educated and trained to engage in social workers intervention activities that link client systems with the resources necessary to respond and assist in the resolution of micro, mezzo and macro system problems while respecting the dignity and worth of the individual and their right to self-determination. Students are trained to become self-aware, and professionally skilled and culturally competent in conducting needs assessments related to all system sizes functioning in a variety of social work roles. The roles include broker, educator, case manager and advocacy.

The CCSU social work program mission and goals, explicit, implicit curriculum, and assessment are derived from the course requirements established by the Council on Social Work Education and are integrated into the curriculum content to ensure the generalist social work definition and content are present in teaching, scholarship and service to foster the development of competent social work professionals that will be able to exercise future leadership within the profession.

2. The 4-Year Academic Map - Social Work Program Effective Fall Term – 2017-2018

CSWE (2015) 2.0 Explicit Curriculum

This academic map is not a contract, either expressed or implied between the University and the student but represents a flexible program of the current curriculum which may be altered from time to time to carry out the academic objectives of the University. The University reserves the right to change, delete or add to any MAP at any time within the student’s period of study at the University.

Semester 1	Cr.	Min. Gr.	Maintain Minimum cumulative GPA 2.0 Maintain GPA in SW Major 2.5
SOC 110 Intro SOC or ANTH 140	3	C	
SW 100 Exploration in SW or SOC 111	3	C	
ENG 110 Freshman Composition	3		
General Education (Skill Area II course)	3		

General Education course	2-3		
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Credit Total 14-15

Semester 2	Cr.	Min. Gr.	Maintain Minimum cumulative GPA 2.0 Maintain GPA in SW Major 2.5
BIO 111 Introductory Biology or BMS 111Cells and the Human Body	3	C	
PS 110 American. Government. or PS 230 American, State & Local Government	3	C	
SOC 233 The Family	3	C	
General Education	3		
General Education	2-3		

Credit Total 14-15

Semester 3	Cr.	Min. Gr.	Maintain Minimum cumulative GPA 2.0 Maintain GPA in SW Major 2.5
STAT 215 Statistics for Behavioral Sciences	3	C	
SW 225 Writing for Social Work Profession	3	C	
SW 226 Social Welfare Policy & Services I	3	C	70-Hour Volunteer field work required
General Education	3		
General Education	3		

Credit Total 15

Semester 4	Cr.	Min. Gr.	Maintain Minimum cumulative GPA 2.0 Maintain GPA in SW Major 2.5
ECON 200 Principles of Macroeconomics	3	C	
SW 227 Human Behavior & Social Environ.	3	C	70-Hour Volunteer field work required
General Education course (Study Area IV lab course suggested)	4		
General Education	3		
General Education Study Area IV lab credit	3		

Credit Total 16

Pre-Major Students cannot proceed further until students have been fully accepted into the Social Work Major

Semester 5-Social Work Major Courses	Cr.	Min. Gr.	Maintain Minimum cumulative GPA 2.0 Maintain GPA in SW Major 2.5
SW 360 OR SW 361 (enroll in one only)	3	C	70-Hour Volunteer field work required
SW 368 or SW 374 or Social Work Elective at 400-level	3	C	
SW 368 or SW 374 or Social Work Elective at 400-level	3	C	
Elective	3		
Elective	3		

Credit Total 15

Semester 6	Cr.	Min. Gr.	Maintain Minimum cumulative GPA 2.0 Maintain GPA in SW Major 2.5
SW 360 OR SW 361 (enroll in one only)	3	C	70-Hour Volunteer field work required
SW 368 or SW 374 or SW Elective at 400-level	3	C	
SW 368 or SW 374 or SW Elective at 400-level	3	C	
Elective	3		
Elective	3		

Credit Total 15

Semester 7	Cr.	Min. Gr.	Maintain Minimum cumulative GPA 2.0 Maintain GPA in SW Major 2.5
SW 362 OR SW 426 (enroll in one only)	3	C	
SW 450	3	C	200-Hrs Senior Internship Field Required
SW 451	3	C	
SW Elective at 400-level	3	C	
Elective	3		

Credit Total 15

Semester 8	Cr.	Min. Gr.	Maintain Minimum cumulative GPA 2.0 Maintain GPA in SW Major 2.5
SW 362 OR SW 426 (enroll in one only)	3	C	
SW 452	3	C	200-Hrs Senior Internship Field Required
SW 453	3	C	Submit Final Portfolio
SW Elective at 400-level	3	C	
Elective	3		

Credit Total 15

54 Social Work Credits Required

66 CCSU General Education Credits Required

120 Total Credits for **Bachelor of Art in Social Work** Required at CCSU

3. Course Descriptions CCSU Undergraduate/Graduate Catalog 2017-18

<http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/Undergraduate-Majors/SocialWork-B-A>

Social Work Major requires a total of 54.0 credits for Bachelor of Arts degree:

a. Social Work Core Courses (45.0 credits)

SW225 Writing for the Social Work Profession

3.0

Prereq.: ENG 110. Coreq.: SW 226 or SW 227. Prepares generalist social work students to write for the profession; emphasis is on professional reports, assessments, research, case notes, courtroom, and writing agency-based documents. Restricted to pre-social work majors and must be taken concurrently with SW 226 or SW 227. Skill Area I in general education credits

SW226 Social Welfare Policy & Services I

3.0

Prereq.: SW 100, SOC 110 or ANTH 140, SOC 111 and PS 110 or 230. Pre-Social Work majors only. Exploration of the historical background of social work and social welfare institutions in the United States and around the world; knowledge, values, and practice skills that distinguish social work as a discipline Fieldwork required. Pre-Social Work majors only.

SW227 Human Behavior & the Social Environment I

3.0

Prereq.: BIO 111 or BMS 111, SOC 233. Examination of individuals, families, and communities, taking an ecological perspective of the life span; various cultural, economic, and ethnic factors that influence lives; application of social work values and how these relate to developmental tasks in a socio-political environment. Fieldwork required. Pre-Social work majors only.

SW360 Generalist Social Work Practice with Individuals & Families

3.0

Prereq.: Admission to Social Work major, SW 226, and SW 227. Study of delivery of direct service to individuals and families interacting within groups and communities; tasks and skills necessary for generalist social workers to empower clients to modify and change their situations. Fieldwork required.

SW361 Generalist Social Work Practice with Small Groups

3.0

Prereq.: Admission to Social Work major, SW 226, and SW 227. Use of the small group as a resource for delivering direct service in generalist social work practice; tasks and skills necessary for the social worker to use group process to empower clients, Fieldwork required

SW362 Generalists Social Work Practice with Organizations & Communities 3.0

Prereq.: Admissions to Social Work major, SW 360, and SW 361. Interventions and strategies for assisting families, organizations, and communities in the context of generalist social work practice; tasks and skills necessary to bring about change in large systems. Recommend SW 450 and 451 or SW 452 and 453 be taken concurrently.

SW368 Human Behavior & the Social Environment II

3.0

Prereq.: SW 360 (may be taken concurrently) and admission to the Social Work major. Using ecosystems framework provides the perspective to examine macro systems. Special attention given to the impact of human diversity, globalization, discrimination, and oppression in the context of these social systems.

SW374 Introduction to Social Work Research 3.0

Prereq.: Admission to Social Work major, and STAT 215. Research knowledge, values, and skills essential for beginning social work research practice Application of scientific method in social work research, hypothesis testing, research design, sampling, data collection techniques, and ethical issues germane to social workers including evidence-based research practice. Quantitative and qualitative design, the problem-solving model, a research proposal applicable to social work research will be developed.

SW426 Social Welfare Policy & Services II 3.0

Prereq.: Admission to Social Work major, SW 360, SW 361, and ECON 200. Uses of policy analysis and planning as intervention strategies in generalist social work practice Recommended that SW 450 and 451 or SW 452 and 453 be taken concurrently.

SW450 Field Education Experience I 3.0

Prereq.: Admission to Social Work major and all other requirements for the major except SW 362 and SW 426 (may be taken concurrently with this course); completed field application and permission of field coordinator. Placement in a social work agency in the community for a minimum of 200-hour Students are engaged in social work roles and activities which help them to develop generalist practice skills and knowledge. Must be taken concurrently with SW 451.

SW451 Field Education Seminar I 3.0

Prereq.: Admission to Social Work major and all other requirements for the major except SW 362 and SW 426 (may be taken concurrently with this course); completed field application and permission of field coordinator. Shared learning experience among all students placed in a community social work agency to provide an opportunity for information exchange in depth. Case processes and agency analysis are required. Social work philosophies, values, and ethics in the social service delivery system are reinforced. Relevant readings, assignments, and projects to help students integrate theory, values, and ethics with practice, **Must** be taken concurrently with SW 450.

SW452 Field Education Experience II 3.0

Prereq.: Admission to Social Work major, SW 450, SW 451, and permission of field coordinator. Continued placement in a social work agency in the community for a minimum of 200 hours. Students are engaged in social work roles and activities to develop generalist practice skills, values, and knowledge. Must be taken concurrently with SW 453.

SW453 Field Education Seminar II 3.0

Prereq.: Admission to Social Work major, SW 450, SW 451 and permission of field coordinator. Shared learning experience among all students placed in a community social work agency to provide an opportunity for information exchange in depth. Evaluation of practice and organized community outreach in the social service delivery system are reinforced. Relevant readings, assignments, and projects help students integrate theory, values, and ethics with practice. Must be taken concurrently with SW 452.

**Minimum of 2 social work electives at the 400-level for total of 6.0 credits required:
Students may enroll in more than 2 electives.**

SW 436 Health and Social Work 3.0

Prereq.: Admission to Social Work major, SW 226, and SW 227. Examination of health issues such as cancer, AIDS, Alzheimer's, and other disabilities; prevention, treatment, and attitudes; policies and programs in both public and private sectors which impinge upon the lives of clients with health problems. Irregular. [GR]

SW 437 Child Welfare I 3.0

Prereq.: Admission to Social Work major, SW 226, and SW 227. Examination of the role of the social worker in meeting the needs and protecting the rights of children Irregular [GR]

SW 438 Child Welfare II 3.0

Prereq.: Admission to Social Work major, SW 226, and SW 227. Examination of current social issues, such as war, poverty, and divorce, that impact the lives of children, Irregular. [GR]

SW 440 Social Work Practice with African Populations 3.0

Prereq.: Admission to Social Work major, SW 226, and SW 227. Critical aspects in understanding the African American community and how culture relates to social work, in micro and macro approaches to help students develop strength based CSWE social work competencies while learning to apply culturally relevant interventions. Irregular. [I]

SW 441 Social Work Practice with Latinos 3.0

Prereq.: Admission to Social Work major. Critical aspects in understanding the Latino community and how they relate to social work Micro, mezzo and macro approaches to providing strength-based culturally relevant interventions are highlighted. Irregular. [I] [GR]

SW 442 The Social Consequences of Immigration 3.0

Prereq.: Admission to Social Work major. Explores the development of immigration policies, social service delivery structures, and practices that help social workers provide services to immigrants and refugees. Irregular. [I] [GR]

SW 478 Current Topics in Social Work 3.0

Prereq.: Admission to Social Work major. Analysis and evaluation of special topics in the general field of social work Topics will vary from year to year. If topics vary, may be taken more than once. Irregular. [GR]

Mental Health & Addictions

This course will focus on alcoholism, drug dependence and mental health issues for social workers in contemporary society. An overarching paradigm of a multi-cultural perspective will provide knowledge about how misunderstanding and sometimes inadequate assessment and treatment that have resulted for minorities and women and other populations at risk in our society, familiarity with DSM - V, foundation as to many components of drug dependence and overview of interdisciplinary modalities of treatment.

Social Work Practice with Children & Adolescents

This course provides a generalist culturally competent perspective for beginning social work foundation practice skills and competences. Applying NASW (2021) Code of Ethics and NASW (2007) Indicators for Cultural Competence. The course focus is to increase practice knowledge in

engagement, assessment and intervention of diverse children and adolescents, using psychosocial development and family dynamics.

Social Work in the Military

This course is an introduction for social work students to examine the field of social work and its intersection with the military, includes working with active duty, reservists, and veterans of armed forces and their families, ethical challenges of providing services in a regiment setting.

Social Work Practice with Lesbian, Gay, Bisexual, and Transgender (LGBT) Populations

Designed to provide the social work student with a basic understanding of societal attitudes and prejudices, both overt and subtle, toward the lesbian, gay, bisexual, transgender, (LGBT) populations

b. Related required Pre-requisite Courses (9.0 credits)

SOC 110 Introductory Sociology 3.0

Major theoretical models and research methodologies used by sociologists in examining the institutions of societies and everyday lives of individuals. Topics include social stratification, ethnic relations, race, poverty, gender roles, aging, the family, population, and urban/suburban communities. CSUS Common Course Study Area III

Or

ANTH 140 Introduction to Anthropology 3.0

Major fields of anthropology, prehistory, and ethnology, with emphasis on the distinctive perspectives of anthropology as a cultural and human science. Cannot be used for credit toward the major in Anthropology. Study Area III [I]

SW 100 Exploration in Social Work 3.0

For students with a strong desire to help people and facilitate social change to determine if they wish to pursue a career in social work. Students will be introduced to the full range of client and practice settings in the global context. Limited to students with 45 credits or less or permission of the instructor Study Area III

Or

SOC 111 Social Problems 3.0

Conditions or patterns of behavior that are considered to be harmful to society or its members, about which it is considered that something should be done Included as possible topics are sexism, physical and mental health, drug and alcohol abuse, sexuality, inequality, discrimination, environmental problems and abuses of power. Study Area III

SOC 233 The Family 3.0

The family in its social context, including cross-cultural perspectives and theories of family structure and change The contemporary American family and its emerging alternatives will be studied, with special reference to the family life cycle and current issues in family studies. Study Area III

c. Required General Education - Courses (12.0 credits)

BIO 111 Introductory Biology

3.0

Humans and the biological world, with emphasis on structure and function of the human organism, including topics on disease, heredity and evolution.

Or

BMS 111 Cells & the Human Body

3.0

An overview of the structure and function of the cell and its metabolism, Topics include genetics and molecular mechanisms underlying cellular structure and function, and the need for and generation of multiple cell types and organ systems in the human body. Covers the workings of the major organ systems in maintaining the overall health of an individual. No credit given to students with credit for BIO 111. Cannot be used to meet requirements for major or minor in biomolecular sciences. Study Area IV

PS 110 American Government & Politics

3.0

Structure, functions, services, and problems of government and politics at the national level CSUS Common Course, Study Area II

Or

PS 230 American State and local Government

3.0

Organization and major problems of state and local government in the United States, with attention to intergovernmental relations, federalism, and contemporary issues, Study Area II

ECON 200 Macro Economics

3.0

Study Area II Macroeconomics. Introduction to the prevailing pattern of American economic institutions, the theory of income, employment and investment in the national economy, and public policies that affect them

STATS 215 Statistics for Behavioral Sciences

3.0

Prereq.: MATH 101 (C- or higher) or placement exam. Introductory treatment of research statistics used in behavioral sciences, Quantitative descriptive statistics, including frequency distributions, measures of central tendency and variability, correlation, and regression. A treatment of probability distributions including binomial and normal Introduction to the idea of hypothesis testing, No credit given to students with credit for STAT 104, 108, 200, 314 or 315. Skill Area II

CCSU Undergraduate/Graduate Catalog 2017-2018

<http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/UndergraduateMajors/Social-Work-B-A>

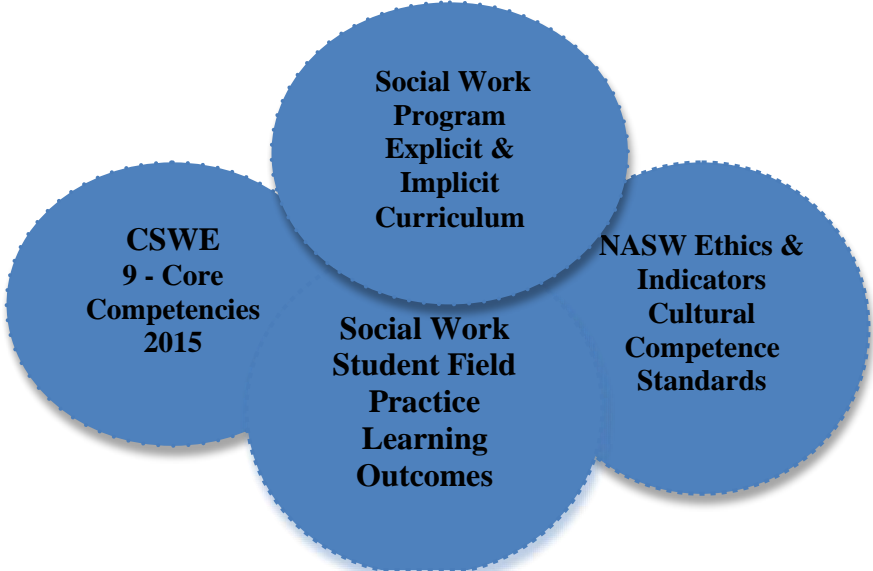
4. Social Work Program Explicit and Implicit Courses Curriculum Learning Outcomes Are Anchored in CSWE Competencies and Professional Mandates

As noted previously in this handbook, in 2015, the Commission for Accreditation (COA) and the

Commission for Curriculum and Educational Innovation (COCEI) Council on Social Work Education (CSWE) outlined core competencies that are common to all social work practice and revised the Educational Policy and Accreditation Standards (EPAS) required for the department of social work (CSWE, 2015). In adherence to the CSWE mandates the CCSU social work program applies a competency-based outcome approach to curriculum design. Hence the syllabi describe and explain how each competency is linked to component practice behaviors. Competency-based education is an outcome performance approach to curriculum design and assessment focused on student outcomes based on practice behaviors that a student must learn and be able to demonstrate both in the classroom and in the field agency settings (CSWE, 2015). All syllabi contain a “Connecting CSWE Core Competencies by Assignment Matrix. Also, most syllabi also contain a “Connecting CSWE core Competencies by Chapter Matrix linking the student demonstrated learning of core competencies in the explicit curriculum in the social work program.

Assessment of individual student learning outcomes is heavily emphasized. The social work student competencies are measurable practice behaviors that are composed of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in generalist practice with individuals, families, groups, organizations, and communities (CSWE, 2015). Student demonstrated learning outcomes are assessed in each core course each semester in the explicit and implicit curriculum. Students also engage in self-assessments in the explicit and implicit curriculum in most core courses each semester. All students complete self-assessments of their fieldwork as 70-hour volunteers in the pre-major status, and as new majors. The agency field instructors at semester end also assess the student. Senior students in senior field 400-hour internship during the senior academic year self-assess each semester and are also assessed at semester end by their assigned field instructor in the agency.

-Concept Map-Student Learning Outcome



The following table presents the Council on social Work Education (CSWE) Social Work Education Educational Policy and Accreditation Standards 9-Competencies and practice learning outcomes as mandated for student professional competency. The illustration of the demonstrated behavior learning outcomes for each competency is provided following the narrative on the educational policy. The social work program at CCSU seeks to develop specialized competency training for social work students in the undergraduate program consistent with the CSWE (2015) social work education standards, and to promote student learning of the required CSWE standards hence, the inclusion of the CSWE Education Policy and Accreditation Standards in this student program handbook for student reference, use and to enhance student understanding of the emphasis on the importance of social work practice, education, policy and accreditation standards.

Educational Policy and Accreditation Standards were obtained from CSWE website Copyright © 2015, Council on Social Work Education, Inc., all rights reserved

<https://cswe.org/getattachment/Accreditation/Standards-and-Policies/2015-EPAS/2015EPASandGlossary.pdf.aspx>

a. Explicit & Implicit Curriculum Expected Learning Outcome for Student Professional Development included in all course syllabi & in all fieldwork evaluations.

CSWE (2015) Competencies & Learning Outcomes Expected of CCSU Social Work Students

Competency 1 - Demonstrate Ethical and Professional Behavior	Practice Behavior Student Learning Outcome
	<i>1.1 Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics as appropriate to context</i>
	<i>1.2 Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations</i>
	<i>1.3 Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication</i>
	<i>1.4 Use technology ethically and appropriately to facilitate practice outcomes</i>
	<i>1.5 Use supervision and consultation to guide professional judgment and behavior</i>

Competency 2 - Engage Diversity and Difference in Practice	Practice Behavior Learning Outcome
	<i>2.1 Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels</i>
	<i>2.2 Present themselves as learners and engage clients and constituencies as experts of their own experiences</i>
	<i>2.3 Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies</i>

Competency 3 - Advance Human Rights and Social, Economic, and Environmental Justice	Practice Behavior Learning Outcome
	<i>3.1 Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels</i>
	<i>3.2 Engage in practices that advance social, economic, and environmental justice</i>

Competency 4 - Engage in Practice-informed Research and Research-informed Practice	Practice Behavior Learning Outcome
	<i>4.1 Use practice experience and theory to inform scientific inquiry and research</i>
	<i>4.2 Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings</i>
	<i>4.3 Use and translate research evidence to inform and improve practice, policy, and service delivery</i>

Competency 5 - Engage in Policy Practice	Practice Behavior Learning Outcome
	<i>5.1 Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services</i>
	<i>5.2 Assess how social welfare and economic policies impact the delivery of and access to social services</i>

	5.3 Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice
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Competency 6 - Engage with Individuals, Families, Groups, Organizations, and Communities	Practice Behavior Learning Outcome
	6.1 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies
	6.2 Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituents

Competency 7 - Assess Individuals, Families, Groups, Organizations, and Communities	Practice Behavior Learning Outcome – Field Seminar
	7.1 Collect and organize data, and apply critical thinking to interpret information from clients and constituencies
	7.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in analysis of assessment data from clients and constituencies
	7.3 Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies
	7.4 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	Practice Behavior Learning Outcome
	8.1 Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies
	8.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies
	8.3 Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes
	8.4 Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies
	8.5 Facilitate effective transitions and endings that advance mutually agreed-on goals

Competency 9 - Competency 9 – Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	Practice Behavior Learning Outcome - Field Seminar
	9.1 Select and use appropriate methods for evaluation of outcomes
	9.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes

	9.3 Critically analyze, monitor, and evaluate intervention and program processes and outcomes
	9.4 Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels

Council on Social Work Education, (2015) *cswe.org*

<https://cswe.org/getattachment/Accreditation/Standards-and-Policies/2015-EPAS/2015EPASandGlossary.pdf.aspx>

Section IV. The Pre-Major Social Work Student

All students seeking a social work generalist education begin at the pre-social work major level. This includes new incoming freshman, new transfer students from community colleges or other institutions, and students changing major from other CCSU departments. Progressing from pre-social work major level to social work major is an important component of student development and assessment in the liberal arts general education courses and social work pre-major courses. The advising process provides pre-major students with a guided transition through general education requirements, social work prerequisite and pre-major courses to the application to the major end point. This section outlines the policies and procedures students are required to follow as they begin their academic journey. This section also emphasizes the student responsibility in adhering to all CCSU university, school of education, and the social work department policies and procedures to develop and demonstrate the professional skill competencies required to earn the Bachelor of Arts degree in generalist social work.

