

ASHLAND UNIVERSITY
Department of Social Work

HANDBOOK FOR STUDENTS AND FACULTY

**A Council on Social Work Education (CSWE)
Accredited Program Since 1987**

**Michael Vimont, PhD, LISW, ACSW
Associate Professor, Department Director
(419) 207-6364
mvimont@ashland.edu**

**Nancy J. Udolph, LISW, ACSW
Associate Professor, Field Director
(419) 289-5372
nudolph@ashland.edu**

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ASHLAND UNIVERSITY SOCIAL WORK PROGRAM

This handbook is a reference for students and faculty, covering all aspects of the social work program and major. It is meant to guide students moving through the degree program. Any questions not adequately answered by this handbook should be referred to the department's director. Students should refer to the Ashland University catalog for core curriculum, degree requirements, financial aid, and other university-wide policies. Additional student-related policies may be found in the Ashland University Student Life Handbooks, all of which may be accessed on Ashland University's Portal. All students are responsible for knowing and understanding campus policies.

History of the Program

The social work program at Ashland University has been in existence since the mid-1970s. In the early 1980s, the administration committed Ashland University to a bid for accreditation of its social work program by the Council on Social Work Education. The Council on Social Work Education admitted the program to candidacy status in 1987. The program received initial accreditation in June 1990 retroactive to 1987 and became an autonomous department within the School of Sciences (now the College of Arts and Sciences) in 1992. Accreditation was reaffirmed in 2010 through June 2018. In the summer of 2014, the Department of Social Work joined with criminal justice, sociology and family studies to become a singular administrative unit. Psychology was added to this administrative structure in January of 2016. In April of 2017, the faculty senate approved the proposal initiated by the social work program to offer a minor in social work. The Department of Social Work in accordance with CSWE requirements retains a director for all programmatic activities related to the profession, curriculum, budgetary matters and student advisement.

Values in Social Work

Social workers have a positive view of people, seeing them as worthy of being helped and capable of making changes. Social workers must be non-judgmental, believing in the worth and dignity of each individual, and realizing that there are diverse belief systems and lifestyles that must be respected. Social workers believe that each person has a responsibility to himself or herself as well as to society, and that society should function in a just and equitable way that provides for the fullest growth and development of each person. This is known by the concept of *mutual reciprocity*.

The student considering a career in social work needs to make a careful assessment of personal values. Ethical situations and dilemmas proliferate in the complex environment of social work practice, but each prospective social worker must have a comfortable fit with basic social work values. All students are expected to have read the NASW Code of Ethics (found at www.socialworkers.org) and must be in agreement with the principles as stated. In addition, students should read and understand the Ohio Code of Ethical Practice and Professional Conduct (found at <http://cswmft.ohio.gov> under

Ethics/investigations). Students accepted into the social work program are subject to the provisions outlined in the Ohio Code of Ethical Practice and Professional Conduct and are required to keep up with changes in the law.

Department's Statement of Non-Discrimination

The Ashland University Department of Social work affirms the worth and right to personal dignity of all persons. Consequently, the department is committed to operating in all respects without discrimination on the basis of age, class, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, or sexual orientation.

MISSION, GOALS, AND OBJECTIVES

Department Mission and Goals

“The Department of Social Work prepares beginning generalist social work practitioners for leadership in service to those people who are at-risk and oppressed. It provides students with an academic program, founded in the liberal arts, that develops social work knowledge, values and skills, and incorporates an appreciation of diversity, a commitment to social justice and an understanding of the need for continuing professional development in the ever-changing local, national and global contexts of social work practice.”

Goal #1: Prepare students for competent professional generalist social work practice with diverse individuals, families, small groups, organizations, and communities in local, national and global contexts.

Goal #2: Prepare students for critical thinking through an educational process combining the liberal arts core curriculum with professional social work education.

Goal #3: Prepare students to incorporate the values and ethics of the social work profession into their professional practice.

Goal #4: Prepare students to advocate for change in policies, programs, and resource allocations that seek to advance human well-being, promote social and economic justice, empower clients, and respect diversity.

Goal #5: Prepare students with a foundation for lifelong learning, continuing professional development, and advanced study.

Outcomes (Core Competencies) of the Program

By the completion of the social work program, a student will be able to competently ...

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.

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.

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.

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.

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.

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.

Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

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

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.

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.

SOCIAL WORK CURRICULUM

Curriculum Organization

The Council on Social Work Education in its Educational Policy Statement 2.0, explains that social work education 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 (EPAS, 2015, p. 11). The Ashland University Department of Social Work has a curriculum that builds on the university’s core curriculum that develop skills of greater depth and complexity as a student progresses through the program. The objectives for each course reflect the program outcomes as students build the knowledge, values, and skills necessary for beginning level social work practice and for graduate education.

The Core Curriculum at Ashland University “lays the foundation for university-level thinking. It values intellectual rigor and contextual understanding. It prepares students to read and to listen carefully, to speak and to write clearly, and to solve problems logically and creatively. As such, the core curriculum forms the heart of the university's liberal education – ‘liberal’ in the sense that its purpose is to liberate the mind of the student from non-reflected opinion and narrow prejudice. As the centerpiece of liberal education, the core exists to broaden and deepen the mind, and to enhance students' ability to, in the words of the university mission statement, ‘lead meaningful and productive lives in the world community.’ The core features intensive courses in four areas: aesthetics, the humanities, the natural sciences, and social sciences. A course in historical reasoning, which enhances and is foundational to those areas, is also required” (Core Curriculum Documents). In addition, students must take two courses in writing, an oral communication course, a math/logic course and a lifetime wellness course. Finally, every Ashland student must take one course which has a focus on international perspectives.

A focused curriculum of social work courses is constructed on this liberal arts foundation and is relevant to the mission, goals, and core competencies (outcomes) of the program and to the purposes, values, and ethics of the social work profession. It includes content on social work values and ethics, diversity, populations at risk and social and economic justice, human behavior and the social environment, social welfare policy and services, social work practice, research, and field education. This curriculum prepares students to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities. Students are also prepared to take the social work licensing exam.

Generalist Social Work Practice

Professional social work education at the baccalaureate level prepares students for **generalist social work practice**. Generalist social work practice is defined by the 2015 CSWE Educational Policy and Accreditation Standards as follows:

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. (EPAS, 2015, p.11).

Service Learning

According to the Ashland University Service Learning web site, "**Service learning** is a form of experiential education that engages the student in a meaningful application of academic knowledge in significant service to the community. It must include:

- 1.) Orientation or training specific to the service site,
- 2.) Meaningful and engaging service,
- 3.) Structured reflection.

Service learning is a course-based, credit bearing educational experience and is designed to promote civic responsibility, diversify and expand the student environment, and work to create citizens aware of their global responsibilities. All service learning activities will be noted on the student's transcripts."

The Social Work Program offers an **optional** service learning credit to each of the practice classes and to SocWk 221. Students may earn a maximum of three credits of service learning. Students work with the designated professor to secure a placement. Students must keep a journal of their experiences and write a reflective paper about their experiences. In addition, an evaluation must be completed by the site supervisor and each student must complete a self-evaluation.

Sequence of Courses

The following sequence of courses is typical for social work majors:

Fall	Spring
Freshman	
Principles of Sociology (Soc 111)	General Psychology I (Psy 101)
Human Biology (Bio 100)	
Sophomore	
Introduction to Social Work (SocWk 221)	Foundations of Social Welfare (SocWk 250)
Social Problems (Soc 225)	Race, Ethnic, and Minority Issues (Soc 301)
Global Human Rights & Social Justice (SocWk 230)	Elementary Statistics (Math 208)

Junior

Social Work Practice I (SocWk 310)

Social Work Practice II (SocWk 312)

**Human Behavior Across the Lifespan
(SocWk 304)**

**Social Environments and Human Behavior
(SocWk 306)**

Research Methods (SocWk 360)

Senior

Community Practice (SocWk 412)

Field Instruction (SocWk 418)

**Social Policy Development and Analysis
(SocWk 408)**

Field Seminar (SocWk 419)

Pre-Practicum Seminar (SocWk 417)

Social work courses are boldfaced; the other courses are prerequisites and/or core curriculum requirements. Transfer students must take required sophomore level courses concurrently with junior level required courses if not previously taken. **Students must earn a C or better in SocWk 221 to be admitted into the social work major. Any social work major who earns less than a C in SocWk 310, SocWk 312 and SocWk 412, or who earns less than a C- in any other social work course, must re-take the course and earn an acceptable grade in order to apply for admission to SocWk 418-Field Instruction. It should be noted that failure to obtain the minimal acceptable grade in a course will result in students being ineligible to take any subsequent course for which that course is a prerequisite.**

Course Descriptions (all courses are 3 credit hours unless otherwise noted)

221 INTRODUCTION TO SOCIAL WORK

Prerequisite SOC 111 or PSYC 101

This course is designed to introduce students to the field of social work. It offers an overview of the settings in which social workers practice, the populations they encounter, the social problems they address, and the interventions they utilize. Students are introduced to systems theory, social policies which guide practice and the concepts of social and economic justice, human rights, oppression and discrimination and the relationship of these concepts to advocacy and social change. The course will examine the knowledge, values, ethics, and skills necessary for the effective practice of social work with diverse populations. Students complete an agency volunteer/shadowing experience.