2. Setting up CCSU email

All new student pre-major students are provided with a CCSU social work email address. Instructions on how to set up the email are provided during the admission procedures if a student is a first-time fulltime or first-time part-time student. If the student is an incoming transfer student from a community college or other institution, the transfer-advising center will assist students with email set-up instructions or students can contact the Information Technology Help Desk (IT helpdesk) office at 860 832-1720 for assistance. The IT helpdesk will also assist students in adding email to cell phones if needed.

3. Advising Requirements

a. Incoming CCSU freshman Procedure

Applying to Central Connecticut State University
Incoming new first-time full-time students (Pre-social work Major)

Apply to CCSU

1st - Early in the fall or spring semester (the semester prior to attending CCSU) and or while still enrolled in high school, or the community college students should **apply** to CCSU. Students can apply on line by going to the CCSU website and selecting the letter A from the A-Z menu. Then select “Apply online.” The window that opens will lead students through the entire application procedure. Students should arrange for all transcripts from high school, other colleges and or universities to be sent directly to CCSU registrar office.
<https://www.applyweb.com/ccsuu/index.html>

When applying to CCSU it is important not to delay applying. Apply ASAP.

In the CCSU acceptance letter students receive detail instructions on the orientation and advising process for new students. All first-time full-time students are advised by the *School of Education and Professional Studies (SEPS) Advising Center*. All first-time students will meet with *SEPS Advising Center* advisors for orientation. The SEPS Advising Center is located on the CCSU campus in Henry Barnard Hall room #229. Students declaring a pre-social work major are assigned to *SEPS Advising Center* for course advising and are assigned a SEPS adviser for the duration of the pre-major academic journey in the social work program. The transfer student’s advising file is crafted in the *SEPS Advising Center*. The number for *SEPS Advising Center* is (860) 832-2127. The website: www.ccsu.edu/seps/advisingCenter/services.html

b. Pre-Major Transfer Student Procedure

- **Transferring to Central Connecticut State University**
- *Incoming Transfer Students (Pre-Social Work Majors)*

Incoming transfer students (pre-social work majors)’ information is available on the School of Education and Professional Studies

website: sepsadvising@ccsu.edu or

SEPS Advising Center telephone number: 860. 832.2370

Transfer Student Steps 1-4

Apply to CCSU

1st - Early in the fall or spring semester (the semester prior to attending CCSU) and or while still enrolled at the community college students should **apply** to CCSU. Students should arrange for all transcripts from other colleges and or universities to be sent directly to CCSU registrar office.

When transferring to CCSU it is important not to delay applying. Apply ASAP

2nd After receiving the CCSU acceptance letter/information, the student must comply with instructions provided by the **School of Education & Professional Studies (SEPS), Advising Center office** procedure for **Incoming transfer students Pre-Social Work Majors**. The SEPS Advising Center will establish an orientation for students. The number to phone to establish a transfer student advising session is 860.832.2370. The website is: sepsadvising@ccsu.edu

Prepare for SEPS Advising Center Advising

3rd Bring the *Transfer Credit Evaluation* form sent by CCSU along with the acceptance letter and a list of current courses if currently enrolled in any (an unofficial transcript is acceptable). With this information, students can be fully advised.

*If the Transfer Credit Evaluation is not in the packet of information sent from CCSU Admissions, the student must contact Admissions for a copy of it **PRIOR** to the meeting with SEPS Advising Center staff.*

When students meet at the SEPS Adviser for the advising session, students will be provided with an assigned advisor, will be guided through a list of courses required as pre-majors, and a *Personal Identification Number (PIN)* which will allow new incoming students to access online registration at the earned credit level specified registration time.

Registration

4th **Register** for courses: All registration is online. Students will be assisted to activate the *Pipeline* account to access registration. The SEPS advisor will provide training information on how to utilize *Pipeline* and *Registration*. The Advising Center can also answer questions regarding other university online resources. **The Social Work Program at CCSU has a selective admissions policy.** The policy is based on the need to maintain a program of excellence based on the mandates of the Council of Social Work Education (CSWE 2015). Acceptance to the *Social Work Program* is based upon an earned grade of C or higher of specific prerequisite courses (see below), achieving required benchmark of 2.5 in the 70-hour volunteer experience evaluation for potential for professional competence in pre-major courses (SW 226 & SW 227), and demonstrated competence in writing skills (SW 225). In addition, students must have (and maintain) an earned grade of C or higher in all required pre-requisites and pre-major courses, an earned GPA of 2.5 as a pre-major and an overall GPA of 2.5 for CCSU general education courses.

Courses Required for application for admission to the *Social Work Program*, with an earned grade of ‘C’ or higher

BIO 111 Introductory Biology **or** BMS 111 Cells and the Human Body

PS 110 American Govt. & Politics **or** PS 230 American, State and Local Government
 SOC 110 Introductory Sociology **or** ANTH 140 Introduction to Anthropology
 SOC 111 Social Problems **or** SW 100 Exploration in Social Work
 SOC 233 The Family
 ECON 200 Principles of Economics I
 STATS 215 Statistics for Behavioral Sciences

SW 225 Writing for the Social Work Profession (*co-req with either SW226 or SW227*)

SW 226 Social Welfare Policy and Services I (*2 prerequisites: SOC 110 or ANTH 140 and SOC 111 or SW 100*)

SW 227 Human Behavior and Social Environment I (*2 prerequisites: SOC 233 AND either BIO 111 or BMS 111*)

Students Interested International Social Work Experiences Might Consider Course Abroad for Credit The Social Work Program offers 2 course abroad /volunteer programs.

- *Building a Multiracial, Multiethnic Society, Cape Town, South Africa* Winter term (6 credits)
- *Resiliency & Citizen Participation: Experiential Learning in Villa El Salvador, Peru* Summer term (6.0 credits)

Please discuss interest in international courses with the **SEPS Advising Center**. 860. 832.2370

The website is: sepsadvising@ccsu.edu

4. Procedure to Change Major to Social Work

Students interested in changing majors from other CCSU departments are encouraged to obtain a Change of Major and Advisor Form, from the Registrar at the website location noted below.

http://www.ccsu.edu/uploaded/departments/AdministrativeDepartments/Registrar/forms/Change_of_Major.pdf

Or Students can go the CCSU Pipeline website select the letter R for registrar from the A-Z menu at the top right. When the new window opens, students select: FORMS on the left menu. A list of available forms will open. Select Undergraduate Change of Major Degree or Advisor form. Print a copy, fill out the top of the form and email or bring it to the social work department located in Robert C. Vance Academic Center room #324 and leave it with the department secretary. Contact the department chair at 860.832.3146 to request approval for a change of major.

5. Pre-requisite courses

- Courses Required for Admission to the *Social Work Program*, require an earned grade of ‘C’ or higher

BIO 111 Introductory Biology	or	BMS 111 Cells and the Human Body
PS 110 American Govt. & Politics	or	PS 230 American, State and Local Government
SOC 110 Introductory Sociology	or	ANTH 140 Introduction to Anthropology
SOC 111 Social Problems	or	SW 100 Exploration in Social Work
SOC 233 The Family		
ECON 200 Principles of Economics I		
STATS 215 Statistics for Behavioral Sciences		

6. Pre-major social work courses

- Students must complete all pre-requisite courses with an earned grade of C or higher before students are eligible to enroll in the **pre-major courses** core courses listed below.

SW 225 Writing for the Social Work Profession (*co-requisite with either SW226 or SW227*)

SW 226 Social Welfare Policy & Services I (*2 prerequisites: SOC 110 or ANTH 140 & SOC 111 or SW 100*)

SW 227 Human Behavior & Social Environment I (*2 prerequisites: SOC 233 & BIO 111 or BMS 111*) Students must have completed

all pre-requisite courses (with an earned grade of C or higher) and be currently enrolled their last either (SW226 or SW227 pre-major course with SW225 (or completed SW225) to be eligible to apply to the social work major.

8. 70-hour Volunteer Generalist Practice Field Work Requirements

The social work program requires pre-major students enrolled in both pre-major courses SW226 Social Welfare Policy and Services I and SW227 Human Behavior and the Social Environment I, to complete a minimum of 70-hours of volunteer work in each course. The minimum of 70-hour averages to approximately 5-hours of volunteer field work per week in a human service agency. By requiring pre-major students in the program begin to commit themselves to actual social work early on in their academic education students tend to engage in hands-on experiences in human services agencies more readily. Students are encouraged to shadow or work with social workers or other human service personnel who are providing assistance to individuals, families, organizations and communities in need. The volunteer field work benefits students’ professional development in a variety of ways.

First, beginning pre-major social work students are grounded in social work. They learn to see what social work in a human service agency might be like. Second, students better recognize what developing generalist practice might include and are able to understand the core competencies discussed in the classroom.

Because the learning environment in the classroom fosters growth in beginning learners, students are able to discuss their experiences in the field work with the course instructor and peers. This tends to enhance learning for everyone. Questions that students might have in the initial exposure to social work are welcomed in the classroom and are part of the faculty and student critical inquiry discourse.

Helping students make meaning of their initial social work experiences helps to assure continual professional development. Guided by course instructors in the classroom and field instructors in the agency, students learn self-reflection and self-correction as they take the initial step in learning and demonstrating mastery of the CSWE (2015) competencies 1-8. Finally, the 70-hour field work at the pre-major level assists students to discover whether social work is the profession they are meant for while they are operationalizing or putting into action their beginning skills in real life social work settings in an agency setting under supervision by a field agency instructor.

The volunteer experience and other course competency objectives serves to enhance course content through experiential opportunities and to increase student knowledge and exposure to the broad spectrum of social services in the social work field. Students experience a "living field work lab" while taking foundation courses enabling them to integrate the field work experience into in-class assignments and class discussion.

This social work program adheres to the CSWE (2015) competency evaluation requirements to identify and assess demonstrated learning outcomes expected of CCSU students in 70-Hour volunteer field placements. The evaluation is completed jointly by student and volunteer hour supervisor.

The competency objectives of the 70-hour volunteer field experience include the following.

1. Test career interest in the field
2. Become familiar with a social welfare agency.
3. Observe or interact with diverse clients that social workers serve
4. Begin to develop interpersonal skills
5. Develop ethical and professional attitudes and behavior about social work
6. Connect student field experience with course content
7. Begin to understand clients' right to self-determination
8. Demonstrate ability to maintain appropriate social work boundaries
9. Demonstrate ability to understand and respect confidentiality and any related exceptions
10. Demonstrate beginning understanding of eligibility, intake, and referral process

• Selecting Field Agency

It is the pre-major student student's responsibility to select and confirm the 70-hour volunteer field work agency. By the third week of class students must begin volunteering at the agency therefore identifying and confirming the agency volunteer placement before the semester is highly recommended. By the second week of class pre-major students are required to obtain Taskstream and submit agency information, field instructor name, contact information including phone number and email address. This is not only to confirm the 70-hour volunteer placement but also to enable the SEPS assessment team to prepare Taskstream for the required student assessments for each student at end of the semester.

How do student locate an agency? Most agencies post their agency mission statements online. Many students go online and review the mission statements. Students should explore the mission an agency before making a decision. Others talk to social work students who are in the social work club, in Phi Alpha National Honor or who are in their class. Some students ask their course instructor to recommend an agency. Students can also contact faculty members, the Field Education coordinator or the Department Chair. Sometimes agencies contact faculty to request student volunteers. Each volunteer experience needs to be "hands on" and meaningful, as opposed to "desk work" and mere observation. Students are encouraged to discuss their field work placement opportunities to help other students understand the field work opportunities provided by the different agencies.

POLICY NOTE: Life experience and previous coursework experience CANNOT be used to fulfill course requirements or get credit for courses. Included in this, life experience cannot be used to meet requirements of 70-HOUR VOLUNTEER FIELD EXPERIENCES or SENIOR FIELD INTERNSHIPS in the program. The Council on Social Work Education Accreditation (2015) mandates that the employment role must be separate from the field education learning experience.

• Student Responsibilities & Student Safety Policy

Once the student has selected the field agency, it is the student's responsibility to learn about the agency. It is highly recommended that students select agencies where social workers either with a social work baccalaureate (BA) or master (MSW) degree are present in order for students to begin to develop professional social work competency skills.

- It is the student's responsibility to contact the agency, identify the field instructor and request an interview for the 70-Hour Generalist Practice Experience.
- It is the student's responsibility to prepare for the interview by learning about the agency, to dress professionally, and to arrive promptly for the interview. It is important for the student to

be aware of the amount of time the field agency supervisor has for the interview so that the student can present himself or herself professionally within the required timeframe for the interview.

- It is the student's responsibility to comply with the field agency requirements for acceptance as a volunteer. Most agencies require background checks, and or finger printing. Many also require orientation prior to beginning volunteer work. Others require training. It is the student's responsibility to schedule what is required in order to comply with, and to complete all the requirements of the agency to secure the placement and be ready to begin the placement the first day of class.
- It is the student's responsibilities to establish a minimum of 5-hours per week of volunteer field work with the field instructor at the agency. Once the hours are established it is the student's responsibility to dress professionally and arrive promptly on the scheduled days.
- It is the student's responsibility to provide the agency field instructor with a copy of the course syllabus so that the field instructor will be aware of the learning requirements of the student in the field.
- It is the student's responsibility to provide the SEPS assessment team with the correct name and contact information for the agency field instructor
- It is the student's responsibility to keep a Field Work Time Log to document the field work time weekly and review assignments and work time with supervisor. This is to ensure time and assignments are completed promptly and efficiently. Students must keep the field instructor informed of learning needs, obstacles to learning, and provide learning feedback to the instructor in both required pre-major courses SW226 & SW227.
- It is the student's responsibility to manage their time efficiently in order to balance their course requirements, the 70-Hour placement, other academic, work or family commitments.
- It is the student's responsibility to request assistance from the field instructor on how to best terminate with the agency clients, staff and how to transition their duties to others.

- Students are reminded that they represent the social work program and CCSU while in their 70Hour Volunteer Generalist Practice placement. It is the student's responsibility to demonstrate professional demeanor in behavior, appearance and communication.
- It is the student's responsibility to keep the social work course instructor informed of 70-Hour placement progress and or concerns. This is especially true if the student needs assistance to complete course requirements.
- It is the student's responsibility to be safe and remain safe while in field work agency. Students are encouraged to be aware and alert in the field work placements. Discuss the agency safety policy and safety plan with the field instructor the first day of volunteer field work. Students are responsible for asking questions regarding the safety procedures and the potential for violence in the workplace. Social work professionals often work with individuals, families and groups that are in need of health, mental health, and behavioral health assistance. When students select the volunteer placement, it is the student's responsibility to learn the appropriate student volunteer safety boundaries and to adhere to the boundaries.
- If a student is concerned about personal safety, it is the student's responsibility to discuss the concerns with the agency field work instructor, the course instructor, and the department chairperson.
- Student field work volunteers should:
 - o **Be alert**, be aware of both verbal and non-verbal cues that might indicate an at-risk situation in the agency
 - o **Exercise appropriate professional judgment**
 - o **Always be aware of your surroundings**
 - o **Trust your (gut feeling) or instincts**
 - o **Report any safety concerns at the agency to your field work instructor at the agency, the agency director or personnel, CCSU social work course instructor, field education coordinator, and department chairperson**

• **Vehicle Policy**

Students are **not** to use their own or the agency vehicles for work at the field work agency. Students are not to use their own vehicle or any agency vehicles to transport clients of any age. Should an agency require the student volunteer to drive, the student must decline the request indicating the student is a volunteer or senior intern and must discuss the agency request with the course instructor. If students are asked to use their

(student) owned vehicle to transport clients, students must inform their field instructors that using their (student) own vehicles or an agency vehicle to transport clients is **prohibited the CCSU social work program**. The student is to notify the course instructor if the agency is requiring the student to use their vehicle. The course instructor will notify the department chairperson of the agency request. A representative from the social work program, the course instructor and/or field education coordinator and/or department chair will inform the agency of the social work department policy to prohibit students from using their own personal vehicle or an agency vehicle to transport clients in a sensitive but firm manner to help sustain the student's volunteer placement.

Only 1 state agency has been approved by CCSU for student use of agency vehicle however the approval is dependent upon (a) the agency's regional director's approval and is (b) approved only as deemed appropriate by the regional director of the agency with (c) the approval of the social work course instructor, field education coordinator and department chairperson. It is not a blanket approval for all the state agency locations.

• **70-Hour Volunteer Generalist Practice (Self) Evaluation**

Two weeks before the end of the semester, students are required to submit a self-evaluation of the 70volunteer practice experience. Students receive an email prompt from the SEPS assessment team requesting their self-evaluation using the same 70-hour Volunteer Generalist Practice Evaluation the agency supervisor will complete. Students are required to print a copy of the self-evaluation in order to use the self-evaluation when meeting with their supervisor at semester end. Understanding how the student views ones-self in the demonstration of CSWE (2015) skill competencies in the agency versus how the student is viewed by the supervisor enhances the student ability to improve and increase self-awareness, personal reflection and understand how to best use and work with supervision. The National Association of Social Workers (2007) lists "Self-Awareness" as "Standard 2" in the "*Indicators for the Achievement of the NASW Standards for Cultural Competence in social work practice*" (NASW, 2007 p. 4). "Social workers shall seek to develop an understanding of their own personal, cultural values and beliefs as one way of appreciating the importance of multicultural identities in the lives of people" (NASW 2007, p. 4). These are key competency skills required of all social workers. A copy of the form used for the self-evaluation. It is the same 70- Hour Generalist Practice Evaluation used by the agency at the end of the semester. There is a copy of the evaluation in the appendices section of this handbook. Please see **Appendix C**.

• **70-Hour Volunteer Generalist Practice Evaluation**

One week before the end of the semester, students are required to meet with their field instructor to review their self-evaluation and to discuss the final 70-Hour Generalist Practice Evaluation completed by their field instructor. The student uses the self-evaluation to discuss their perception of their work. The field instructor reviews the final copy submitted online to the SEPS assessment team and provides feedback to the student using the completed final evaluation. The purpose of the meeting is for the student and field instructor to engage in a learning discussion related to the differences and similarities in the demonstrated CSWE (2015) 9Competency practice behavior learning outcomes related to the competencies demonstrated by the student during the 70-Hour field work experience. Students are required to complete the required minimum of 70hours and achieve an average benchmark of 2.5 in each of the 4 parts of the evaluation to pass the pre-major course. At the end of the meeting with the field instructor and after both the student and the field instructor sign the evaluation, the student requests a copy of the final evaluation to submit in hard copy to the course instructor. The student keeps a copy of the final 70-hour Field Evaluation completed by the field instructor to place in the student portfolio. The student is required to submit a copy use the final 70-Hour field evaluation to the course instructor for the final course grade. There is also a copy in the Appendix section of this handbook.

Please see **Appendix C** for the 70-hour Field Evaluation form.

9. Applying to the Social Work Major

As noted throughout this handbook, the Council on Social Work Education (CSWE) accredits the CCSU social work program at the undergraduate level. The purpose of the course content in the Social Work major is to prepare students for beginning generalist social work practice. Social Work is a profession that deals extensively with sensitive social issues and the well-being of human beings; therefore, students are carefully evaluated not only academically but also for demonstrated professional competency skill development. Hence the emphasis on the Council on Social Work Education (2015) 9-competency learning requirements in each core course and the learning outcome evaluations for course assignments and field learning experiences.

The social work program has a selective admissions policy. From the moment students enter as pre-majors they are preparing for the future application process steps. The application process involves several distinct procedures including completing pre-requisite courses with an earned grade of C or higher and be enrolled in the second pre-major social work course, either SW226 or SW227. The policy requires that students who are declared pre-social work majors must submit a formal application for admission to the social work major and be accepted before moving forward into the 300-level social work major courses.