230 GLOBAL HUMAN RIGHTS AND SOCIAL JUSTICE

This course will explore global social justice issues through the lens of various human rights documents. Issues to be examined include forced labor, the social consequences and impact of war and conflict, and violence against women and children. The history and development of these issues, how culture of individual countries and regions affect the issues and responses, as well as possibilities for the resolution of the issues will be examined. The course will examine a specific culture or region each time it is offered (i.e. Western Africa, Middle East, Eastern Europe).

250 FOUNDATIONS OF SOCIAL WELFARE

This course examines and analyzes the history of social welfare in the United States to understand the context of social welfare movements and policies. Emphasis will be placed on the volunteer beginnings of social work which led to the development of the social work profession and to issues of poverty and social, political, and economic justice that affect oppressed groups in American society.

265 PARENT-CHILD RELATIONSHIPS

Explores parent/child relationships from infancy through adolescence. The course addresses parenting philosophies, child guidance strategies, family diversity, and challenges to contemporary parents and their children. The dynamics of parent/child interactions are analyzed from a systems perspective that considers the reciprocal impact of children on parents as well as parents on their children. Includes understanding and facilitating parents in their parenting role

304 HUMAN BEHAVIOR ACROSS THE LIFESPAN

Prerequisites: SocWk 221 or Sophomore status

This course focuses on individuals as they develop over the life span and have membership in various systems such as families, groups, organizations and communities. It provides students with theories and knowledge related to biological, social, psychological, spiritual and cultural variables. It addresses the environmental conditions that promote or deter individual and family growth; the reciprocal impact of people and a range of environmental systems; and variations in development and functioning that arise from diversity factors. The course provides the foundation for completing accurate assessments of human problems, choosing intervention strategies and evaluating interventions.

305 FAMILY VIOLENCE

Focuses on the social problem of family violence, examining the broader issues such as the nature and types of violence family dynamics, gender issues, and questions about human nature and identity formation. It also examines the roles of the professionals who provide services to victims, offenders, and other family members.

306 SOCIAL ENVIRONMENTS AND HUMAN BEHAVIOR

Prerequisites: SOC 301 (or co-requisite)

A continuation of the study of individual interaction with the social environment, particularly with larger systems such as organizations and rural and urban communities. Students learn the dynamics of

oppression and the effects of oppression on the social and economic circumstances of members of diverse and at-risk populations.

310 SOCIAL WORK PRACTICE I

Prerequisites: SocWk 221 or Department's permission

This course is designed to provide students with a generalist approach to social work practice and basic knowledge of social work methods. Areas of study include social work values and ethics, problem-solving, the client-worker relationship, interviewing and relationship-building skills, group process and professional writing. For social work majors only.

312 SOCIAL WORK PRACTICE II

Prerequisites: SocWk 304, SocWk 310, a grade of C or better in SocWk 310

A continuation of the generalist approach to social work practice. Students learn the social work process, along with interviewing skill refinement, and the processes and skills involved in working with families. Attention is given to differential assessment and intervention skills that will enable practitioners to serve diverse populations and practice competently across rural and urban settings.

320 TOPICS IN SOCIAL WORK

A focused study of a particular area of social work practice, including assessment of problem situations and helping efforts directed at remediating problems. Topics include case management, women's issues, working with children, and others. Course can be repeated as topics change.

323 LATER ADULTHOOD IN THE FAMILY CONTEXT

The study of later adulthood, focusing on relationships, kinship ties, living arrangements, and financial issues within the family context. The course will examine the reciprocal effects of decision-making and caring for an aging adult on the individual and the family.

324 WORKING WITH OLDER ADULTS

This course provides a comprehensive approach to working with older adults. Areas of study include the ethical basis for practice, forming and maintaining the working relationship, interviewing skills, problem-solving with assessment and intervention skills, professional writing, and knowledge of relevant social policy.

330 INTERNATIONAL PERSPECTIVES ON WOMEN

This course focuses on women's issues from an international perspective and addresses the diversity and similarity of women's experiences worldwide. It considers the scope of gender injustice and the variety of factors (e.g. social, economic, political, religious) that contribute to it. The course examines current cross-cultural attitudes toward the family, women's work, and women's status and explores international gender equality movements and women's rights as human rights. Meets Core credit for social sciences and International Perspectives requirement.

350 DEATH AND DYING

This course explores concepts related to death and dying, death perceptions from childhood through older adulthood, social and cultural attitudes, insights into the needs of the dying person and family, one's own beliefs and feelings toward the death of others and self, and the ethical aspects surrounding death. The student will study current theories and practices related to death and dying from the standpoint of developmental and systems theories, and social and cultural attitudes and practices.

360 RESEARCH METHODS IN SOCIAL SCIENCES

Prerequisite: MATH 208 or co-requisite, SOC 111

An introduction to methodological techniques of research in the social sciences. Emphasis is placed on quantitative and qualitative research methodologies as they relate to building knowledge for practice and to evaluating service delivery in all areas of practice. Research ethics, analysis and evaluation of theoretical bases, research questions, analysis of data, and use of technology are covered. SOC/SOCWK credit.

408 SOCIAL POLICY DEVELOPMENT AND ANALYSIS

Prerequisites: SocWk 221, SocWk 250, and senior status

A continuing examination of social welfare policy, with emphases on current policy, policy analysis, and skills for influencing policy development. Students are exposed to theoretical frameworks and acquire practical skills in policy analysis and are introduced to theories and skills of influencing for change.

412 SOCIAL WORK COMMUNITY PRACTICE

Prerequisites: SocWk 306, SocWk 312, SOC 225 (or co-requisite); a grade of C or better in SOCWK 312

This course focuses on the theories and strategies that allow a generalist social worker to recognize and act on the need for change in larger systems such as organizations, communities, and societal institutions in order to ensure that human and civil rights are protected, that resources are equitably distributed, and that opportunities are available to all.

417 PRE-PRACTICUM SEMINAR (1 credit hour) – Pass/Fail

Prerequisites: SocWk 306, SocWk 312; co-requisites SocWk 408, SocWk 412

This course is designed to prepare students for beginning level professional social work generalist practice. This course will review issues related to agency based work environments and service delivery in a generalist framework, discuss current issues in the field, and focus on the professional use of self. Students prepare to respond to contexts that shape practice by preparing to work in an agency setting and by preparing to apply critical thinking skills to their observations and activities in the practicum experiences. The course covers ethical practice, ability to address diversity issues in practice, documentation, use of supervision, and development of a learning contract. Arranging the field practicum (SOCWK 418) for the spring semester takes place as part of this course.

418 FIELD INSTRUCTION (12 credit hours)

Prerequisites: All SocWk academic courses with a minimum of 2.25 GPA; a grade of C or better in SocWk 412, co-requisite SocWk 419

Field Instruction is an integral part of the social work curriculum and takes place during the last semester of the senior year. Field Instruction gives students an intensive opportunity to apply social work knowledge, values, and skills in practice situations in a social agency under the supervision of a social worker. Students practice within the generalist framework with individuals, families, groups, organizations and communities and spend 36 hours a week in the agency (a minimum total of 500 hours).

419 FIELD SEMINAR

Prerequisite: SocWk 417; co-requisite: SocWk 418

A problem-solving seminar taken concurrently with Field Instruction in which students examine the social work knowledge base, practice skills, values, and policies as they relate to their experience in agencies. The seminar is designed to support and build upon agency experiences. As a part of the seminar, students complete the Montana Social Work Competence Written and Oral Examination.

Professional Identity and Development Activity

The Social Work Program encourages the development of professional identity in its students. Toward this end, the Program has a professional identity and development activity requirement attached to SocWk 221, 310, 312, and 412. To fulfill this activity, students have a number of options. They can attend regional or state NASW-Ohio meetings, Council of Social Agencies meetings, organize and/or participate in Social Work Club philanthropic projects, volunteer at the NASW-Ohio State Conference, or attend a continuing education workshop. Other activities are approved at the discretion of the course professor in consultation with the Program Director as deemed appropriate.

Montana Social Work Competence Exam

“The Montana” was developed at the University of Montana and has been adapted for use at Ashland University. It is the Social Work Program’s graduating senior exit exam. It is made up of two parts: the written and the oral.

The written examination is completed in sections as an ongoing assignment in SocWk 419 Field Seminar. Questions address the program outcomes including the student’s knowledge of social work values and ethics, the social work process, the roles of research and of policy in social work practice, and the student’s ability to articulate the nature of the social work profession. The student must receive at least a C on this assignment, or it must be re-written.