The Department of Social Work Admission Policy and a description of the application requirements and procedures will be discussed next. There are three application opportunities for pre-major students to apply to the major. Student applications are submitted October 1st, or March 1, or in the summer August 1st. Additional required forms are included in the appendix section of this handbook, and are available on the

Department of Social Work website as well as in the Department of Social Work office in Vance Academic Center, Room 3240500. Students are urged to read the Student Handbook and Field Education Manual as content data are meant to clarify the student requirements at each step of the journey in the program. Pre-major students must be fully accepted into the social work major prior to enrolling in the advanced 300 or 400 level social work courses.

10. Social Work Selective Admission to the Major Policy and Procedures

• Professionalism

Student professional behavior is an important part of their commitment to becoming a social worker. Students Pre-Social Work and Social Work majors are expected to adhere to the professional performance standard of the profession throughout their academic journey. These include the National Association of Social Workers (NASW) Code of Ethics (2021) and the NASW Indicators for the Achievement of Cultural Competence in Social Work Practice (2007). Therefore, in both the classroom and the field students are expected to act in a professionally responsible manner, including promptness, class attendance, and respect for the diverse opinions as well as tolerance for differences. “Therefore, cultural competence in social work practice implies a heightened consciousness of how clients experience their uniqueness and deal with their differences and similarities within a larger context. The achievement of cultural competence is an ongoing process,” (NASW 2007 p. 8).

The Department of Social Work operates under a selective admissions policy. The policy is based on the need to maintain a program of excellence in the classroom, in field work education, and to assure quality internship placements for professional student development. The Department reserves the right to admit a limited number of students each year. Acceptance into the University as a pre-major **does not** guarantee acceptance into the social work major. Students must apply and be accepted into the major when students have completed the first pre-major course either SW226 or SW227 with the co-requisite, SW225 having earned a C or higher grade, and are in their second pre-major core course either SW 226 or SW 227 with SW225. Students have the option of selecting when the co-requisite of SW225 will be completed but it must be completed with either SW226 or SW227 before advancing forward. **Students are considered eligible to be admitted to the major when all pre-major requirements are met including student demonstration of beginning development of social work professional skills and competencies based on learning outcomes.** Applications to the Social Work major must be submitted by October 1st, March 1 or (summer admission) August 1 for full consideration.

11. Portfolio Requirements

The Department of Social Work utilizes the **Student Portfolio** to assess student preparedness to be admitted into the social work major. Students learn how to prepare and submit their electronic portfolio into *taskstream* in the pre-major courses. In the application to the major submission students are required to submit essential academic and service-learning materials, syllabi for social work courses, graded assignments, transcripts, current degree evaluation, completed 70-Hour field work practice self-evaluations and the final field work evaluation completed by the agency field instructors. There are specific portfolio guidelines for students to follow that are discussed next. **Appendix D is also available in the appendix section of the Student Handbook and Field Manual.**

Pre-Major Application to Social Work Major Portfolio Guidelines - Appendix D

Application to the Major in Social Work (Oct 1, March 1, & August 1)

The Department of Social Work utilizes the Student Portfolio to assess student preparedness to be admitted into the social work major. Students learn how to prepare their and submit their electronic portfolio into *taskstream* in the pre-major courses. In the application to the major submission students are required to submit essential academic and service-learning materials, syllabi for social work courses, graded assignments, transcripts, current degree evaluation, completed 70-Hour field work practice self-evaluations and the final field work evaluation completed by the agency field instructors.

Pre-Major Application to Social Work Major Portfolio Guidelines

Student portfolio must be submitted on *Taskstream*. The student e-portfolio is expected to demonstrate professional development in competency skill development in the explicit (syllabi and graded assignments) and implicit curriculum (professionalism in class and field work) and articulate your readiness and motivation to pursue professional social work development. The materials required to support your application to the social work major and submitted on *Taskstream* include the following items.

- Table of Contents
- Application to the Social Work Major / Students are required to complete a *Social Work Major Application form and Social Work Major Pledge* **Please see Appendices E & F**
- Personal Narrative (see list of questions) – two copies (**see narrative requirements Appendix G**)
- Academic Transcripts - including transcripts from other colleges and universities previously attended (unofficial copies of CCSU transcripts are acceptable)

- Evidence of participation in campus/community, volunteer events or activities
- Social Work Course Syllabi
- Social Work Course Graded Assignments and Rubrics
- 70-Hour Volunteer Generalist Practice Experience Field Evaluation **Please see Appendix C** (please include evaluations from other colleges/universities if applicable)
- Documentation of workshops, training, and/or conferences attended
- Current Resume
- Acknowledgement of having read NASW Code of Ethics (2021)
- Acknowledgement of having read NASW Standards for Cultural Competence in Social Work Practice (2007) See Appendix
- • References (2)

Pre-Major Transfer Students also need the following:

- Transfer Students should include related course syllabi, assignments and evaluations from other institutions and/or copies of your portfolio material.
- Transfer Students: Please must have the *Transfer Student Field Experience and Service-Learning Form*.
Please see Appendix H
- Transfer Students: Please have the *Transfer Student Reference Form* completed by your previous colleges' program director/coordinator. **Please see Appendix I**

The Department of Social Work faculty reviews each student portfolio for beginning competency and for the potential for professional competence development using a five-point scale: 5 = Excellent, 4 = Very Good, 3 = Good, 2 = Fair, and 1 = Poor. The criteria assessed are: 'Overall GPA, minimum 2.0 Yes or No,' GPA in major 2.5 minimum Yes or No,' CSWE Educational Policy 2.1.1 Identify as a professional social worker and conduct oneself accordingly & demonstrated practice behaviors; CSWE Educational Policy 2.1.3 Apply critical thinking to inform and communicate professional judgment (writing and critical thinking) & demonstrated practice behaviors; CSWE Educational Policy 2.1.4 Engage diversity and difference in practice & demonstrated practice behaviors. The 70-Hour Volunteer Generalist Practice Evaluation is also reviewed by faculty to ensure that the pre-major student achieves the required 2.5 benchmark overall mean (or higher), in learning outcome in the listed beginning practice competencies.

12. Statements of Understanding – Please see Appendix J

Please note: Students enrolled in the pre-social work program curriculum must be cognizant of the fact that past or future criminal conduct may limit or prevent placement in a field work agency for the 70-Hour

Volunteer field work courses (and for Senior Field Education Experience I & II internships). Because field work for the 70-Hour Volunteer courses (and Senior Field Education Experience I and Senior Field Education Experience II) are a Bachelor of Arts curriculum imperative, the social work degree is awarded only after successful completion of all social work program requirements.

Furthermore, past or present criminal conduct may render an individual ineligible to secure a 70-hour volunteer placement, a senior field education experience internship and a future state license and the privilege to practice social work. Therefore, it is necessary for all pre-major students applying to the social work major to meet individually with the department chairperson to review the *Application to the Social Work Program – at Central Connecticut State University Statement of Understanding* form prior to admission to the major. Once reviewed and signed a copy of the *Statement of Understanding* is filed in each student’s advising file and a copy is provided to the student on request. The Statement of Understanding is presented next for students to review and is also available in the Appendix section of this handbook. **Please see Appendix J**

Application to the Social Work Program – at Central Connecticut State University

Print Name _____ **CCSU ID#** _____

Statements of Understanding - Read Before Signing!

I understand that to be accepted into the Social Work Professional Program, complete the Social Work Program, and obtain a recommendation from CCSU I must demonstrate the following:

- Professional attitudes, attributes, dispositions and CSWE competencies appropriate to a social worker
- Conduct that demonstrates appropriate professional behavior and shows realization that actions reflect directly upon the NASW Code of Ethics and Standards for Cultural Competence
- Confidentiality of information concerning colleagues, clients, agencies, hospitals, schools, &/or other service learning settings obtained including 70-hour volunteer or senior internship experience in the entire learning academic process on and off campus
- Integrity and honesty in written and verbal communication, documentation, and coursework
- Adherence to the NASW Code of Ethics and Standards for Cultural Competence in the academic course work, 70- hour student volunteer setting, and in senior student internship field learning experience setting & at all times on and off campus (email, Facebook pages, internet, etc.).

I further understand that my admission to the Social Work Professional Program may be revoked if:

- My cumulative Social Work Course GPA drops below 2.5
- I demonstrate unprofessional behavior or an inability to respond appropriately in various contexts that affect my performance as a social worker as outlined in the CSWE competencies
- I falsify or misrepresent any documentation or information for programmatic, academic, or professional qualification/competency purposes
- I demonstrate unacceptable performance in 70-hour student volunteer or senior student internship experiences
- I fail to achieve an acceptable level on required Social Work Program professional field learning assessments
- I am dismissed from the 70-hour volunteer placement or the senior internship field experience due to sufficient cause

I further understand that

- 70-hour student volunteer and senior student internship field experiences may require a fingerprint-based criminal background check &/or substance abuse test before participating in field experiences and that I am responsible for cooperating with the requirements of the 70-hour and senior student field internship field setting
- any pending incident, including arrests and accelerated rehabilitation, may appear on my criminal background report and result in field experience settings not accepting me for learning

- if I have been convicted of a crime, dismissed for cause, or surrendered a professional credential, that I might not be admitted to the social work professional program, may be unable to participate in field experiences and/ or may be ineligible for CCSU’s social work program recommendations for field experience placement, employment or graduate school recommendations
- if I fail to pass the background check, &/or fingerprinting &/or substance abuse test, I may be unable to complete my chosen social work degree program at CCSU. I understand that the social work program and the university is not responsible for my inability to complete my chosen social work degree program

I further understand that

- it is my responsibility to purchase a Taskstream subscription and have it activated in order to submit required electronic evidences of learning outcomes and training if I have not done so already
- it is my responsibility to provide up-to-date, official transcripts (transcripts marked “issued to student” are acceptable) from all colleges/universities that I have attended
- it is my responsibility to identify, interview and establish the required 70-hour volunteer field experiences for the required courses by the course due date
- a maximum of two senior field placement referrals will be made by the field education coordinator
- it is my responsibility to receive the recommended field placement, interview, accept and meet the requirements of the senior field education setting as agreed upon with the agency and the field experience supervisor to meet the established senior field experience assignments demonstrating CSWE competencies & NASW Code of Ethics.

- OVER-

I understand and agree to abide by the above Statements of Understanding. I attest that the information provided by me in this portfolio and application contains no willful misrepresentation or falsification and that all of the information given by me is true, complete and accurate. I understand that this information may be verified and that any misrepresentation or falsification may result in the rejection of my application. I understand that admission to the CCSU Social Work Program major may be revoked by the Social Work Program Faculty and the Dean of Education and Professional Studies at Central Connecticut State University if I fail to continue to meet the Social Work Program academic course requirements, the CSWE competencies, NASW Code of Ethics & Standards for Cultural Competence &/or 70-hour volunteer learning &/or senior internship field experience learning requirements.

Statement of Criminal Background

1. Have you ever been convicted of **any** crime, excluding minor traffic violations? £YES £NO
2. Have you ever been dismissed for cause from any position (paid or volunteer)? £YES £NO
3. Have you ever surrendered a professional certificate, license, permit or other credential (including, but not limited to, a social work credential); had one revoked, suspended, annulled, invalidated, rejected or denied for cause; or £YES £NO been the subject of any other adverse or disciplinary credential action?
4. Is there any other legal issue/pending case that might appear on a background report that you think you should discuss with the Assistant Dean? For instance, you must pass a criminal background check to participate in field £YES £NO experiences. Arrests and accelerated rehabilitation programs show on the report until the case is disposed or rehabilitation complete. These can impact our attempts to find field placements.

NOTE: If you answer “YES” to any of the above questions, you will be asked to meet with the Assistant Dean and submit a signed statement explaining each incident with applicable court or administrative record(s).

Signature	Date
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djgs 9/2016

13. Incoming Students to Social Work Major/Orientation Meeting

The social work program at CCSU selective admissions policy is based on the need to maintain a program of excellence in the classroom and to assure availability of quality 70-hour volunteer and senior internship practice experience. Acceptance to the social work program is based upon demonstrated professional development in the completion of specific courses, volunteer practice experience and potential for professional competence in the required Council on Social Work Education Educational Policies. The final two steps in meeting acceptance to the major are (a) attending a mandatory incoming students/orientation meeting and (b) meeting briefly with the department chairperson.

a. Attending a mandatory incoming students/orientation meeting

The agenda for Incoming Students/Orientation meeting is to ‘Welcome’ incoming students to the major, orient them to social work program major professional development expectations, assessment requirements, student responsibilities as social work majors, New majors are also introduced to faculty, to other new major attending orientation to enable students to continue to build collegial relationships with peers. New social work student majors are also introduced to majors who are in leadership roles in the program in order to facilitate support for the new majors in their journey through the program. The orientation agenda is to review new majors on the following program policies, requirements and assessments and to answer any questions students may have as they advance in to the major:

- Social Work Professional Dispositions completed by Instructors
- Assessments of Specified Competencies in Course Assignments
- SW Implicit Curriculum mid-course Evaluation
- 70-Hour Field Experience Evaluation
- End of Course Evaluations
- Sustain overall GPA of 2.0 for CCSU and GPA of 2.5 in the Social Work major to remain in the major
- Student responsibility to meet all social work major course requirements in the classroom and in field work
- Portfolio requirements moving forward
- Steps Required to Attain Application to Senior Field
- Introduce incoming students to current officers in the CCSU Social Work Club
- Introduce incoming students to current officers in CCSU Chi Upsilon Phi Alpha Social Work National Honor Society

b. **Meeting briefly with the department chairperson**

Once students complete the orientation meeting, each student will exit individually to meet briefly privately with the department chairperson to review the Statement of Understanding and the FERPA release form (**Appendix J & G**) and allow student to ask questions (privately) the student might have regarding the application process to the major, the entrance into the major or any other social work program questions. Once all criteria are met, student major status will be changed from pre-major to major in the registrar's office by the department chairperson.

14. The Social Work Club

The Social Work Club is the social work student organization recognized and funded by the University. All pre-major students are eligible to be members and are encouraged to meet other social work students by actively participating in the club meetings and activities. The faculty advisor works with the club officers and members providing guidance, information and support as needed throughout the academic year. The faculty advisor represents the club at the faculty meetings and communicates with the department chair and faculty the minutes of the meetings and the agenda for the academic year. The social work faculty advisor serves as the link between the club officers and members and the social work chair. The club officers keep the faculty advisor informed on proposed activities and seek guidance and approval for new club activities. The advisor also provides assistance to the club leadership as they seek to clarify the vision for the academic year, reviews the club expenditures and activities to ensure the club functions within the guidelines of the university campus student organization policy.

The club members vote the new incoming club officers into office in the spring semester generally in May. The officers remain in office until the following spring when new officers are voted into office. The club officers include a president, vice-president, secretary and treasurer. Members may vote to elect two copresidents if the members agree. Officers assume the club leadership role establishing the meeting calendar, identifying social service projects, reviewing the club constitution, and organizing fund raising activities. Officers also maintain the social work club Facebook page, update and maintain the social work club bulletin board located in R. C. Vance Academic Center third floor, recruit new club members, communicate activities to pre-majors and majors via CCSU email. In social work courses some officers may elect to serve as informal mentors for pre-majors and model professional behavior for new majors as they journey through the major. Social work club members are encouraged to become involved in social work sponsored events on and off campus, conference activities and campus and community engagement activities. Students are required to activate and use the assigned *CCSU email* in order to be in communication with the club leadership and members and to ensure each are informed on the social work club activities. Social Work club member emails are only sent via CCSU email using the 'bcc' procedure to ensure email privacy. Members are also encouraged

to review the social work club bulletin board for project information, activities and for social work job postings.

15. Chi Upsilon Chapter Phi Alpha Honor Society

The Chi Upsilon Chapter of Phi Alpha Honor Society at CCSU is part of a national honor society for social work students. The purpose of phi Alpha honor society is to provide a closer bond among student of social work and promote humanitarian goals and ideals. Phi Alpha fosters high standards of education for social workers and invites into membership those who have attained excellences in scholarship and achievement in social work.

Qualifications: An overall GPA of 3.0, and a GPA of 3.25 in core social work courses must be maintained-in eight (8) semester credit hours in major must be completed for honor society. Students begin to apply each fall semester. The application deadline is February 1st. The induction into the Chi Upsilon Chapter of Phi Alpha Honor Society is once an academic year during the month of April. A one-time fee of \$30.00 is required with the application. Checks or money orders (only must be submitted, no cash) made out to Phi Alpha Honor Society and submitted to the social work office no later than the due date February 1st. The check or money order must be stapled to the application and both must be placed in a sealed envelope with the name and address of the student applicant on the outside return address area. The envelope must be addressed to the Phi Alpha Application and submitted to the social work department secretary by the February 1 deadline. Interested students should review the Chi Upsilon Chapter of Phi Alpha Honor Society bulletin board outside the social work office in Vance #324 for the names of the current contact information of current chapter officers if they have questions about Phi Alpha. Please see **Appendix L**, the Chi Upsilon Chapter of Phi Alpha Honor Society application in the appendices section of this student handbook and field work manual.

Section V. The Social Work Major Student

1. Advising Requirements

Social work majors are advised in the fall and spring semesters during the university advising weeks in October and March. The social work faculty advisors are assigned by the social work department chair and the assignments are posted by the department secretary located in R. C. Vance Academic Center #324 in advance of the Fall (October) or Spring (March) official two (2) week CCSU advising period. Once assignments are made, the assigned faculty advisors may arrange to advise students in two different methods. Faculty advisors

may communicate with students via email and may advise students using “Web Central” This enables faculty to advise students online.

Or assigned faculty advisors may elect to advise students in person in their office. Faculty advisors will email their preference to assigned students prior to the two advising weeks in the fall and spring semester. Students may contact the department secretary via email at: v.testa@ccsu.edu or phone 860-832-3129 to determine the date the social work faculty advising schedule will be posted during the fall and spring semesters. The assigned social work faculty advisor master list is posted on the bulletin board outside the social work department. Social work major students are assigned a new faculty advisor each semester. Students may check the master list noting the new assigned faculty member each semester posted on the social work bulletin board to identify their faculty adviser. If there is no advisor assigned to the student, the student may check with the secretary to determine the assigned faculty advisor at Robert C. Vance Academic Center room 32405.

Students meeting with social work faculty for course advising are required to bring a copy of their ‘Degree Evaluation.’ If students need assistance to print a copy of their degree evaluation, students are encouraged to go to the campus Student Technology Center and request assistance to learn how to obtain a copy of their “Degree Evaluation.” Student Technology Center personnel are available to assist students. Students must have a CCSU Blue Chip Identification Card to obtain assistance from the Student Technology Center.

Faculty advisors are available to students in the event that students have difficulty with course requirements or have other questions regarding courses. If meeting in person with the faculty advisor a copy of the completed, signed ‘Social Work Program Advising Contract’ is given to the student with the student ‘personal identification number’ (PIN). Students are strongly encouraged to adhere to the contract. If students are not able to register for the agreed upon courses, students are to contact their faculty advisor to discuss course options. A sample of the social work Program Advising Contract **Appendix A** is available in the appendix Section of this handbook.

2. 70-Hour Volunteer Generalist Practice Field Work Requirements

The social work program requires major students enrolled in major courses SW360 Generalist Social Work Practice with Individuals and Families and SW361 Generalist Social Work Practice with Small Groups, to complete a minimum of 70-hours of volunteer work for each course concurrent with the course during the semester. The minimum of 70-hours averages to approximately 5-hours of volunteer field experience work per week in a human service agency. By requiring major students in the program continue to commit themselves to actual social work in the core major courses students tend to build stronger ethical practice habits and tend to gain more professional confidence, to engage in more hands-on experiences in human services agencies.

The fieldwork provides students with more time to gain insight into self-awareness in terms of professional development. Students at the major level are encouraged to engage in more direct client work by completing course assignments with social workers or other human service personnel who are providing assistance to individuals, families, organizations and communities in need. They are also encouraged to build a supervisee/supervisor relationship with the field instructor to better develop their professional role in fieldwork. The advanced volunteer work benefits student's professional development in a variety of ways.

First, social work students increase their professional skill competency by practicing additional skills grounded in social work. They learn to understand the differences in the application of social work theory in a variety of human service agencies. As majors in the social work journey, most students will be in their third 70-hour volunteer field work practice setting. It is expected that there will be a demonstrated increase in the student level of understanding social justice issues and ways in which basic human rights, adequate standard of living, healthcare and education are not distributed equitably and without prejudice. It is also expected that students will begin to demonstrate the use of practice experience to inform research employ evidence-based interventions, evaluate their own practice and use research findings to improve practice, policy and social service delivery.

Second, students should demonstrate the competency 1, demonstrate ethical and professional behavior. Students should demonstrate practice self-reflection and self-correction by recognizing their own deficiencies and strengths in developing generalist practice and engage in discourse with field instructors and course instructors to enhance their professional development. At this professional stage, it is also necessary for students to be able to demonstrate professional demeanor in behavior, appearance and communication. Demonstrating an ability to critically think about the core competencies discussed in the classroom and how competencies are applied to and demonstrated in the practice setting is a key factor in learning practice dynamics.

Because the learning environment in the classroom fosters continued growth in ethical principles that guide professional practice student learners are able to discuss their experiences in the field work with the course instructor and peers and begin to apply strategies of ethical reasoning to arrive at principled decisions. This tends to enhance learning for everyone.

Helping students make meaning of their volunteer practice experiences helps to ensure continual professional development. Guided by course instructors in the classroom and field instructors in the agency, students learn and demonstrate beginning mastery of the CSWE (2015) competencies 1-8. The 70-hour volunteer field work at the pre-major level assesses students learning outcomes to determine if students are making forward progress by beginning to engage ethical and professional behavior, engage in diversity and difference in practice, advancing human rights and social and economic justice, engaging in research-informed

practice and practice informed research, engage in policy in practice, engage with individuals, families, groups organizations and communities, assess individuals, families, groups, organizations and communities, and intervene with individuals families, groups, organizations and communities (CSWE 2015).

POLICY NOTE: Life experience and previous coursework experience CANNOT be used to fulfill course requirements or get credit for courses. Included in this, life experience cannot be used to meet requirements of 70-HOUR VOLUNTEER FIELD EXPERIENCES or SENIOR FIELD INTERNSHIPS in the program. The Council on Social Work Education Accreditation (2015) mandates that the employment role must be separate from the field education learning experience.

• **Selecting Field Agency**

Selecting 70-hour field agency is the student’s responsibility. By the second week of class students must begin volunteering at the agency, hence identifying and confirming the agency volunteer placement before the semester is highly recommended. Students must submit the “70 Hour Placement Information Form” form (Appendix B) by the third week of class to course instructors and submit the information directly to *Taskstream*. This confirms the 70-hour placement has been obtained and also enables the faculty to verify volunteer placement and for Department Secretary to prepare *Taskstream* for the end of the semester required learning outcome evaluation.

How do students locate an agency? Most agencies post their agency mission statements online on their home page. Many students go online and review the mission statements. Students should explore the mission an agency before making a decision. Students may talk to social work students who are in their classes, in the social work club, in Phi Alpha National Honor to explore options. Students may also contact faculty members. At times agencies contact faculty to request student volunteers. Each volunteer experience needs to be "hands on" and meaningful, social work tasks as opposed to clerical work or nonsocial work tasks or/ or mere observation opportunities. Students are encouraged to discuss their field work placement and assigned tasks with the course faculty to ensure the course assignments can be accomplished in the selected agency. There are a variety of community options to help students understand the social work role provided by the different agencies.

• **Student Responsibilities & Student Safety Policy**

Once the student has selected the field agency, it is the student’s responsibility to learn about the agency. It is highly recommended that students select agencies where social workers with either a bachelors (BA) and/or masters (MSW) degree are present in order for students to learn directly from social workers, to develop professional social work competency skills.

- It is the student's responsibility to contact the agency, identify the field instructor and request an interview for the 70-Hour Generalist Practice Experience.
- It is the student's responsibility to prepare for the interview by learning about the agency, to dress professionally, and to arrive promptly for the interview. It is important for the student to be aware of the amount of time the field agency supervisor has for the interview so that the student can present himself or herself professionally within the required timeframe for the interview.
- It is the student's responsibility to comply with the field agency requirements for acceptance as a volunteer. Most agencies require background checks, and or finger printing. Many also require orientation prior to beginning volunteer work. Others require training. It is the student's responsibility to comply and to complete all the requirements of the agency in order to secure the placement and be ready to begin the placement the first day of class.
- It is the student's responsibilities to establish the volunteer hours of field work with the field instructor at the agency. Once the hours are established it is the student's responsibility to dress professionally and arrive promptly on the scheduled days.
- It is the student's responsibility to provide the agency field instructor with a copy of the course syllabus so that the field instructor will be aware of the learning requirements of the student in the field required by the course instructor in the classroom.
- It is the student's responsibility to provide the SEPS assessment team with the accurate name and contact information, phone number and email address for the agency field instructor
- It is the student's responsibility to keep a 'Field Work Time Log' to document the field work time weekly and review assignments and work time with supervisor. This is to ensure time and assignments are completed promptly and efficiently. Students must keep the field instructor informed of learning needs, obstacles to learning and also provide learning feedback in required social work practice courses SW360 & SW361.

- It is the student's responsibility to manage their time efficiently in order to balance their course requirements, the 70-Hour volunteer field placement, other academic, work or family commitments.
- It is the student's responsibility to request assistance from the field instructor on how to best terminate with the agency clients, staff and how to transition their duties to others.
- Students are reminded that they represent the social work program and CCSU while in their 70Hour Volunteer Generalist Practice placement. Students are encouraged to demonstrate professional demeanor in behavior, appearance and communication. Additionally, students should keep the course instructor informed of placement progress as well as placement concerns especially if students need assistance to learn and demonstrate professional competencies.
- It is the student's responsibility to keep the social work course instructor informed of 70-Hour placement progress and or concerns. This is especially true if the student needs assistance to complete course requirements.
- It is the student's responsibility to be safe and remain safe while in field work agency. Students are encouraged to be aware and alert in the field work placements. Discuss the agency safety policy and safety plan with the field instructor the first day of volunteer field work. Students are responsible for asking questions regarding the safety procedures and the potential for violence in the workplace. Social work professionals often work with individuals, families and groups that are in need of health, mental health, and behavioral health assistance. When students select the volunteer placement, it is the student's responsibility to learn the appropriate student volunteer safety boundaries and to adhere to the boundaries.
- If a student is concerned about personal safety, it is the student's responsibility to discuss the concerns with the agency field work instructor, the course instructor, and the department chairperson.
- Additionally, student field work volunteers should:
 - **Be alert**, be aware of both verbal and non-verbal cues that might indicate an at-risk situation in the agency
 - **Exercise appropriate professional judgment.**
 - **Always be aware of your surroundings.**

- o **Trust your (gut feeling) or instincts.**
- o **Report any safety concerns at the agency to your field work instructor at the agency, the agency director or personnel, CCSU social work course instructor, field education coordinator, and department chairperson.**

• **Vehicle Policy**

Students are **not** to use their own or the agency vehicles for work at the field work agency. Students are not to use their own vehicle or any agency vehicles to transport clients of any age. Should an agency require the student volunteer to drive, the student must decline the request indicating the student is a volunteer or senior intern and must discuss the agency request with the course instructor. If students are asked to use their (student) owned vehicle to transport clients, students must inform their field instructors that using their (student) own vehicles or an agency vehicle to transport clients **is prohibited the CCSU social work program**. The student is to notify the course instructor if the agency is requiring the student to use their vehicle. The course instructor will notify the department chairperson of the agency request. A representative from the social work program, the course instructor and/or field education coordinator and/or department chair will inform the agency of the social work department policy to prohibit students from using their own personal vehicle or an agency vehicle to transport clients in a sensitive but firm manor to help sustain the student's volunteer placement.

Only 1 state agency has been approved by CCSU for student use of agency vehicle however the approval is dependent upon (a) the agency's regional director's approval and is (b) approved only as deemed appropriate by the regional director of the agency with (c) the approval of the social work course instructor, field education coordinator and department chairperson. It is not a blanket approval for all the state agency locations.

• **70-Hour Volunteer Generalist Practice Self-Evaluation**

Two weeks before the end of the semester, students are required to submit a self-evaluation of the 70-hour volunteer practice experience. Students receive an email prompt from the SEPS assessment team requesting their self-evaluation using the same 70-hour Volunteer Generalist Practice Evaluation the agency supervisor will complete. Students are required to print a copy of the self-evaluation in order to use the self-evaluation when meeting with their field instructor at semester end. Understanding how the student views themselves and their demonstration of skill competencies in the agency versus how the student is viewed by the supervisor enhances the student's ability to improve and increase self-awareness, personal reflection and understand how

to best use and work with supervision. The National Association of Social Workers (2007) lists “Self-awareness” as “Standard 2” in the “*Indicators for the Achievement of the NASW Standards for Cultural Competence in social work practice*” (NASW, 2007 p. 4). “Social workers shall seek to develop an understanding of their own personal, cultural values and beliefs as one way of appreciating the importance of multicultural identities in the lives of people” (NASW 2007, p. 4). These are key competency skills required of all social workers. A copy of the form used for the self-evaluation. It is the same 70- Hour Generalist Practice Evaluation used by the agency at the end of the semester. There is a copy of the 70-hour evaluation in the appendices section of this handbook. Please see **Appendix C**.

• **70-Hour Volunteer Generalist Practice Evaluation**

One week before the end of the semester, students are required to meet with their field instructor to review their self-evaluation and to discuss the final 70-Hour Generalist Practice Evaluation completed by their field instructor. The student uses the self-evaluation to discuss their perception of their work. The field instructor reviews the final copy submitted online to the SEPS assessment team and provides feedback to the student using the completed final evaluation. The purpose of the meeting is for the student and field instructor to engage in a learning discussion related to the differences and similarities in the demonstrated CSWE practice behaviors learning outcomes related to the competencies demonstrated by the student during the 70-Hour field work experience. Students are required to complete the required minimum of 70-hours and achieve an average benchmark of 2.5 in each of the 4 parts of the evaluation to pass the pre-major course. At the end of the meeting with the field instructor after both the student and the field instructor sign the evaluation, the student requests a copy of the final evaluation to submit in hard copy to the course instructor. The student keeps a copy of the final 70-hour Generalist Practice Evaluation completed by the field instructor to place in the electronic student portfolio. The student is required to submit an electronic copy use the final 70-Hour evaluation to the course instructor for the final course grade. There is a copy in the Appendix section of this handbook, **Appendix C**.

Section VI. The Senior Student Intern in Field Education Experience

CSWE (2015) Educational Policy 2.2

1. Application to Senior Field Education

In the senior year, students in the CCSU Social Work program major are required to complete advanced courses to learn and to demonstrate skill competencies in the generalist field education experience (SW450

Field Education Experience I and SW452 Field Education Experience II), by working in field work agencies completing a minimum of 400-hours of senior internship over two semesters. The senior student works with agency field instructors in “hands on” field work in order to continue professional development and mastery of the CSWE core competencies as listed in the CSWE Educational Policy and Accreditation Standards.

To ensure student have met all requirements and are ready to advance to the finish line, there is a separate application and admissions process with specific eligibility requirements for students applying to senior field education, seminar courses, the final policy, and the macro practice core course, required in order to graduate. The final 9.0 credit hour courses per semester required senior year are: SW450 Field Education Experience I and SW451 Field Education Seminar I taken concurrently with SW362 Generalist Social Work Practice with Families, Organizations and Communities, **OR** SW426 Social Welfare and Policy and Services II. The second and final semester of senior core courses are SW452 Field Education Experience II, SW453 Field Education Seminar II, enrolled in concurrent with SW362 Generalist Social Work Practice with Families, Organizations and Communities, **OR** SW426 Social Welfare and Policy and Services II. If the student has completed the required two social work electives, these are the final courses required. However, the student may add more social work electives if the student desires to attend full-time and enroll in 12.0 credit hours. This Field Education section of the student handbook outlines the path for students who are ready to apply for the final academic year of senior field work and core course work.

Senior field experience is a yearlong learning process where students work with field instructors to CONTINUE development on each competency. The social work department does not expect that students will have mastered all competencies by the end of their first semester of senior field experience SW450. As such, please use the following benchmarks as a guide to the expected average progress across the academic year based upon the 1-4 scale. Students’ ability to demonstrate the practice behaviors for each of the competencies serves as the signature training for our program.

Satisfactory Benchmark: SW450 – 2.5 Satisfactory Benchmark: SW452 – 3.0

This section begins with the student eligibility requirements, provides portfolio submission requirements, explicit and implicit curriculum assessment requirements, and concludes with information to exit from the social work major and graduate with a Bachelor of Arts degree in generalist social work.

§ Eligibility Requirements for Application to Senior Field Work Education

Senior students are considered eligible to begin the senior field education application process if they have completed all required prerequisite courses, pre-major courses, 70-Hour volunteer field work with benchmark of 2.5 or higher mean on all competencies, and the four required 300 level major practices courses, with an earned grade of C or higher and requirements (noted below).

- SW 360 Generalist Social Work Practice with Individuals & Families
- SW 361 Generalist Social Work Practice with Small Groups,
- SW368 Human Behavior and the Social Environment II
- SW374 Introduction to Social Work Research
- Earned social work program GPA is 2.5 or above
- Overall CCSU University earned GPA is 2.0 or higher. (This means that in order to be eligible to apply the student must be, in “good standing” with the university)
- Currently completing the last required CCSU general education credits
- Seniors applying for Senior Field Education Experience and Seminar should only be lacking the required 18 or 24 credits for the senior level academic year in the social work program

If senior students meet these basic eligibility requirements, they are required to attend senior orientation.

§ Step 1 - Senior Field Orientation

Students are required to attend senior field orientation. Senior field orientation is conducted each fall and spring semester in preparation for entering senior course requirements the following semester. For example, **students attending field orientation in the fall semester** are doing so to demonstrate having met eligibility requirements **to begin the first semester of senior seminar and senior field work the following spring semester. Students attending the spring senior field orientation are doing so to demonstrate having met eligibility requirements to begin the first semester of senior seminar and senior field work the following fall semester.** The scheduled dates for senior field orientation are posted on the social work bulletin board and each semester are included in the social work department calendar in each of the social work major course syllabi.

Senior orientation is a mandatory meeting for seniors applying to senior field education seminar and senior field education experience therefore the meeting is scheduled within the first three weeks of the fall and spring semester each academic year. The meeting conducted by both the Field Education Coordinator and the Social Work Department Chairperson is for the purpose of the following:

- communicating the social work program policies
- reviewing student eligibility requirements (noted above)
- portfolio preparation
- procedures for submitting materials to the field education coordinator

- assessment process
- steps leading to the placement in an agency setting when students are determined eligible

The application pathway is clearly outlined to assist students who have successfully met all previous program requirements and have demonstrated professional skill competency development and readiness to apply to senior seminar and senior field. The eligibility requirements and application process steps reviewed in the senior field orientation are discussed next.

§ Step 2 Portfolio Requirements - Appendix M

Students submit a portfolio via Taskstream of application materials by October 1st or March 1st of the semester prior to the start of the field education experience. Senior field application portfolios should demonstrate professional readiness and motivation to undertake senior field education seminar and experience. The senior field work portfolio should include all materials required for the initial application to the major, plus all added graded course materials and 70-hour volunteer evaluations acquired for courses completed while in the major. Additionally, students should include updated documentation for workshops, training and conferences attended while in major. A current resume, and degree evaluation should also be included. Please see portfolio materials list that follows.

The portfolio includes:

- A. Cover page
- B. Table of contents
- C. Application to field education experience - **Appendix N**
- D. CCSU School of Education & Professional Studies Social Work FERPA -**Appendix O**.
- E. Academic transcripts (updated, including other colleges & universities attended to complete general education credit while in the major)
- F. Evidence of participation in volunteer activities - Evaluation of 70 Hour Volunteer Experience for all major courses requiring the volunteer work.
- G. Social work course graded assignments (SW360, SW361, SW368, SW374)
- H. Documentation of workshops, training, and/or conferences attended.
- I. Current resume (update through current semester)
- J. Acknowledgement of review of the NASW Code of Ethics (2021) Appendix Z
- K. Acknowledgement of review of the NASW Indicators for Cultural Competency Standards (2007) Appendix Z (submit only one copy)
- L. Degree evaluation - documentation that all general education and social work courses have been completed through current semester

The Field Education Coordinator and the Department Chairperson review the portfolios in the fall and spring semesters and select qualifying students.

Students are contacted by the Field Education Coordinator and instructed to meet with the Field Education Coordinator during required advising in October and March advising weeks. Students are informed during the advising appointment with the Field Education Coordinator of their selection to move forward into senior field. In addition, students learned their senior field admittance status once they receive their evaluated portfolio score through Taskstream which is prior to their advising appointment. Students moving forward are interviewed for field work placements and are provided with a field work experience agency, and a field instructor to contact in order to set up an interview within two weeks of the meeting. Field Education Coordinator works diligently to ensure that the field work agency will be able to provide the individual student with the required generalist practice learning experience. Agencies and field instructors must meet the CCSU, School of Education and Professional Studies, Social Work Program and Council on Education professional development competency requirements. For this reason, students cannot establish their own senior field work placements.

Explicit Curriculum Course Requirements First Senior Semester

In the first semester of senior year students are required to enroll in the following three senior level courses concurrently.

SW450 Field Education Experience I

SW451 Field Education Seminar I

SW362 Generalist Practice with Families, Organizations & Communities **OR** SW426 Social Welfare Policy and Services II

If the student has not yet completed the required social work electives, or if the student needs to be full time, the senior student may add any of the senior electives in this semester for a 12.0 credit semester.

Important Note: Senior students are **eligible** to advance to the second and final semester of senior year when all of the course requirements for the first semester have been met and the student has earned a minimum grade of C in all courses, maintained a GPA of 2.5 in the social work program and a minimum overall CCSU University GPA of 2.0. Students with questions should contact the department chairperson. o **Explicit**

Curriculum Course Requirements Second Senior Semester

In the second and final semester of senior year students are required to enroll in the following three senior level courses concurrently. SW452 Field Education Experience II, SW453 Field Education

Seminar II , SW362 Generalist Practice with Families, Organizations & Communities **OR** SW426 Social Welfare Policy and Services II (which ever course was not completed the first senior semester).

Again, if the student has not yet completed the required social work electives, or if the student needs to be full time, the senior student may add any of the senior electives in this semester for a 12.0 credit semester.

Students are also given a brief overview on the procedure for senior level assessments required during the academic year. A list of the assessments follows. Students are provided with the required forms and detailed information and instruction on the completion of required student, faculty and program assessments required in the Senior Field Education Seminar I & II courses by their course instructor.

Senior Field Education Seminar and Field Work Assessments First Semester

- Implicit Curriculum Senior Field Education Seminar Mid-Course Assessment SW450/SW451
Appendix V
- Student Course Instructor End-of-Semester Evaluation for SW451 Senior Field Education Seminar I
- End of Semester SW450 ‘Senior Student Self-Assessment’ Senior Field Education Generalist Practice Experience Evaluation I
- End of Semester SW450 Senior Field Education Generalist Practice Experience Evaluation I

Senior Field Education Seminar and Field Work Assessments Second Semester

- Implicit Curriculum Senior Field Education Seminar Mid-Course Assessment SW452/SW453
Appendix V
- End of Semester SW452 ‘Senior Student Self-Assessment’ Senior Field Education Generalist Practice Experience Evaluation II
- End of Semester SW452 Senior Field Education Generalist Practice Experience Evaluation II
- Graduating Senior Exit Focus Group Meeting
- Student Course Instructor End-of-Semester Evaluation for SW452 Senior Field Education Seminar II

Procedure for Senior Student when the student is Ineligible for Admission to Senior Field Education based on C- or lower Social Work Course grades, below 2.5 benchmark overall mean in 70-Hour volunteer evaluations, or below GPA of 2.5 in the Major

When students are determined ineligible to move forward into senior seminar and senior field students will be informed during advising interview with the Field Education Coordinator. Students who are found ineligible to move forward into senior seminar and senior field work are informed of the areas that need work and a plan is established to help the student move forward. Together the student and Field Education Coordinator strategize to create a plan of action to target areas and requirements that are preventing the student from advancing in order to help the student advance. The plan will include use of campus support resources to assist the student. Once the plan is established the student is given a specific time frame to complete the requirements. The areas in need of work determine whether the senior student will need to reapply to senior field or if the student simply has to submit additional material. The Field Education Coordinator will make the decision. Advancement is dependent on the areas of work and the ability of the student to complete the requirements. If the student and Field Education Coordinator are unable to identify a plan for advancement, the Field Education Coordinator will refer the student need to the department chairperson. Together the student, Field Education Coordinator and Department Chairperson will identify the most appropriate course of action to enable the student to move forward and be successful at CCSU.

If the student continues to be ineligible the following semester, the student will be provided with options for academic advancement in other majors of interest. The student will also be advised of the CCSU Grade Appeals Policy procedure in the event that the student desires to appeal the grade in previous courses.

2. Preparing for the Advising Interview with Field Education Coordinator

Students are to arrive for the advising meeting promptly and prepared to discuss their professional development with the Field Education Coordinator. All application materials will be discussed. In the meeting, the student will be provided with course schedule for the first senior semester, an agency assignment, and an agency confirmation form.

Assignment of Field Work Experience Setting

It is the student's responsibility to contact the assigned field work agency within a week of having received the agency interview assignment from the Field Education Coordinator in order to set up an interview with the agency field instructor. Students are to prepare for the telephone call to the field agency as they would for the actual face-to-face interview. Students should have reviewed the website for the agency and familiarized themselves on the mission of the agency and the various services the agency provides. First impressions make a difference especially when a student is seeking an internship. Students first action should be to phone the agency to speak directly to the field instructor.

Students should **not text or email** the agency unless the field education coordinator has specifically instructed the student to do so based on the field instructors' request.

Preparing for the Field Agency Field Instructor Interview

As noted previously, students should demonstrate professionalism by preparing for the agency interview and learning as much about the agency as possible before the interview. Students should dress professionally, arrive early for the interview to allow sufficient time to locate the agency, park and calmly prepare for the meeting. Field instructors evaluate the professional conduct of students from the time students contact the agency until the end of the process. This means being aware of one's professionalism at all levels required by the social work program. Being respectful of agency environment, and everyone in the environment means turning off cell phones and focusing on presenting oneself as an emerging social work professional ready for field work. Students should review **Appendix P** the Professional Dispositions Rubric to demonstrate social work professionalism. Students should have a copy of the Senior/Internship/Field Education Experience Confirmation Form (**Appendix Q**) with them should the field instructor accept the student during the interview.

Review of Statement of Understanding & FERPA Release

Students eligible for senior field placement must have submitted a signed copy of **Appendix J** the *Statement of Understanding* and have it in the advising file. **Appendix O** the *CCSU School of Education & Professional Studies Social Work FERPA Release* form should also be in the advising file, to ensure all individuals are informed of student requirements and responsibilities, and agency requirements and responsibilities and CCSU, School of Education and Professional Studies Social Work Department requirements and responsibilities.

Confirming Placement

Students who successfully complete the field agency interview and are accepted by the field instructor and agency for senior internship and field education experience are committed for the full academic year. At the time of the interview when the student is notified of acceptance the student provides the field agency instructor with a copy of Senior/Internship/Field Education Experience Confirmation Form (**Appendix Q**). Both student and field instructor complete the form and sign the agreement. The student and field instructor may keep a copy of the form if they wish to do so. The original form is returned (by the student) to the Field Education Coordinator as the confirmation that the placement for

the senior academic year is secured. A copy of the form is filed in the student file and in the Field Education Coordinator file.

Student Responsibilities & Student Safety Policy

Some agencies require students to attend orientations or trainings prior to beginning their senior field education field work experiences. Additionally, most agencies require background checks and fingerprinting. Students are required to fulfill all responsibilities agencies require according to the instructions provided by the agency. It is the student's responsibility to inquire about the agency requirements and to request instructions from the agency field instructor, and to fulfill the requirements promptly. It is also the student's responsibility to notify the field instructor and social work Field Education Coordinator when the requirements have been met. Incomplete required agency prerequisites may lead to a decline of the student by the agency. Also, the student must notify Field Education Coordinator if the student fails to meet agency requirements resulting in a decline of the student field work experience placement, or if the student declines the request to complete the required agency prerequisites. The student will then meet with the Field Education Coordinator and the Social Work Department Chairperson to explore the reasons for the decline and determine the next step for the senior student.

Other student responsibilities:

- Establish days and hours of senior internship and field education experience in collaboration with agency requirements and needs as outlined by the Field Instructor
- Arrive promptly each day of senior internship and field education experience
- Establish the schedule for the entire semester
- Work with Field Instructor to set up time log for senior internship and field education and the procedure for the field instructor to review and sign log
- Complete all documents required by the agency as part of the internship
- Establish weekly (a minimum of 1-hour weekly) supervisory time with field instructor.
- Establish a work journal documenting professional skills and competencies student will focus on learning each semester
- Prepare for the 1-hour weekly supervisor time with notes, questions and a work journal
- Establish a learning contract with the field instructor in collaboration with the senior seminar course instructor/faculty field liaison to ensure the 9-generalist social work practice competencies learned, demonstrated and assessed during the student's senior academic year. Please see the senior field work experience learning contract template **Appendix R**.

- Learn and demonstrate the 9-Council on Social Work Education professional practice learning outcome competencies (**Appendix S**).
- Complete ‘Senior Student Self-Evaluation’ Senior Student Self-Evaluation of SW450 & SW452 Senior Field Education Generalist Practice Experience Evaluation (**Appendix T**)
- Achieve an overall 2.5 mean benchmark in all competencies for the first academic semester of Senior/Internship/Field Education Experience as evidenced by the field instructor end of first semester SW450 & SW452 Senior Field Education Generalist Practice Experience Evaluation (**Appendix U**).
- Achieve a 3.0 overall mean benchmark for all practice competencies in the second semester of Senior/Internship/Field Education Experience as evidenced by the field instructor final semester SW450 & SW452 Senior Field Education Generalist Practice Experience Evaluation (**Appendix U**).
- It is the student’s responsibility to keep the social work course instructor informed of their Senior Field experience progress and or concerns. This is especially true if the student needs assistance to complete course requirements.
- It is the student’s responsibility to be safe and remain safe while in field work agency. Students are encouraged to be aware and alert in the field work placements. Discuss the agency safety policy and safety plan with the field instructor the first day of volunteer field work. Students are responsible for asking questions regarding the safety procedures and the potential for violence in the workplace. Social work professionals often work with individuals, families and groups that are in need of health, mental health, and behavioral health assistance. When students are in senior field work internship, it is the student’s responsibility to learn the appropriate student intern safety boundaries and to adhere to the boundaries.
- If a student is concerned about personal safety, it is the student’s responsibility to discuss the concerns with the agency field work instructor, the senior seminar course instructor/faculty liaison, Field Educational Coordinator and the department chairperson.
- Additionally, student field work volunteers should:
 - **Be alert**, be aware of both verbal and non-verbal cues that might indicate an at-risk situation in the agency
 - **Exercise appropriate professional judgment**
 - **Always be aware of your surroundings**

- **Trust your (gut feeling) or instincts**
- **Report any safety concerns at the agency to your field work instructor at the agency, the agency director or personnel, CCSU social work course instructor, field education coordinator, and department chairperson**

• **Vehicle Policy**

Students are **not** to use their own or the agency vehicles for work at the field work agency. Students are not to use their own vehicle or any agency vehicles to transport clients of any age. Should an agency require the student volunteer to drive, the student must decline the request indicating the student is a volunteer or senior intern and must discuss the agency request with the course instructor. If students are asked to use their (student) owned vehicle to transport clients, students must inform their field instructors that using their (student) own vehicles or an agency vehicle to transport clients **is prohibited the CCSU social work program**. The student is to notify the course instructor if the agency is requiring the student to use their vehicle. The course instructor will notify the department chairperson of the agency request. A representative from the social work program, the course instructor and/or field education coordinator and/or department chair will inform the agency of the social work department policy to prohibit students from using their own personal vehicle or an agency vehicle to transport clients in a sensitive but firm manor to help sustain the student's field work internship placement.

Only 1 state agency has been approved by CCSU for student use of agency vehicle however the approval is dependent upon (a) the agency's regional director's approval and is (b) approved only as deemed appropriate by the regional director of the agency with (c) the approval of the social work course instructor, field education coordinator and department chairperson. It is **not** a blanket approval for all the state agency locations.

Policy for Senior Intern Hired at Senior Field Agency During Senior Field Education Experience CSWE (2015) Standard 2.2.11

Senior interns are **required** to notify the senior seminar course instructor/faculty field liaison, the Field Education Coordinator, the field instructor, and the department of social work chairperson when the student intern is offered an employment position at the agency. While the program will be supportive of the students desire to accept the employment, it is the decision of the student intern to either accept or decline the position. If the student is interested in accepting the position the student should notify their field instructor to determine how the employment might impact the senior interns senior field education learning experience. The student is

also responsible for notifying senior seminar course instructor/faculty field liaison. The student, senior seminar course instructor/faculty field liaison need to discuss ways in which the student's senior field education experience can continue forward by revising the learning contract to enable the student to take on additional, different activities and responsibilities that are challenging, skill enhancing and intentionally focused on learning and demonstrating the required **CSWE 9-core competencies**. **The Council on Social Work Education Accreditation Standard 2.2.11 (2015)** mandates that the employment role must be different and separate from the senior internship field education learning experience. Additionally, the field instructor for senior internship learning must be different from the employment supervisor. The student is still required to complete the required minimum of 400 internship hours for the full academic year. The *Field Education Coordinator* will notify the department of social work *chairperson* of the plan established to ensure the role of the student competency learning is different and separate from the employment role at the agency. If the CSWE (2015) standard 2.2.11 is met, by the revised learning contract 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, the chairperson will approve the student revised learning contract and plan.

3. Role of Faculty Senior Seminar Course Instructor/Faculty Liaison

The Senior Field Education Seminar I & II course instructor and faculty liaison is a social work faculty member who is assigned to teach the two required seminar courses during senior year. In all instances, the faculty liaison is the same faculty member who teaches the students' senior field education seminar course. This faculty member is assigned to the individual students in the seminar and field for the purpose of connecting and coordinating coursework to the practice setting, monitoring student progress, and assisting the field instructor in teaching and learning strategies and activities that adhere to the CSWE competencies (2015), NASW Code of Ethics (2021) and NASW Indicators for Standards of Cultural Competence (2007). In all instances, the faculty liaison is the same faculty member who teaches the students' senior field education seminar course. For learning consistency, quality of education, retention and graduation, the same faculty member is assigned for both senior semesters Senior Field Education Seminar I & II courses during the student senior academic year. There are currently three Senior Field Education Seminar I & II/faculty liaisons working with students in the field education program.

The Faculty Liaison's Responsibilities Include:

- Serve as the link between the CCSU Department of Social Work seminar faculty, the agency, the agency field instructor, and the student
- Collaborate with field instructor to develop field education contract and opportunities based on the

CSWE competencies (2015) and the individual learning needs of student

- Participate with field instructor and student in development of the Senior Field Education Generalist Practice Experience Evaluation form
- Visit the agency a minimum of once per academic semester to confer with field instructor and student on student demonstrated professional practice competencies, skills, values
- Assist the field instructor in dealing with challenges/problems
- Collaborate with field instructor in the evaluation and grading of student progress

4. The Role of a Field Agency Instructor

The Field instructor is the professional social worker employed at an agency, approved by the CCSU department of social work, who facilitates the learning process at the agency. Field instructors must have earned a Master of Social Work (MSW) degree from a CSWE accredited institution, and have a minimum of two years post-master (MSW) experiences. The field instructor acts as the teacher, supervisor, mentor and guide for the senior student assigned to the practice setting. For learning consistency, quality of education, retention and graduation, the same field instructor and agency is assigned for both senior semesters Senior Field Education Experience I & II courses during the student senior academic year. Field instructors work closely with the social work program Senior Field Education Seminar I & II/faculty liaison to facilitate the translation and integration of learning from the classroom into the field work practice setting.

The Field Instructor's Responsibilities Include:

- Demonstrate a commitment to social work values and ethics
- Work cooperatively with CCSU field education coordinator and field liaison
- Attend field seminars provided by the CCSU Department of Social Work once a semester
- Monitor & assess students using the CSWE Competencies, Field Instructor/Student Learning Plan & CSWE (2015) Practice Behavior Learning Outcome Rubric
- Facilitate the educational goals and objectives of the Social Work Department in cooperation with the field liaison
- Conduct a minimum of one hour of supervision with student per week
- Provide a range of culturally sensitive learning opportunities to enable student to achieve the educational objectives
- Alert faculty liaison of difficulty/problems or potential problems immediately
- Provide a verbal mid-semester evaluation
- Conference with student and prepare a final evaluation using the CSWE (2015) Competencies, Field Instructor/Student Learning Plan & Practice Behavior Learning Outcome Rubric

o **Process to Apply to Become a Senior Field Education Agency Instructor**

A professional social worker is eligible to apply to become an approved field instructor in the social work program at CCSU if the instructor has earned a Master of Social Work degree from a CSWE accredited institution, and have a minimum of two years post-master's degree social work experience. The instructor must have demonstrated an ability to model and teach the CSWE required competencies to senior students. Additionally, the field agency where the professional social worker is employed must be assessed to determine if the agency has the necessary mission and learning opportunities available for students to learn and apply the required CSWE competencies. Interested social work professionals must submit the Field Instructor Application (**Appendix W**), interview with the Field Education Coordinator and with the Social Work Department Chairperson.

o **Process to Apply to Become a Senior Field Education Approved Agency**

Agencies interested in becoming an approved senior internship learning environment for social work senior interns must contact the CCSU social work *field education coordinator* to request an application. The agency must complete an agency assessment to determine if the agency meets the CSWE and social work program requirements by demonstrating the agency ability to provide CSWE (2015) competency and profession development learning opportunities in all 9-competencies for students. The Field Agency Assessment for SW450 & SW452 Senior Field Education Generalist Practice 9- Competency Student Learning Opportunities form must be submitted to the Field Education Coordinator for evaluation and assessment with the social work department chairperson. The agency will be approved if it meets a mean score of 5 or higher in the 10-core competency learning opportunities. Please see **Appendix X**.

5. Graduating Senior Terminating with Field Education Agency

Graduating seniors are expected to terminate with the field agency at the end of the semester. Guided by the field agency instructor the student will learn the skills required to terminate in a professional manner with the agency, clients, colleagues, and staff. Each agency has a protocol for internship endings therefore the field instructor generally takes the lead in helping students learn the termination process at each step of the field work experience.

Students are also assisted by the senior seminar II, instructor, and field work liaison. Endings can be challenging for all involved therefore assistance is provided for students in the graduating cohort to help each complete termination and exit process in an adaptive and professional manner with agencies and clients.

6. Graduating Cohort Focus Group / Exit Interview

Graduating seniors are required to attend a senior focus group. In the focus group meeting senior students begin the termination process with CCSU, the special work department, faculty, staff and fellow colleagues. During the focus group the faculty engage in a discourse with students to learn about the student experience in the program, to obtain program feedback in terms of what students found helpful in developing professional competencies and demonstrated learning outcomes. The student subjective experience of the program course work, field work, and assessment process discussed by the seniors provides the program faculty with post data on the basic explicit curriculum content by having students demonstrate learning of content.

7. Senior Dinner-Celebrating & Terminating with Emerging New Generalist Social Workers, Social Work Program Faculty and Social Work Colleagues

At the end of the second senior seminar semester faculty celebrate student achievement in a senior dinner. The dinner enables students to celebrate the milestone accomplished in completing the generalist practice social work undergraduate program. The dinner is scheduled during the final class evening for the seminar course. The social work faculty establishes the agenda for the evening. All adjunct faculty are invited to join in the celebration. It is a fun time for all. Students deserving of special recognition are identified and celebrated. All graduating seniors for the December and May ending semesters are invited to attend. The social work club officers also participate to recognize graduates for their achievement.

Section VII. Graduating Student Awards & Scholarship Recognition

1. Department of Social Work Award

Each academic year the social work department faculty identifies a senior student who has demonstrated professional development in the classroom and in the field setting. The student has also demonstrated leadership skills and exemplary service to the social work students, and the social work program, the CCSU campus community and the community at large while maintaining a minimum academic record of “*good standing*” in the social work program. The department chair and faculty will nominate candidates and then vote to select one student. The selected student is then notified by the department chairperson and faculty of the award. The department of social work award recipient is honored at the Spring CCSU Honors convocation by the university President, provost and deans. The student is also recognized at the senior dinner

for the graduating cohort the student represents and at phi alpha induction if the student is a member of phi alpha.

2. Henry Barnard Scholars

Each Spring semester the office of the registrar identifies senior students from all departments on campus who have earned the highest GPA in their respective department as nominees for the Board of Regents Henry Barnard Scholar Award. The names of the student nominees are provided to the department chairperson who then notifies the student of their selection. Students who are nominated are eligible to apply for the Connecticut State Colleges and Universities Henry Barnard Board of Regents Award. Students selected as final winners of the Connecticut State Colleges and Universities Henry Barnard Board of Regents Award are honored at a dinner and during the Spring Honors Convocation Award ceremony held on the CCSU Campus.

3. Sosnowitz Award

The Sosnowitz Award is named after Dr. Barbara Sosnowitz, emeritus professor of social work and the first Program Director of the Social Work Program at CCSU. Students, field instructors, and/ or faculty may nominate a student for the award. The nominee must be a graduating senior during the academic year the award is bestowed and have demonstrated a significant contribution to the practice of social work as evidenced by at least one of the following criteria:

- Creation of a new and an original program which benefits clients
- Improvement of an existing program which benefits clients
- Demonstration of exceptional professional commitment to clients

Academic scholarship while important in the profession of social work is not the sole consideration or required criteria. The individual nominating the student must submit a narrative to the department chairperson and faculty describing the student contribution to the practice of social work. The department chair and faculty decide if the Sosnowitz Award will be awarded each academic year. The Sosnowitz Award application form is (**Appendix X**) in the appendices section of this handbook and field work manual.

Section VIII. Appendices

Glossary

References

VIII Appendices

Appendix A	Advising Contract
Appendix B Form:	70-Hour Placement Information Form (Taskstream)
Appendix C	70-Hour Volunteer Field Evaluation (Taskstream)
Appendix D	Pre-Major Portfolio Guidelines
Appendix E	Social Work Major Application
Appendix F	Application to Social Work Major-Pledge
Appendix G	Application to the Social Work Major Personal Narrative Content Requirement
Appendix H	Transfer Student Field Experience and Service-Learning Form
Appendix I	Transfer Student Reference Form
Appendix J	Statement of Understanding
Appendix K	CCSU Social Work Program Student Pathway Through Courses & Professional Development Assessment Conceptual Model
Appendix L	Chi Upsilon Chapter Phi Alpha Application
Appendix M	Application to Senior Seminar & Senior Field Work Portfolio Guidelines
Appendix N	Application to Senior Seminar & Senior Field
Appendix O	CCSU School of Education & Professional Studies Social Work FERPA Release
Appendix P	Professional Social Work Dispositions Rubric
Appendix Q	Senior Internship/Field Education Experience Confirmation Form
Appendix R	Senior Internship/Field Education Generalist Practice Experience Learning Contract
Appendix S	CSWE Competencies & Learning Outcomes Expected of CCSU Social Work Students
Appendix T	SW450 & SW452 Senior Field Education Generalist Practice Experience Self-Evaluation
Appendix U	SW450 & SW452 Senior Field Education Generalist Practice Experience Evaluation
Appendix V	Implicit Curriculum Mid-Course Evaluation
Appendix W	Application for Agency Field Instructor
Appendix X	Field Agency Assessment for SW450 & SW452 Senior Field Education Generalist Practice 9- Competency Student Learning Opportunities
Appendix Y	Sosnowitz Award Application Process
Glossary	
References	

Appendix A

Central Connecticut State University Social Work Program Advising Contract

Name: _____ ID# _____

Today's Date: _____ Enter Year for Semester for Course Advising: FA ____ SP ____ SU ____ WT ____

Student Schedule:

Course	Department	Day & Time	Credit

Student has agreed to the following:

***It is the student responsibility to learn the course requirements for the social work major and to monitor progress toward graduation (total number 120 of credits, etc.). Checking your degree evaluation to ensure you are receiving the correct course credit for courses completed each semester is highly recommended.**

Student's Signature: _____

Student's Personal Identification Number (PIN) _____

Faculty Advisor's Signature: _____

Appendix B

Form: "70 Hour Placement Information Form"

* = Response is required

*** Semester**

- Fall
- Spring
- Summer

*** Select course number**

- SW 226
- SW 227
- SW 360
- SW 361

*** Course Instructor**

Last Name	
	First Name

*** Student Name**

Last Name	
	First Name

*** CCSU email required**

*** Agency Name**

*** Agency Supervisor Name**

Last Name	
	First Name

*** Supervisor's work email**

Supervisor Personal Email Address

Sometimes agency firewalls block the Taskstream emails. If the supervisor is willing to share his or her personal email, please add the personal email in this space.

*** Start Date (MM/DD/YR)**

*** Phone # Field Instructor (Format: XXX-XXX-XXXX)**

Appendix C

**Central Connecticut State University SOCIAL WORK PROGRAM
70 - Hour Volunteer Field Evaluation**

This social work program adheres to the CSWE (2015) competency evaluation requirements to identify demonstrated learning outcomes expected of CCSU students in 70-Hour volunteer placements. The evaluation is to be completed jointly by student and volunteer hour supervisor.

Form: "70-hour Field Evaluation"

* = Response is required

*** Student Name**

Last Name	First Name
------------------	-------------------

Course

- SW 226
- SW 227
- SW 360
- SW 361

Course Instructor Name

Last Name	First Name
------------------	-------------------

- * Name of Agency/Program
- * Name of Agency Supervisor
- * Semester/Year

Semester (Fall or Spring)	Year
----------------------------------	-------------

*** Has student completed required hours (70 hours per semester)**

- Yes
- No

If Answered (No) Above, Please Explain Below Part 1. Attitudes - Competencies 1 & 2 - Practice Behaviors Learning Outcome Demonstrated * A. Conscientious about volunteer hours

- Almost Never
- Sometimes
- Almost Always
- Always
- * 1. Arrives on time**
 - Almost Never
 - Sometimes
 - Almost Always
 - Always
- * 2. Leaves at allotted/assigned time**
 - Almost Never
 - Sometimes

- Almost Always
 - Always
 - * **B. Dresses appropriately for the agency**
 - Almost Never
 - Sometimes
 - Almost Always
 - Always
 - * **C. Dependable in completing assignments**
 - Almost Never
 - Sometimes
 - Almost Always
 - Always
 - * **D. Models common sense and good judgment in carrying out tasks**
 - Almost Never
 - Sometimes
 - Almost Always
 - Always
 - * **E. Presents a positive attitude towards others (staff, clients, volunteers, etc.)**
 - Almost Never
 - Sometimes
 - Almost Always
 - Always
 - * **F. Uses and responds positively to supervision**
 - Almost Never
 - Sometimes
 - Almost Always
 - Always
 - * **G. Exhibits respect towards colleagues and clients**
 - Almost never
 - Sometimes
 - Almost Always
 - Always
 - * **H. Exhibits the belief that all clients have strengths**
 - Almost Never
 - Sometimes
 - Almost Always
 - Always
 - * **I. Accepts responsibility for one's own actions**
 - Almost Never
 - Sometimes
 - Almost Always
 - Always
- Part 2 - Competencies 1, 2, 3 & 4 Practice Behavior Learning Outcome * A. Demonstrates beginning knowledge about agency**
- Almost Never

- Sometimes
- Almost Always
- Always

*** 1. Describes mission and philosophy**

- Almost Never
- Sometimes
- Almost Always
- Always

*** 2. Explains programs provided by agency**

- Almost Never
- Sometimes
- Almost Always
- Always

*** 3. Identifies population served**

- Almost Never
- Sometimes
- Almost Always
- Always

*** 4. Identifies community served**

- Almost Never
- Sometimes
- Almost Always
- Always

*** B. Illustrates beginning understanding of eligibility, intake and referral procedures**

- Almost Never
- Sometimes
- Almost Always
- Always

*** C. Exhibits understanding and respect for confidentiality and any exception related to**

- Almost Never
- Sometimes
- Almost Always
- Always

Part 3. Skills and Abilities - Competencies 1, 2, 3, 4, 5, 6 & 8 - Practice Behavior Learning Outcome Demonstrated

*** A. Uses beginning listening skills**

- Almost Never
- Sometimes
- Almost Always
- Always

*** B. Demonstrates ability to be warm and accepting in assisting clients who may be uncooperative**

- Almost Never
- Sometimes
- Almost Always
- Always

*** C. Adapts to new situations**

- Almost Never
- Sometimes
- Almost Always
- Always

*** 1. Responds positively to unpredictable situations (or demonstrates flexibility)**

- Almost Never
- Sometimes
- Almost Always
- Always

*** D. Exhibits sensitivity and awareness to ethnic and cultural differences**

- Almost Never
- Sometimes
- Almost Always
- Always

*** E. Uses and responds positively to supervision**

- Almost Never
- Sometimes
- Almost Always
- Always

*** F. Able to maintain appropriate social work boundaries**

- Almost Never
- Sometimes
- Almost Always
- Always

*** G. Demonstrates a beginning recognition of clients' right to self-determination**

- Almost Never
- Sometimes
- Almost Always
- Always

*** H. Seeks opportunities for contact and interactions with clients**

- Almost Never
- Sometimes
- Almost Always
- Always

*** I. Advocates on behalf of clients with agency, staff, supervisors and other agency resources**

- Almost Never
- Sometimes
- Almost Always
- Always

Part 4. Supervisor's Comments

Please provide written comments as needed on the student's performance.

This evaluation is to be reviewed and discussed jointly by the student and the evaluator at the time of the final evaluation meeting.

Submission of this Evaluation Will Serve As Your Electronic Signature

Appendix D

Pre-Major Application to Social Work Major Portfolio Guidelines Application to the Major in Social Work (Oct 1, or March 1, or August 1)

The Department of Social Work utilizes the **Student Portfolio** to assess student preparedness to be admitted into the social work major. Students learn how to prepare their portfolio in the pre-major courses. In the application to the major submission students are required to submit essential academic and service-learning materials, syllabi for social work courses, graded assignments, transcripts, current degree evaluation, completed 70-Hour field work practice self-evaluations and the final field work evaluation completed by the agency field instructors.

Pre-Major Application to Social Work Major Portfolio Guidelines

Student portfolio must be submitted electronically to Taskstream. The student portfolio is expected to demonstrate professional development in competency skill development in the explicit (syllabi and graded assignments, 70-hour Field Evaluation) and implicit curriculum (professionalism in class and field work) and articulate your readiness and motivation to pursue professional social work development. The materials required to support your application to the social work major include the following items.

- Table of Contents
- Application to the Social Work Major / Students are required to complete the revised Social Work Major Application form & Social Work Major Pledge. **Please see Appendices E & F**
- Personal Narrative (see list of questions) – two copies **Please see Appendix G**
- Academic Transcripts - including transcripts from other colleges and universities previously attended, (unofficial copies of CCSU transcripts are acceptable)
- Evidence of participation in campus/community, volunteer events or activities
- Social Work Course Syllabi
- Social Work Course Graded Assignments
- 70-Hour Volunteer Experience Evaluations **Please see Appendix C**
(please include evaluations from other colleges/universities if applicable)
- Documentation of workshops, training, and/or conferences attended
- Current Resume
- NASW Code of Ethics (2021)
- NASW Standards for Cultural Competence in Social Work Practice (2007)
- References (2)

Pre-Major Transfer Students also need the following:

- Transfer Students should include related course syllabi, assignments and evaluations from other institutions and/or copies of your portfolio material.
- Transfer Students: Please must have the *Transfer Student Field Experience and Service-Learning Form*. **Please see Appendix H**
- Transfer Students: Please have the *Transfer Student Reference Form* completed by your previous colleges' program director/coordinator. **Please see Appendix I**

Appendices E & F

Form: "Application to Social Work Major Revised"

Created With: Taskstream - Advancing Educational Excellence

* = Response is required

List Other Institutions Attended

Please list ALL colleges and universities attended (even if you just took one class)!

Social Work Major Pledge-Application to Major

Upon submission of this application, you are agreeing to adhere to the professional performance standards of the social work profession upon acceptance in the Social Work Major. This includes the National Association of Social Workers Code of Ethics (2021) and the National Association of Social Workers Standards of Cultural Competence (2007).

These standards require students to act in a professional, responsible manner, including promptness, attendance, and respect for diverse opinions of colleagues both in class and in field work agencies.

Submission of this Application Will Serve As Your Electronic Signature

Appendix G

Social Work Program Application to the Social Work Major Personal Narrative Content Requirement

Pre-major students are required to write a personal narrative of four to five double-spaced pages. Rather than just responding to each item listed below in a numeric form as listed, the narrative should be written in essay form with the correct structure including a cover page, an introduction, a thesis statement, the narrative body, the conclusion and reference page.

Students are to apply writing skills learned in SW 225 *Writing for the Social Work Profession*, course and utilize appropriate in-text citations for references used in the narrative. Writing support resources are available through E-Tutoring and/or the CCSU writing Lab. The personal narrative must address following points. Identify and describe three personal qualities that will make you a good social worker.

1. When you hear the words “professional social worker” what significance does it hold for you as a pre-major preparing to be a social work major? Discuss your commitment to social work referring to the Council on Social Work Education Professional Competencies from your course syllabi and include reference to the NASW Code of Ethics (2021).
2. What have you learned thus far from your 70- hour volunteer field work experiences about the social work professional competences required? Provide examples of ways you demonstrated practice behavior learning outcomes based on the CSWE (2015) competencies.
3. What have you discovered about yourself (self-awareness) as a developing social work professional in terms of CSWE competency 1; Identify as a professional social worker and conduct oneself accordingly?
4. What is the relevance of diversity, populations-at-risk, and cultural competence for social work practice? Provide two examples from class or from volunteer field experiences that demonstrate your beginning understanding CSWE (2015), competency 2; Engage diversity and difference in practice and NASW (2007) Indicators for Cultural Competence in Social Work Practice.
5. Identify personal and academic strengths and challenges and ways you engaged in critical thinking to overcome the challenges. Use CSWE (2015), competencies 3-8 as your guide, “Apply Critical Thinking to Inform and Communicate Professional Judgments,” Note how do you plan to address these challenges? Please be specific.
6. Identify and describe three expectations you have regarding your vision of your professional development as you continue forward in the Social Work Program. You may refer to specific CSWE competencies.
7. Provide additional information that you believe enhance your application to the social work program.

Appendix H

**Central Connecticut State University Social Work Program
Transfer Student Field Experience and Service-Learning Form**

Please identify below the social work-related field experiences or service-learning opportunities you have benefited from while enrolled at a university or community college social service or human services program.

I. Field Experiences

1. Agency Name: _____

Total Number of Hours: _____

2. Agency Name: _____

Total Number of Hours: _____

II. Service Learning Opportunities

1. Service Learning Topic: _____

Service Learning Agency (if applicable): _____

Total Number of Service Learning Hours: _____

2. Service Learning Topic: _____

Service Learning Agency (if applicable): _____

Total Number of Service Learning Hours: _____

3. Service Learning Topic: _____

Service Learning Agency (if applicable): _____

Total Number of Service Learning Hours: _____

4. Service Learning Topic: _____

Service Learning Agency (if applicable): _____

Total Number of Service Learning Hours: _____

Appendix I

**Central Connecticut State University Social Work Program
Transfer Student Reference Form**

Student Name: _____

College/University Attended: _____

Scale: 5 = Always, 4 = Almost Always, 3 = Sometimes, 2 = Almost Never, 1 = Never, C/E = Cannot Evaluate

The student identified above has applied to the CCSU Social Work Program major. Using the scale above, evaluate the student’s professional social work attitudes/behavior as evidenced by the following:

1. Demonstrates beginning knowledge about the field of social work/social welfare.
2. Demonstrates beginning listening skills.
3. Demonstrates ability to be warm and accepting
4. Demonstrates ability to adjust to a new situation.
 - a. Able to respond to unpredictable situations/circumstances.
 - b. Demonstrates flexibility.
5. Demonstrates sensitivity and awareness to ethnical and cultural differences.
6. Demonstrates self-awareness.
7. Exhibits respect towards fellow students, co-workers and clients.
8. Student identifies with Social Work profession
9. Demonstrates satisfactory writing skills

Comments:

Name and Title of Evaluator:

Name

Title

Signature

Date

Appendix J

Application to the Social Work Program – at Central Connecticut State University

Print Name _____ CCSU ID# _____

Statements of Understanding - Read Before Signing!

I understand that to be accepted into the Social Work Professional Program, complete the Social Work Program, and obtain a recommendation from CCSU I must demonstrate the following:

- Professional attitudes, attributes, dispositions and CSWE competencies appropriate to a social worker
- Conduct that demonstrates appropriate professional behavior and shows realization that actions reflect directly upon the NASW Code of Ethics and Standards for Cultural Competence
- Confidentiality of information concerning colleagues, clients, agencies, hospitals, schools, &/or other service learning settings obtained including 70-hour volunteer or senior internship experience in the entire learning academic process on and off campus
- Integrity and honesty in written and verbal communication, documentation, and coursework
- Adherence to the NASW Code of Ethics and Standards for Cultural Competence in the academic course work, 70- hour student volunteer setting, and in senior student internship field learning experience setting & at all times on and off campus (email, Facebook pages, internet, etc.).

I further understand that my admission to the Social Work Professional Program may be revoked if:

- My cumulative Social Work Course GPA drops below 2.5
- I demonstrate unprofessional behavior or an inability to respond appropriately in various contexts that affect my performance as a social worker as outlined in the CSWE competencies
- I falsify or misrepresent any documentation or information for programmatic, academic, or professional qualification/competency purposes
- I demonstrate unacceptable performance in 70-hour student volunteer or senior student internship experiences
- I fail to achieve an acceptable level on required Social Work Program professional field learning assessments
- I am dismissed from the 70-hour volunteer placement or the senior internship field experience due to sufficient cause

I further understand that

- 70-hour student volunteer and senior student internship field experiences may require a fingerprint-based criminal background check &/or substance abuse test before participating in field experiences and that I am responsible for cooperating with the requirements of the 70-hour and senior student field internship field setting
- any pending incident, including arrests and accelerated rehabilitation, may appear on my criminal background report and result in field experience settings not accepting me for learning
- if I have been convicted of a crime, dismissed for cause, or surrendered a professional credential, that I might not be admitted to the social work professional program, may be unable to participate in field experiences and/or may be ineligible for CCSU's social work program recommendations for field experience placement, employment or graduate school recommendations
- if I fail to pass the background check, &/or fingerprinting &/or substance abuse test, I may be unable to complete my chosen social work degree program at CCSU. I understand that the social work program and the university is not responsible for my inability to complete my chosen social work degree program

I further understand that

- it is my responsibility to purchase a Taskstream subscription and have it activated in order to submit required electronic evidence of learning outcomes and training if I have not done so already
- it is my responsibility to provide up-to-date, official transcripts (transcripts marked “issued to student” are acceptable) from all colleges/universities that I have attended
- it is my responsibility to identify, interview and establish the required 70-hour volunteer field experiences for the required courses by the course due date
- a maximum of two senior field placement referrals will be made by the field education coordinator

- it is my responsibility to receive the recommended field placement, interview, accept and meet the requirements of the senior field education setting as agreed upon with the agency & the field experience supervisor to meet established senior field experience assignments demonstrating CSWE competencies & NASW Code of Ethics.

- OVER-

I understand and agree to abide by the above Statements of Understanding. I attest that the information provided by me in this portfolio and application contains no willful misrepresentation or falsification and that all of the information given by me is true, complete and accurate. I understand that this information may be verified and that any misrepresentation or falsification may result in the rejection of my application. I understand that admission to the CCSU Social Work Program major may be revoked by the Social Work Program Faculty and the Dean of Education and Professional Studies at Central Connecticut State University if I fail to continue to meet the Social Work Program academic course requirements, the CSWE competencies, NASW Code of Ethics & Standards for Cultural Competence &/or 70-hour volunteer learning &/or senior internship field experience learning requirements.

Statement of Criminal Background

1. Have you ever been convicted of **any** crime, excluding minor traffic violations? £YES £NO
2. Have you ever been dismissed for cause from any position (paid or volunteer)? £YES £NO
3. Have you ever surrendered a professional certificate, license, permit or other credential (including, but not limited to, a social work credential); had one revoked, suspended, annulled, invalidated, rejected or denied for £YES £NO cause; or been the subject of any other adverse or disciplinary credential action?
4. Is there any other legal issue/pending case that might appear on a background report that you think you should discuss with the Assistant Dean? For instance, you must pass a criminal background check to participate in £YES £NO field experiences. Arrests and accelerated rehabilitation programs show on the report until the case is disposed or rehabilitation complete. These can impact our attempts to find field placements.

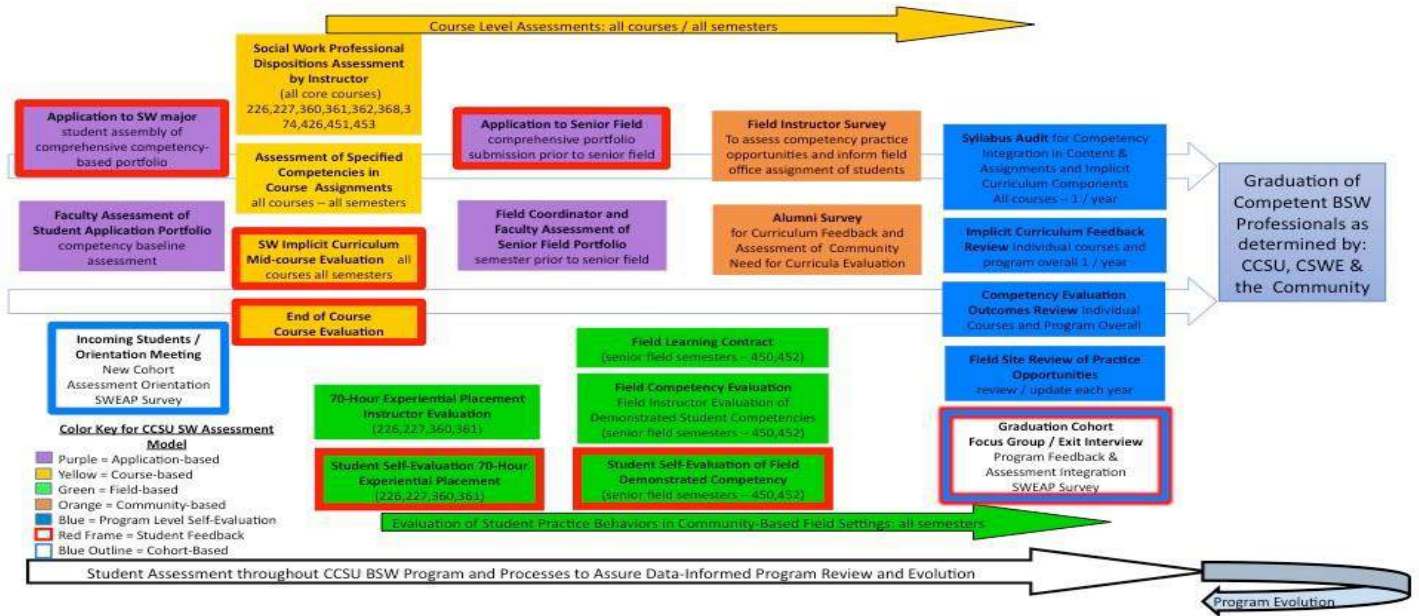
NOTE: If you answer “YES” to any of the above questions, you will be asked to meet with the Assistant Dean and submit a signed statement explaining each incident with applicable court or administrative record(s).

Signature	Date
------------------	-------------

djgs 9/2016

Appendix K

CCSU Social Work Program Student Pathway Through Courses & Professional Development Assessments Conceptual Model



Appendix L



**Phi Alpha Honor Society
Central Connecticut State University
Chi Upsilon Chapter**

A National Honor Society for Social Work Students

The Purpose of Phi Alpha Honor Society is to provide a closer bond among students of social work and promote humanitarian goals and ideals. Phi Alpha fosters high standards of education for social workers and invites into membership those who have attained excellence in scholarship and achievement in social work.

Qualifications: An overall GPA of 3.00, and a GPA of 3.25 in core social work courses must be earned & maintained — Students must have eight [9.0] semester course hours in social work *300 level or above *major courses must be completed to be eligible for Phi Alpha Honor

Student ID # _____

Name: _____

Street Address: _____

State: _____ Zip Code: _____ Phone # _____

Email: _____

Semester: _____ Year: _____

Overall Grade Point Average: GPA _____

Grades Earned in completed SW courses

SW 225 _____

SW 226 _____

SW 227 _____

***Major Courses**

*SW360 _____

*SW361 _____

*SW368 _____

*SW374 _____

Senior Courses

*SW362 _____

*SW426 _____

*SW450 _____

*SW451 _____

*SW452 _____

*SW453 _____

Minimum 2 - SW Electives- Required

SW Electives (1) _____

(2) _____

A one-time fee of \$30.00 is required with this application. CHECKS or Money orders (ONLY please no cash) made out to Phi Alpha Honor Society and submitted to SW office by due date. February 1. Please staple application and check place in an envelope and address the envelope to Phi Alpha Student Faculty advisors: Dr. Joanne Leon, MSW, LCSW, Department Chair & Dr. Reinaldo Rojas, MSW Co-faculty advisor

Appendix M

Application to Senior Seminar & Senior Field Work Portfolio Guidelines

Students submit a portfolio of application materials using Taskstream by October 1st or March 1st of the semester prior to the start of the field education experience. The portfolio is submitted electronically directly into Taskstream. The portfolio should include all materials required for the initial application to the major, plus all course materials and 70-hour volunteer evaluations acquired for courses completed while in the major. Additionally, students should include updated documentation for workshops, training and conferences attended while a major. A current resume, and degree evaluation should also be included. Please make sure your portfolio includes all of the following portfolio materials.

The application to Senior Seminar & Senior Field Work portfolio includes:

- A. Application to field education experience - **Appendix N**
- B. CCSU School of Education & Professional Studies Social Work FERPA -**Appendix O**
- C. Academic transcripts (updated, including other colleges & universities attended to complete general education credit while in the major)
- F. Evidence of participation in volunteer activities - Evaluation of 70 Hour Volunteer Experience for all major courses requiring the volunteer work
- G. Social work course syllabi and corresponding rubrics
- H. Documentation of workshops, training, and/or conferences attended
- I. Current resume (update through current semester)
- J. NASW Code of Ethics (2021)
- K. NASW Indicators for Cultural Competency Standards (2007)
- L. Degree evaluation - documentation that all general education and social work courses have been completed through current semester

The Field Education Coordinator and the Department Chairperson review the portfolios in the fall and spring semesters and select qualifying students.

Appendix N

CENTRAL CONNECTICUT STATE UNIVERSITY SOCIAL WORK PROGRAM

APPLICATION FOR SENIOR FIELD EXPERIENCE

FOR SEMESTER _____

Name: _____ Telephone: _____

Academic Year Address: _____

Summer Address: _____

E-mail Address: _____ Student ID # _____

Current Grade point Average CCSU: _____ Current Grade point Average Social Work Major: _____

Do you have a Connecticut Drivers License? _____

Do you have access to transportation? _____

Are you currently employed? _____ Full Time Hrs. _____ Part-Time Hrs. _____

If yes, please indicate organization and current job description:

If yes, please indicate your weekly schedule anticipated during field experience:

Appendix O

Central Connecticut State University

School of Education and Professional Studies

Background Information Release Consent for Disclosure of Education Records

Name_____ ID_____

I authorize Central Connecticut State University to release the results of clinical/agency screenings conducted for clinical field placements, including, by not limited to, criminal background information and information concerning any arrests and resultant actions by the courts, the Department of Children and Families, the Department of Motor Vehicles, or other State of Connecticut agencies, to authorized personnel in clinical sites in which I am or may be placed and appropriate State agencies for the purpose of obtaining appropriate field placements in clinical sites and ensuring the safety of clients.

Student Signature_____ Date_____

**Appendix P- CSWE Educational Policy: Student Professional Development
PROFESSIONAL Social Work DISPOSITIONS RUBRIC**

Habits of Thinking and Action toward LEARNING are Appropriate . .			
#1	<table border="1"> <tr> <td>Professional Disposition toward LEARNING</td> <td> Potential Indicators: <ul style="list-style-type: none"> • Initiates acquiring content knowledge and agency expertise • Seeks and participates in formal and informal professional growth opportunities • Demonstrates an awareness of the need for on-going self-development. • Demonstrates the ability to apply concepts to practice at appropriate level • Demonstrates awareness of their ability to apply critical thinking skills to practice </td> </tr> </table>	Professional Disposition toward LEARNING	Potential Indicators: <ul style="list-style-type: none"> • Initiates acquiring content knowledge and agency expertise • Seeks and participates in formal and informal professional growth opportunities • Demonstrates an awareness of the need for on-going self-development. • Demonstrates the ability to apply concepts to practice at appropriate level • Demonstrates awareness of their ability to apply critical thinking skills to practice
Professional Disposition toward LEARNING	Potential Indicators: <ul style="list-style-type: none"> • Initiates acquiring content knowledge and agency expertise • Seeks and participates in formal and informal professional growth opportunities • Demonstrates an awareness of the need for on-going self-development. • Demonstrates the ability to apply concepts to practice at appropriate level • Demonstrates awareness of their ability to apply critical thinking skills to practice 		
Habits of Thinking and Action toward Clients are Appropriate . . .			
#2	<table border="1"> <tr> <td>Professional Disposition toward Social Work</td> <td> Potential Indicators: <ul style="list-style-type: none"> • Demonstrates the belief that all clients have strengths • Maintains appropriate boundaries and expectations for clients • Creates an environment that conveys empathy and acceptance • Initiates strategies to motivate clients • Is committed to working with populations at risk </td> </tr> </table>	Professional Disposition toward Social Work	Potential Indicators: <ul style="list-style-type: none"> • Demonstrates the belief that all clients have strengths • Maintains appropriate boundaries and expectations for clients • Creates an environment that conveys empathy and acceptance • Initiates strategies to motivate clients • Is committed to working with populations at risk
Professional Disposition toward Social Work	Potential Indicators: <ul style="list-style-type: none"> • Demonstrates the belief that all clients have strengths • Maintains appropriate boundaries and expectations for clients • Creates an environment that conveys empathy and acceptance • Initiates strategies to motivate clients • Is committed to working with populations at risk 		
Habits of Thinking and Action toward PROFESSIONAL Social work CONDUCT are Appropriate . . .			
#3	<table border="1"> <tr> <td>Professional Disposition toward PROFESSIONAL CONDUCT NASW Code of Ethics Cultural Competence Standards</td> <td> Potential Indicators: <ul style="list-style-type: none"> • Accepts responsibility for one’s own actions • Demonstrates academic and professional honesty and makes ethical decisions. • Maintains a client-centered approach to decision making. • Follows NASW Code of Ethics • Follows NASW Cultural Competencies • Demonstrates qualities of treating all clients with respect and dignity </td> </tr> </table>	Professional Disposition toward PROFESSIONAL CONDUCT NASW Code of Ethics Cultural Competence Standards	Potential Indicators: <ul style="list-style-type: none"> • Accepts responsibility for one’s own actions • Demonstrates academic and professional honesty and makes ethical decisions. • Maintains a client-centered approach to decision making. • Follows NASW Code of Ethics • Follows NASW Cultural Competencies • Demonstrates qualities of treating all clients with respect and dignity
Professional Disposition toward PROFESSIONAL CONDUCT NASW Code of Ethics Cultural Competence Standards	Potential Indicators: <ul style="list-style-type: none"> • Accepts responsibility for one’s own actions • Demonstrates academic and professional honesty and makes ethical decisions. • Maintains a client-centered approach to decision making. • Follows NASW Code of Ethics • Follows NASW Cultural Competencies • Demonstrates qualities of treating all clients with respect and dignity 		
Habits of Thinking and Action toward INTERPERSONAL RELATIONSHIPS are Appropriate . . .			
#4	<table border="1"> <tr> <td>Professional Disposition toward INTERPERSONAL RELATIONSHIPS</td> <td> Potential Indicators: <ul style="list-style-type: none"> • Shows respect in interactions with others including supervisors. • Demonstrates sensitivity to diversity and cultural differences. • Interacts appropriately with a wide variety of individuals. • Works well in collaboration with others. • Demonstrates awareness of one’s impact on others and accepts feedback • Demonstrates the ability to maintain appropriate social boundaries. </td> </tr> </table>	Professional Disposition toward INTERPERSONAL RELATIONSHIPS	Potential Indicators: <ul style="list-style-type: none"> • Shows respect in interactions with others including supervisors. • Demonstrates sensitivity to diversity and cultural differences. • Interacts appropriately with a wide variety of individuals. • Works well in collaboration with others. • Demonstrates awareness of one’s impact on others and accepts feedback • Demonstrates the ability to maintain appropriate social boundaries.
Professional Disposition toward INTERPERSONAL RELATIONSHIPS	Potential Indicators: <ul style="list-style-type: none"> • Shows respect in interactions with others including supervisors. • Demonstrates sensitivity to diversity and cultural differences. • Interacts appropriately with a wide variety of individuals. • Works well in collaboration with others. • Demonstrates awareness of one’s impact on others and accepts feedback • Demonstrates the ability to maintain appropriate social boundaries. 		
Habits of Thinking and Action toward COMMUNICATION are Appropriate . . .			
#5	<table border="1"> <tr> <td>Professional Disposition toward COMMUNICATION</td> <td> Potential Indicators: <ul style="list-style-type: none"> • Seeks opportunities for contact and interactions with clients • Committed to using oral language (listening and speaking) appropriate to purpose and audience. • Uses written language appropriate to purpose and audience. • Uses written language appropriate to agency and professional guidelines • Employs the language of the profession. </td> </tr> </table>	Professional Disposition toward COMMUNICATION	Potential Indicators: <ul style="list-style-type: none"> • Seeks opportunities for contact and interactions with clients • Committed to using oral language (listening and speaking) appropriate to purpose and audience. • Uses written language appropriate to purpose and audience. • Uses written language appropriate to agency and professional guidelines • Employs the language of the profession.
Professional Disposition toward COMMUNICATION	Potential Indicators: <ul style="list-style-type: none"> • Seeks opportunities for contact and interactions with clients • Committed to using oral language (listening and speaking) appropriate to purpose and audience. • Uses written language appropriate to purpose and audience. • Uses written language appropriate to agency and professional guidelines • Employs the language of the profession. 		
Habits of Thinking and Action toward SELF REFLECTION are Appropriate . . .			
#6	<table border="1"> <tr> <td>Professional Disposition Toward SELF AWARENESS</td> <td> Potential Indicators: <ul style="list-style-type: none"> • Maintains high standards and expectations for self and consistently demonstrates pride in work. • Demonstrates awareness of own values and how they may impact on others. • Is willing and able to recognize own difficulties and generate potential solutions. • Seeks and uses feedback to make changes. </td> </tr> </table>	Professional Disposition Toward SELF AWARENESS	Potential Indicators: <ul style="list-style-type: none"> • Maintains high standards and expectations for self and consistently demonstrates pride in work. • Demonstrates awareness of own values and how they may impact on others. • Is willing and able to recognize own difficulties and generate potential solutions. • Seeks and uses feedback to make changes.
Professional Disposition Toward SELF AWARENESS	Potential Indicators: <ul style="list-style-type: none"> • Maintains high standards and expectations for self and consistently demonstrates pride in work. • Demonstrates awareness of own values and how they may impact on others. • Is willing and able to recognize own difficulties and generate potential solutions. • Seeks and uses feedback to make changes. 		

I have been given a copy of the Professional Dispositions Rubric (above), as well as a copy of the *NASW Code of Ethics and Cultural Competence Standards*.

I understand that these are standards I must adhere to as a student in Social Work

Rubric Key: 1. **Does not meet expectations:** 2. **Meets expectations:** 3. **Exceeds expectations:**

Appendix Q



Department of Social Work
Central Connecticut State University Social Work Program

Senior Internship/Field Education Experience Confirmation Form

Fall Semester Year _____ Spring Semester Year _____

Name of Student (please print) _____

Cell Telephone _____

Name of Agency: _____

Agency Address: _____

Street

Town State Zip Code

Name of Field Instructor: _____

Phone Number: _____ E-mail Address: _____ Fax Number: _____

Field Instructor's Signature

Social Work Student Signature

Date

Date

Social Work-Field Education Coordinator

Date

Appendix R



CCSU Social Work Program Senior Internship/Field Education Generalist Practice Experience Learning Contract Requirements

The purpose of the Field Education Experience learning contract is to enable the senior student, and the field instructor to establish an individualized educational plan in collaboration with the senior seminar course instructor/faculty field liaison. The contract should clarify the education requirements of the student as required by the social work program and communicated by seminar instructor/faculty liaison congruent with the mission statement of the agency and the field instructor expectations for the student. The contract should focus student learning to develop and maintain and master the Council on Social Work Education, (CSWE 2015), 9- competency learning outcomes for generalist social work practice.

During this academic year seniors preparing to graduate with foundation baccalaureate level should demonstrate professional level in generalist social work values, knowledge and skills working with individuals, families, groups, organizations and communities. The contract is intentionally designed to enable senior students to demonstrate the 9-core competencies. Assessments during the senior year seek demonstration of a more professional generalist level during the student's senior academic year. The guide is for the basic components that should be included in the contract. The learning contract is to be submitted to the faculty seminar instructor/ field experience liaison by the third (3rd) week of the first semester of seminar and field work. The contract is amended for the second semester of seminar and field work to enhance student opportunities as determined by the seminar instructor/faculty liaison, and the agency field instructor.

A. Semester Fall or Spring _____ Year _____

Student's Name _____ Student ID # _____ Cell # _____

Agency Name _____ Agency Address _____

Field Instructor's Name _____ Email address _____

SW Seminar Instructor/Faculty Liaison _____ Email _____

B. Field Placement Schedule

Semester Start Date _____ Semester End Date _____

Student's Scheduled Field Work Education Days _____ Hours _____

Field Instructor Supervision Day _____ Time _____

C. CSWE (2015) 9-Competencies inform design of learning goals in professional practice

The student is to complete the learning contract using CSWE (2015) mandated competency requirements noted in **Appendix S**, by the date assigned by the seminar instructor/faculty liaison, and the agency field instructor. The student, and agency field instructor are to review and sign the contract. The student submits the copy signed by both the student, and agency field instructor to the seminar instructor/faculty liaison by the due date noted on the course syllabus.

Learning goals are designed with the intent to learn & demonstrate CSWE (2015) 9-competency areas:

1. Professional Behavior (Social Work Practice) *Competencies 1 & 2*
2. Personal and Professional Value System (Values and Ethics; Social Work Practice) *Competencies 1 & 2*
3. Policy/Human Behavior and Social Environment of Field Placement Agency (Social Welfare Policy and Services; Population-At Risk and Social and Economic Justice) *Competencies 3, 4, 5 & 9*
4. Practice/Individuals and Families (Social Work Practice; Human Behavior and Social Environment; Populations-at-Risk and Social and Economic Justice; Research) *Competencies 3, 6, 8, & 9*
5. Practice/Groups (Social Work Practice; Human Behavior and Social Environment; Research) *Competencies 4, 7, 8, & 9*
6. Practice/Communities (Social Work Practice; Populations-At-Risk and Social and Economic Justice; Research) *Competencies 4, 5, 6, 7, 8, & 9*
7. Diversity (Diversity; Social Work Practice; Populations-at-Risk and Social and Economic Justice; Values and Ethics) *Competencies 2,3,4,5, & 9*
8. Field Instructor and Faculty Liaison Curriculum & Professional Practice focus & learning outcomes *Competencies 4,5,6,7,8, & 9*
9. Student are also expected demonstrate NASW Code of Ethics (2006) ethical responsibility to clients, colleagues and responsibilities to practice settings, professionals social work profession and the broader society. *Competencies 1, 2, 3, 4, 5, 6, 7, 8, & 9*
10. Student also expected to demonstrate NASW Indicators for Cultural Competence Standards (2007) in social work practice. *Competencies 1, 2, 3, 4, 7, 8, & 9*

E. First Semester review & assessment

The student and field instructor are to review the learning contract and the demonstrated learning outcomes at the end of the first semester of SW450 Field Education Experience I. To prepare for the supervisory meeting, the student is required to complete a Senior Student Self-Evaluation of SW450 & SW452 Senior Field Education Generalist Practice Experience Evaluation (**Appendix T**). Field Instructors are to complete the SW450 & SW452 Senior Field Education Generalist Practice Experience Evaluation (**Appendix U**). Students are to discuss their ‘self-evaluation’ of the first semester of field work practice experience with the field instructor during the end-of-semester evaluation meeting. The discourse should be structured to enhance development of student and supervisory relationship.

Senior Student _____
Date

Field Instructor _____
Date

Seminar Instructor/Faculty Liaison _____
Date

F. Second Semester contract revision

At times a **contract revision is necessary before the beginning of the second semester Field Education Seminar II and Field Education Experience II**, the final semester of practice. After meeting with the field Instructor, seminar instructor/faculty liaison, the student is to complete the revised learning contract incorporating the contract revision recommendations by the date assigned by the seminar instructor/faculty liaison, and the agency field instructor. The reason(s) for the revision and the specific practice activities that the student is expected to accomplish and demonstrate are outlined clearly. The revision is reviewed, signed and dated by the student and the agency field instructor and is submitted by the student to the seminar instructor/faculty liaison. Signatures are required for the contract revision from the student, field Instructor, and seminar instructor/faculty liaison. Students should ensure that signatures requirements are noted and secured on both the initial learning contract and the revised learning contract.

Senior Student _____
Date

Field Instructor _____
Date

Seminar Instructor/Faculty Liaison _____
Date

Appendix S

CSWE Competencies & Learning Outcomes Expected of CCSU Social Work Students

Competency 1 - Demonstrate Ethical and Professional Behavior	Practice Behavior Student Learning Outcome
	<i>1.1</i> 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
	<i>1.2</i> Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations
	<i>1.3</i> Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication
	<i>1.4</i> Use technology ethically and appropriately to facilitate practice outcomes
	<i>1.5</i> Use supervision and consultation to guide professional judgment and behavior

Competency 2 - Engage Diversity and Difference in Practice	Practice Behavior Learning Outcome
	<i>2.1</i> Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels
	<i>2.2</i> Present themselves as learners and engage clients and constituencies as experts of their own experiences
	<i>2.3</i> 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	Practice Behavior Learning Outcome
	<i>3.1</i> Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels
	<i>3.2</i> Engage in practices that advance social, economic, and environmental justice

Competency 4 - Engage in Practice-informed Research and Research-informed Practice	Practice Behavior Learning Outcome
	<i>4.1</i> Use practice experience and theory to inform scientific inquiry and research
	<i>4.2</i> Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings
	<i>4.3</i> Use and translate research evidence to inform and improve practice, policy, and service delivery

Competency 5 - Engage in Policy Practice	Practice Behavior Learning Outcome
	<i>5.1</i> Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services

	5.2 Assess how social welfare and economic policies impact the delivery of and access to social services
	5.3 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	Practice Behavior Learning Outcome
	6.1 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies
	6.2 Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituents

Competency 7 - Assess Individuals, Families, Groups, Organizations, and Communities	Practice Behavior Learning Outcome – Field Seminar
	7.1 Collect and organize data, and apply critical thinking to interpret information from clients and constituencies
	7.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in analysis of assessment data from clients and constituencies
	7.3 Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies
	7.4 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	Practice Behavior Learning Outcome
	8.1 Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies
	8.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies
	8.3 Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes
	8.4 Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies
	8.5 Facilitate effective transitions and endings that advance mutually agreed-on goals

Competency 9 – Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	Practice Behavior Learning Outcome - Field Seminar
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	9.1 Select and use appropriate methods for evaluation of outcomes
	9.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes
	9.3 Critically analyze, monitor, and evaluate intervention and program processes and outcomes
	9.4 Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels

Reference: Council on Social Work Education, (2015) cswe.org



Appendix T

Department of Social Work

‘Senior Student Field Self-Evaluation’

SW450 & SW452 Senior Field Education Generalist Practice Experience Evaluation
 CSWE (2015) Competencies, Field Instructor/Student Learning Plan & Practice Behavior
 Learning Outcome Rubric

Satisfactory Benchmark: SW450 – 2.5 Satisfactory Benchmark: SW452 – 3.0

Form: "Senior Field Evaluation"

* = Response is required

* **Select Course**

- SW 450
- SW 452

* **Semester/Year**

Semester (example: Fall, Spring, Summer)	Year (example: 2016)
---	-----------------------------

* **Minimum 200 Internship Hours**

- Yes
- No

Student/Agency Information

* **Student Name**

Last Name	First Name
------------------	-------------------

* **Date (MM/DD/YR) * Field Agency/School/Hospital/Field Practice Setting * Field Instructor Name**

Last Name	
	First Name

Competency 1 * Demonstrate Ethical and Professional Behavior

Response Legend:

1 = Deficient 2 = Developing 3 = Good 4 = Exceptional

1 2 3 4 N/A

- 1.1 Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate context.
- 1.2 Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations
- 1.2 Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication
- 1.3 Use technology ethically and appropriately facilitate practice outcomes
- 1.4 Use supervision and consultation to guide professional judgment and behavior

*** Overall rating for Competency 1**

Response Legend:

1 = Deficient 2 = Developing 3 = Good 4 = Exceptional

	1	2	3	4	N/A
--	---	---	---	---	-----

Competency 1

Competency 2

*** Engage Diversity and Difference in Practice**

Response Legend:

1 = Deficient 2 = Developing 3 = Good 4 = Exceptional

	1	2	3	4	N/A
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2.1 Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, & macro levels

2.2 Present themselves as learners and engage clients and constituencies as experts of their own experiences

2.3 Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies

*** Overall rating for Competency 2**

Response Legend:

1 = Deficient 2 = Developing 3 = Good 4 = Exceptional

	1	2	3	4	N/A
--	---	---	---	---	-----

Competency 2

Competency 3

*** Advance Human Rights and Social, Economic, and Environmental Justice**

Response Legend:

1 = Deficient 2 = Developing 3 = Good 4 = Exceptional

	1	2	3	4	N/A
--	---	---	---	---	-----

3.1 Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels

3.2 Engage in practices that advance social, economic, and environmental justice

*** Overall rating for Competency 3**

Response Legend:

1 = Deficient 2 = Developing 3 = Good 4 = Exceptional

	1	2	3	4	N/A
--	---	---	---	---	-----

Competency 3

Competency 4

*** Engage in Practice-informed Research and Research-informed Practice**

Response Legend:

1 = Deficient 2 = Developing 3 = Good 4 = Exceptional

	1	2	3	4	N/A
--	---	---	---	---	-----

4.1 use practice experience and theory to inform scientific inquiry and research

4.2 Apply critical thinking to engage in analysis

4.3 Use and translate research evidence to inform and improve practice, policy, and service delivery

*** Overall rating for Competency 4**

Response Legend:

1 = Deficient 2 = Developing 3 = Good 4 = Exceptional

	1	2	3	4	N/A
--	---	---	---	---	-----

Competency 4

Competency 5

*** Engage in Policy Practice**

Response Legend:

1 = Deficient 2 = Developing 3 = Good 4 = Exceptional

	1	2	3	4	N/A
--	---	---	---	---	-----

5.1 Identify social policy at the local, state, and federal level that impacts wellbeing, service delivery, and access to social services

5.2 Assess how social welfare and economic policies impact the delivery of and access to social services

5.3 Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice

*** Overall rating for Competency 5**

Response Legend:

1 = Deficient 2 = Developing 3 = Good 4 = Exceptional

	1	2	3	4	N/A
--	---	---	---	---	-----

Competency 5

Competency 6

*** Engage with Individuals, Families, Groups, Organizations, and Communities**

Response Legend:

1 = Deficient 2 = Developing 3 = Good 4 = Exceptional

	1	2	3	4	N/A
--	---	---	---	---	-----

6.1 Apply knowledge of human behavior and the social environment, person-in environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies

6.2 Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituents

*** Overall rating for Competency 6**

Response Legend:

1 = Deficient 2 = Developing 3 = Good 4 = Exceptional

	1	2	3	4	N/A
--	---	---	---	---	-----

Competency 6

Competency 7

*** Assess Individuals, Families, Groups, Organizations, and Communities**

Response Legend:

1 = Deficient 2 = Developing 3 = Good 4 = Exceptional

	1	2	3	4	N/A
--	---	---	---	---	-----

7.1 Collect and organize data, and apply critical thinking to interpret information

from clients and constituencies

7.2 Apply knowledge of human behavior and the social environment, person-in-

environment, and other multidisciplinary theoretical frameworks in analysis of constituencies

assessment data from clients and

7.3 Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and

constituencies

7.4 Select appropriate intervention strategies based on the assessment, research,

knowledge, and values and preferences of clients and constituencies

*** Overall rating for**

Competency 7

Response Legend:

1 = Deficient 2 = Developing 3 = Good 4 = Exceptional

	1	2	3	4	N/A
--	----------	----------	----------	----------	------------

Competency 7

Competency 8

*** Evaluate Practice with Individuals, Families, Groups, Organizations and Communities**

Response Legend:

1 = Deficient 2 = Developing 3 = Good 4 = Exceptional

					1 2 3 4
--	--	--	--	--	----------------

8.1 Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies

8.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies

8.3 Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes

8.4 Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies	2	3	4	N/A
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8.5 Facilitate effective transitions and endings that advance mutually agreed-on goals

Competency 8

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

Response Legend:

1 = Deficient 2 = Developing 3 = Good 4 = Exceptional

					1 2 3 4 N/A
--	--	--	--	--	--------------------

9.1 Select and use appropriate methods for evaluation of outcomes

9.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of

outcomes

9.3 Critically analyze, monitor, and evaluate intervention and program processes

and outcomes

9.4 Apply evaluation findings to improve practice effectiveness at the micro, mezzo,

and macro levels

*** Overall rating for Competency 9**

Response Legend:

1 = Deficient 2 = Developing 3 = Good 4 = Exceptional

	1	2	3	4	N/A
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Competency 9

II. Field Instructor Comments:

No answer specified * **Mean**

Score Benchmark

Response Legend:

1 = Deficient 2 = Developing 3 = Good 4 = Exceptional

	1	2	3	4	N/A
--	---	---	---	---	-----

Competencies 1 - 9

This evaluation is to be reviewed and discussed jointly by the student and the evaluator at the time of the final evaluation meeting.

Submission of this Evaluation Will Serve As Your Electronic Signature

IV. Field Instructor: Competencies & Practice Behavior Learning Outcomes *not observed yet* N/O or *not applicable to field setting* N/A

Overall mean core Satisfactory Benchmark 2.5 for SW450

Overall mean score Satisfactory Benchmark 3.0 for SW452

Competency Reference: Council on Social Work Education, (2015) www.cswe.org

Revised 2015 djgs for taskstream use



Appendix U

Department of Social Work

‘Senior Student Field Evaluation’

**SW450 & SW452 Senior Field Education Generalist Practice Experience Evaluation
 CSWE (2015) Competencies, Field Instructor/Student Learning Plan & Practice Behavior
 Learning Outcome Rubric Satisfactory Benchmark: SW450 – 2.5 Satisfactory
 Benchmark: SW452 – 3.0**

Form: "Senior Field Evaluation"

* = Response is required

*** Select Course**

- SW 450
- SW 452

*** Semester/Year**

Semester (example: Fall, Spring, Summer)	Year (example: 2016)
---	-----------------------------

*** Minimum 200 Internship Hours**

- Yes
- No

Student/Agency Information

*** Student Name**

Last Name	First Name
------------------	-------------------

*** Date (MM/DD/YR) * Field Agency/School/Hospital/Field Practice Setting * Field Instructor Name**

Last Name	First Name
------------------	-------------------

Competency 1 * Demonstrate Ethical and Professional Behavior

Response Legend:

1 = Deficient 2 = Developing 3 = Good 4 = Exceptional

1 2 3 4 N/A

- 1.1 Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of of ethics as appropriate context. research, and additional codes
- 1.2 Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations
- 1.3 Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication
- 1.4 Use technology ethically and appropriately facilitate practice outcomes
- 1.5 Use supervision and consultation to guide professional judgment and behavior

*** Overall rating for Competency 1**

Response Legend:

1 = Deficient 2 = Developing 3 = Good 4 = Exceptional

	1	2	3	4	N/A
Competency 1					

Competency 2

*** Engage Diversity and Difference in Practice**

Response Legend:

1 = Deficient 2 = Developing 3 = Good 4 = Exceptional

	1	2	3	4	N/A
2.1 Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, & macro levels					
2.2 Present themselves as learners and engage clients and constituencies as experts of their own experiences					
2.3 Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies					

*** Overall rating for Competency 2**

Response Legend:

1 = Deficient 2 = Developing 3 = Good 4 = Exceptional

	1	2	3	4	N/A
Competency 2					

Competency 3

*** Advance Human Rights and Social, Economic, and Environmental Justice**

Response Legend:

1 = Deficient 2 = Developing 3 = Good 4 = Exceptional

	1	2	3	4	N/A
3.1 Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels					
3.2 Engage in practices that advance social, economic, and environmental justice					

*** Overall rating for Competency 3**

Response Legend:

1 = Deficient 2 = Developing 3 = Good 4 = Exceptional

	1	2	3	4	N/A
Competency 3					

Competency 4

*** Engage in Practice-informed Research and Research-informed Practice**

Response Legend:

1 = Deficient 2 = Developing 3 = Good 4 = Exceptional

	1	2	3	4	N/A
Competency 4					

- 4.1 use practice experience and theory to inform scientific inquiry and research
- 4.2 Apply critical thinking to engage in analysis
- 4.3 Use and translate research evidence to inform and improve practice, policy, and

service delivery

*** Overall rating for Competency 4**

Response Legend:

1 = Deficient 2 = Developing 3 = Good 4 = Exceptional

Competency 4	1	2	3	4	N/A
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Competency 5 * Engage in Policy Practice

Response Legend:

1 = Deficient 2 = Developing 3 = Good 4 = Exceptional

	1	2	3	4	N/A
--	---	---	---	---	-----

- 5.1 Identify social policy at the local, state, and federal level that impacts wellbeing, service delivery, and access to social services
- 5.2 Assess how social welfare and economic policies impact the delivery of and access to social services
- 5.3 Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice

*** Overall rating for Competency 5**

Response Legend:

1 = Deficient 2 = Developing 3 = Good 4 = Exceptional

Competency 5	1	2	3	4	N/A
--------------	---	---	---	---	-----

Competency 6

*** Engage with Individuals, Families, Groups, Organizations, and Communities**

Response Legend:

1 = Deficient 2 = Developing 3 = Good 4 = Exceptional

	1	2	3	4	N/A
--	---	---	---	---	-----

- 6.1 Apply knowledge of human behavior and the social environment, person-in environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies
- 6.2 Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituents

*** Overall rating for Competency 6**

Response Legend:

1 = Deficient 2 = Developing 3 = Good 4 = Exceptional

	1	2	3	4	N/A
--	---	---	---	---	-----

Competency 6

Competency 7

*** Assess Individuals, Families, Groups, Organizations, and Communities**

Response Legend:

1 = Deficient 2 = Developing 3 = Good 4 = Exceptional

	1	2	3	4	N/A
7.1 Collect and organize data, and apply critical thinking to interpret information from clients and constituencies					
7.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in analysis of assessment data from clients and constituencies					
7.3 Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies					
7.4 Select appropriate intervention strategies based on the assessment, research,					

knowledge, and values and preferences of clients and constituencies * **Overall rating for Competency 7**

Response Legend:

1 = Deficient 2 = Developing 3 = Good 4 = Exceptional

	1	2	3	4	N/A
--	---	---	---	---	-----

Competency 7

Competency 8

*** Evaluate Practice with Individuals, Families, Groups, Organizations and Communities**

Response Legend:

1 = Deficient 2 = Developing 3 = Good 4 = Exceptional

	1	2	3	4	N/A
8.1 Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies					
8.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies					
8.3 Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes					
8.4 Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies					
8.5 Facilitate effective transitions and endings that advance mutually agreed-on goals					

*** Overall rating for Competency 8**

Response Legend:

1 = Deficient 2 = Developing 3 = Good 4 = Exceptional

Competency 8	1	2	3	4	N/A
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Competency 9 * Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Response Legend:

1 = Deficient 2 = Developing 3 = Good 4 = Exceptional

	1	2	3	4	N/A
9.1 Select and use appropriate methods for evaluation of outcomes					
9.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes					
9.3 Critically analyze, monitor, and evaluate intervention and program processes and outcomes					
9.4 Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels					

*** Overall rating for Competency 9**

Response Legend:

1 = Deficient 2 = Developing 3 = Good 4 = Exceptional

Competency 9	1	2	3	4	N/A

Competencies 1 - 9

This evaluation is to be reviewed and discussed jointly by the student and the evaluator at the time of the final evaluation meeting.

Submission of this Evaluation Will Serve As Your Electronic Signature

IV. Field Instructor: Competencies & Practice Behavior Learning Outcomes *not observed yet* N/O or *not applicable to field setting* N/A

Overall mean core Satisfactory Benchmark 2.5 for SW450

Overall mean score Satisfactory Benchmark 3.0 for SW452

Competency Reference: Council on Social Work Education, (2015) www.cswe.org

Revised 2015 djgs for taskstream use

Thank you for your reflections on these items and for your commitment to building your competencies as a professional social worker.

Appendix W



Department of Social Work

Social Work Program Application for Field Instructor

Name of Field Instructor: _____ Cell # _____

Title: _____

Name of Agency: _____

Address: _____

Telephone Number: _____ Fax _____

E-Mail Address: _____

Length of Time at agency: Years _____ Month _____

EDUCATION: (most recent first)

Institution	Degree	Year	Field of Study
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

PROFESSIONAL EXPERIENCE: (most recent first)

<u>Agency</u>	<u>Position</u>	<u>Year</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

FIELD INSTRUCTOR EXPERIENCE: Please list previous field instruction experience

Please provide a current resume or CV

Appendix X

Field Agency Assessment to Determine Eligibility for Senior Student Field Placements - CCSU Social Work Program - using CSWE (2015) 9-Competencies

Field Agency Assessment of Senior Field Education Generalist Practice Experience 9-Competency Student Learning & Professional Development Opportunities for Field Education Practice Experience Courses SW 450 & SW 452 Using CSWE Competencies, Field Instructor/Student Learning Plan & Practice Behavior Learning Outcome Rubric

Semester one: SW450 Field Education Experience I - 3.0 credit hours &

Semester two: SW 452 Field Education Experience II - 3.0 credit hours

Assessment for: SW 450 ____ & SW 452 ____ Semester/Year: ____ Minimum 400 Internship Hours Possible at Agency – Yes ____ No ____

Name of Field Agency/School/or Hospital Field Practice Setting: _____

Address: _____ **Town:** _____

Field Instructor MSW Supervisor: Yes ____ No ____ Name: _____

Telephone: _____ **Email:** _____

Senior field experience is a yearlong learning process where student work with field instructors to continue professional development on each of the 9 - CSWE (2015) competency. The social work department expects that students will have learning opportunities for all 9-competencies at the assigned fieldwork agency during the first semester of senior field experience SW 450 and second semester SW 452.

As the CCSU approved social work senior student field instructor in the agency, please use the following 10-point rubric to assess the frequency of students opportunities to learn and to demonstrate the practice behaviors for each of the 9-CSWE competencies in the agency during the full academic year. **Senior fieldwork internship experience serves as the signature training for social work students in the social work program. To be eligible for CCSU program approval the agency is required to demonstrate learning opportunities for Benchmark in CSWE (2015) 9-Competencies for the full academic year. Mean: SW 450 – 5.0 & SW 452 – 5.0.**

Competency 1 - Demonstrate Ethical and Professional Behavior	Practice Behavior Student Learning Outcome
4 Exceptional__3 Good__2 Developing __1 Deficient ____	1.1 Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context
4 Exceptional__3 Good__2 Developing __1 Deficient ____	1.2 Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations
4 Exceptional__3 Good__2 Developing __1 Deficient ____	1.3 Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication
4 Exceptional__3 Good__2 Developing __1 Deficient ____	1.4 Use technology ethically and appropriately to facilitate practice outcomes

4 Exceptional__3 Good__2 Developing ___1 Deficient ___	1.5 Use supervision and consultation to guide professional judgment and behavior
<i>Field Instructor/Student Learning Plan</i>	<i>Field Placement Teaching Resources and Experiences Employed to Support Senior Student Intern Field Mastery & Competency Attainment</i>
Competency 1 Rubric: Everyday Never 10 9 8 7 6 5 4 3 2 1	
Competency 2 – Engage Diversity and Difference in Practice	Practice Behavior Learning Outcome

4 Exceptional__3 Good__2 Developing ___1 Deficient ___	2.1 Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels
4 Exceptional__3 Good__2 Developing ___1 Deficient ___	2.2 Present themselves as learners and engage clients and constituencies as experts of their own experiences
4 Exceptional__3 Good__2 Developing ___1 Deficient ___	2.3 Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies
<i>Field Instructor/Student Learning Plan</i>	<i>Field Placement Teaching Resources and Experiences Employed to Support Senior Student Intern Field Mastery & Competency Attainment</i>
Competency 2 Rubric: Everyday Never 10 9 8 7 6 5 4 3 2 1	
Competency 3 – Advance Human Rights and Social, Economic, and Environmental Justice	Practice Behavior Learning Outcome
4 Exceptional__3 Good__2 Developing ___1 Deficient ___	3.1 Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels
4 Exceptional__3 Good__2 Developing ___1 Deficient ___	3.2 Engage in practices that advance social, economic, and environmental justice
<i>Field Instructor/Student Learning Plan</i>	<i>Field Placement Teaching Resources and Experiences Employed to Support Senior Student Intern Field Mastery & Competency Attainment</i>
Competency 3 Rubric: Everyday Never 10 9 8 7 6 5 4 3 2 1	

Competency 4 – Engage in Practice-informed Research and Research-informed Practice	Practice Behavior Learning Outcome
4 Exceptional__3 Good__2 Developing ___1 Deficient ___	4.1 Use practice experience and theory to inform scientific inquiry and research
4 Exceptional__3 Good__2 Developing ___1 Deficient ___	4.2 Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings
4 Exceptional__3 Good__2 Developing ___1 Deficient ___	4.3 Use and translate research evidence to inform and improve practice, policy, and service delivery
<i>Field Instructor/Student Learning Plan</i>	<i>Field Placement Teaching Resources and Experiences Employed to Support Senior Student Intern Field Mastery & Competency Attainment</i>
Competency 4 Rubric: Everyday Never 10 9 8 7 6 5 4 3 2 1	
Competency 5 – Engage in Policy Practice	Practice Behavior Learning Outcome
4 Exceptional__3 Good__2 Developing ___1 Deficient ___	5.1 Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services
4 Exceptional__3 Good__2 Developing ___1 Deficient ___	5.2 Assess how social welfare and economic policies impact the delivery of and access to social services
4 Exceptional__3 Good__2 Developing ___1 Deficient ___	5.3 Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice
<i>Field Instructor/Student Learning Plan</i>	<i>Field Placement Teaching Resources and Experiences Employed to Support Senior Student Intern Field Mastery & Competency Attainment</i>
Competency 5 Rubric: Everyday Never 10 9 8 7 6 5 4 3 2 1	
Competency 6 – Engage with Individuals, Families, Groups, Organizations, and Communities	Practice Behavior Learning Outcome
4 Exceptional__3 Good__2 Developing ___1 Deficient ___	6.1 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies
4 Exceptional__3 Good__2 Developing ___1 Deficient ___	6.2 Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituents
<i>Field Instructor/Student Learning Plan</i>	<i>Field Placement Teaching Resources and Experiences Employed to Support Senior Student Intern Field Mastery & Competency Attainment</i>

Competency 6 Rubric: Everyday	Never
10 9 8 7 6 5 4 3 2 1	

Competency 7 – Assess Individuals, Families, Groups, Organizations, and Communities	Practice Behavior Learning Outcome – Field Seminar
4 Exceptional__3 Good__2 Developing ___1 Deficient ___	7.1 Collect and organize data, and apply critical thinking to interpret information from clients and constituencies
4 Exceptional__3 Good__2 Developing ___1 Deficient ___	7.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in analysis of assessment data from clients and constituencies
4 Exceptional__3 Good__2 Developing ___1 Deficient ___	7.3 Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies
4 Exceptional__3 Good__2 Developing ___1 Deficient ___	7.4 Select appropriate intervention strategies based on the assessment, research, knowledge, and values and preferences of clients and constituencies
<i>Field Instructor/Student Learning Plan</i>	<i>Field Placement Teaching Resources and Experiences Employed to Support Senior Student Intern Field Mastery & Competency Attainment</i>
Competency 7 Rubric: Everyday	Never
10 9 8 7 6 5 4 3 2 1	

Competency 8 – Intervene with Individuals, Families, Groups, Organizations, and Communities	Practice Behavior Learning Outcome
--	---

4 Exceptional__3 Good__2 Developing ___1 Deficient ___	8.1 Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies
4 Exceptional__3 Good__2 Developing ___1 Deficient ___	8.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies
4 Exceptional__3 Good__2 Developing ___1 Deficient ___	8.3 Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes
4 Exceptional__3 Good__2 Developing ___1 Deficient ___	8.4 Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies
4 Exceptional__3 Good__2 Developing ___1 Deficient ___	8.5 Facilitate effective transitions and endings that advance mutually agreed-on goals
<i>Field Instructor/Student Learning Plan</i>	<i>Field Placement Teaching Resources and Experiences Employed to Support Senior Student Intern Field Mastery & Competency Attainment</i>
Competency 8 Rubric: Everyday	
10	9
8	7
6	5
4	3
2	1
	Never

Competency 9 – Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	Practice Behavior Learning Outcome - Field Seminar
4 Exceptional__3 Good__2 Developing ___1 Deficient ___	9.1 Select and use appropriate methods for evaluation of outcomes
4 Exceptional__3 Good__2 Developing ___1 Deficient ___	9.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes
4 Exceptional__3 Good__2 Developing ___1 Deficient ___	9.3 Critically analyze, monitor, and evaluate intervention and program processes and outcomes
4 Exceptional__3 Good__2 Developing ___1 Deficient ___	9.4 Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels
<i>Field Instructor/Student Learning Plan</i>	<i>Field Placement Teaching Resources and Experiences Employed to Support Senior Student Intern Field Mastery & Competency Attainment</i>
Competency 9 Rubric: Everyday	
10	9
8	7
6	5
4	3
2	1
	Never

Competency Reference: Council on Social Work Education (CSWE 2015)

Competencies & Practice Behavior Learning Outcomes opportunities not available at agency note: N/A

Field Instructor Agency Assessor Print Name: _____

Signature: _____ Date: _____

Comments: _____

_____ **Date Submitted to CCSU Social Work Field Education Coordinator**

To be eligible for CCSU social work program approval the agency is required to demonstrate learning opportunities for Benchmark in CSWE (2015) 9-Competencies for the full academic year.

Mean: SW 450 – 5.0 & SW 452 – 5.0.

Agency Assessment outcome:

Overall Rubric Mean for SW 450 _____

Overall Rubric Mean for SW 452 _____

Eligible for CCSU social work program approval: Yes _____ **No** _____

Comments &/or Plan: _____

Revised djgs 2/10/2016

Appendix Y



Department of Social Work

SOSNOWITZ AWARD APPLICATION PROCESS

The Sosnowitz Award is named after Dr. Barbara Sosnowitz, an emeritus professor of social work and the first Program Director of the Social Work Program at CCSU. The student nominee must be a graduating senior during the academic year the award is bestowed and in their second semester of field education experience. The student nominee must have demonstrated a significant contribution to the practice of social work as evidenced by at least one of the following criteria:

- Creation of a new and an original program which benefits clients
- Improvement of an existing program which benefits clients

- Demonstration of exceptional professional commitment to clients

Academic scholarship while important in the profession of social work is not the sole consideration or required criteria for the award. Students, field instructors, and/ or faculty may nominate a student for the award.

APPLICATION PROCESS

Course instructors teaching senior field education experience II are to inform senior field work instructors of the Sosnowitz Award and the application process each academic year. The person nominating the student must submit a narrative to the department chairperson and faculty describing the student contribution to the practice of social work.

1. a narrative statement illustrating the significant contribution to the practice of social work
2. the student nominee name, address, email and phone number
3. the name of agency, field instructor, address, email and phone number

Nominations are accepted during the 2nd semester of senior student's field education experience either fall or spring semester. CCSU Department of Social Work faculty will review all applications to identify the award recipient.

The Sosnowitz Award is given during the spring or fall semester at the Department of Social Work at the Senior Dinner. Invited guests may include, the field instructor, agency personnel and the Advisory Board members, and senior students graduating and attending the dinner.

Lorraine A. Libby LGBTQ Advocacy Social Work Scholarship

The Lorraine Libby scholarship is named after Lorraine Libby an adjunct faculty of the Social Work Program at CCSU. The intent of this scholarship is to support the on-going education and involvement of CCSU social work students on behalf of the LGBTQ community. It will be available to any CCSU social work student who has advocated for and/or worked on behalf of the LGBTQ community and meets all other criteria.

The student applicant must be full or part-time students and do not have to identify as LGBTQ – allies are also welcome and encouraged to apply.

This \$1000 award will be available during the academic year. It will be split between two students and can be used toward any school-related expense(s).

Applicants must meet the following requirements:

- Hold a matriculated status as a CCSU student
- Have successfully completed the pre-major social work courses and have been formally accepted into the major
- Have an overall minimum overall GPA 3.0

- Meet a needs-based assessment (CCSU Foundation will check this)
- Provide one faculty reference
- Can be from CCSU social work faculty or a qualified faculty member from the student's transferring school (qualified = must have taught the student in at least one or more courses)
- Submit a brief essay (< 1000 words) answering the question: "How have you advocated for or actively assisted the LGBTQ community and why?"
- Essays must include how the student's actions and/or activities demonstrate social work values
- Indicators include the social work competencies and NASW values and ethics

Glossary

Advisor – Faculty member assigned to assist students in course selection and to provide guidance helping students navigate through the required course curriculum.

Faculty liaison - The faculty liaison is a social work faculty member who is assigned to individual students for the purpose of connecting and coordinating coursework to the practice setting, monitoring student progress, and assisting the field instructor in teaching and learning strategies and activities. In all instances, the faculty liaison is the same faculty member who teaches the students' senior field education seminar course. There are currently three faculty liaisons working with students in the field education program.

Field Education Coordinator - The field education coordinator is the faculty member who is responsible for organizing, implementing and administering the field work component for the social work major and is responsible for informing and regularly updating the department chair the status of the field education component.

Field instructor – The social worker employed at an agency, approved by the CCSU department of social work, who facilitates the learning process at the agency. Field instructors must have earned a master of social work degree from a accredited institution, and have a minimum of two years post-masters experiences. The field instructor acts as the teacher, supervisor, mentor for the senior student.

Implicit Curriculum-learning environment experienced by student in the classroom setting in which the explicit curriculum is delivered. (Holloway 2008 p. 1))

Explicit Curriculum-syllabus and course content assignments, instruction imbedded in the social work program curriculum. And is required to measure the extent to which students are achieving practice behaviors (as indicators of core social work competencies). (Holloway, 2008 p.1)

Portfolio-A binder(s) containing professional skills and competencies learned in the social work program including syllabi, graded assignments, transcripts, evaluations, training materials, reference letters, conferences attended, essential content related to and collected to display achievements In professional development

Social Work Intern – A social work intern is a student in his/her senior year that has successfully fulfilled all the necessary prerequisites, completed the field application process and whose field education experience practicum has been confirmed by the field education coordinator, and the agency field instructor.

Social Work Volunteer – A social work volunteer is a student pre-major or major student that is engaging in unpaid volunteer field work in order to learn, develop and demonstrate professional social work skills, values and competencies, in an agency guided by a field instructor who is providing instruction in social work.

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