The oral portion of the Montana is approximately a 45-minute discussion involving the student and social work faculty. Questions raised in the reading of the written portion are addressed to the student for the sake of discussion. At the end of the discussion, the student is dismissed, and the student

is then rated on each of the program's outcomes as they were articulated in the oral and written Montana. The rating constitutes a grade for the student and is used to assess the breadth and depth of the social work major curriculum for preparing its majors for the profession. If a student does not perform well on the oral portion of the Montana, another oral exam session will be scheduled and the student given another opportunity to demonstrate his or her learning.

Evaluation of the nine core competencies previously listed is determined by the combined results of both the written and oral exams. The evaluation is made by all full time social work faculty, and the mean score used for the final determination of competency. A score of 3 (out of 5) indicate competency levels expected of a graduating social work student who is receiving a bachelor's degree. This is one of the two measurements used to determine overall competencies for each of the nine core competencies.

State of Ohio Licensure

Ohio licenses BSW-level social workers as Licensed Social Workers (LSW). No one can legally engage in social work practice or call him/herself a social worker in Ohio without holding a social work license. (The exception to this is the Civil Service social worker classification.) The LSW license is granted by the Counselor, Social Worker and Marriage and Family Therapist Board (CSWMFT) which is the State agency responsible for the regulation of social workers in the state of Ohio. The current laws and regulations for social workers and the application and procedures for licensure can be found on the Board's website: <http://www.cswmft.ohio.gov>.

The social work licensing exam is administered by the Association of Social Work Boards (ASWB). BSW students take the "Bachelors" level exam. The current information about the licensing exam as well as a practice test may be found on the ASWB website: <http://www.aswb.org>. Results of the computerized test are available at the test site as soon as the test is completed.

Senior-level students may register to take the licensing exam in their last semester but cannot be granted a license until the licensing board receives an official transcript as evidence of graduation with a BSW. In addition, Section 4757.101 of the Ohio Revised Code requires all individuals applying for a license issued by the CSWMFT Board to submit fingerprints for a criminal records check completed by the Ohio Bureau of Criminal Identification and Investigation (BCI) and the Federal Bureau of Investigation (FBI). Temporary licenses are available to graduates waiting for their license applications to be processed. Students who plan to practice in states other than Ohio should consult the licensing board in that state.

POLICIES AND PROCEDURES

Grade Point Average Definitions

For the purposes of clarifying the various grade point averages that are used throughout this document, the following definitions are provided:

Institutional grade point average: This grade point average includes all courses taken to date at Ashland University. It can be found on the WebAdvisor Academic Evaluation.

Major grade point average: This grade point average includes all courses in the social work major taken to date (prerequisites, required social work courses and social work electives) as outlined on the student's Academic Evaluation. This calculated grade point average can be found on the Academic Evaluation under "Social Work Major Requirements".

Social Work Admission and Retention Policy

The Council on Social Work Education requires that social work programs develop a policy for admitting and retaining students as a part of each program's function as a gatekeeper for the profession. The purpose of this policy is to give students an opportunity to learn what is expected of them as social work majors both at admission and throughout the program. It also serves to protect future clients from students and workers who do not meet the standards for professional social work practice. The following sections outline the criteria for admission and retention that need to be met to continue in the program. The Dismissal Procedure which follows identifies the procedures for dismissal for students failing to meet the criteria for retention.

Criteria for Admission to the Social Work Program

1. A course grade of C or better in SW 221, Introduction to Social Work, or in an approved equivalent transfer course.
2. An Institutional GPA of 2.25 or above.
3. Completion of an autobiographical summary which demonstrates social functioning that allows for effective education and practice, values that are consistent with the profession, and good writing skills.
4. Submission of a copy of a complete transcript to date
5. Submission of three reference forms (one reference from a volunteer work supervisor; the other two references from other helping professionals or college professors) that substantiate readiness for social work education and practice.

6. Demonstration of professional attitudes and behaviors including attendance, time management, responsibility, and respectful relationships with colleagues/instructors in social work classroom environment.
7. Completion of Student Agreement
8. Completion of an interview with the faculty demonstrating adequate communication skills (speaking, organizing ideas), academic potential, personal values that will fit with professional values, and the ability to be self-reflective, to handle stress, and to be objective.

Procedure for Admission to the Social Work Program

Students may provisionally declare social work as their major early in their academic career at Ashland University. However, there is an admission-to-the-program process which must be successfully completed before the student is permitted to proceed with junior and senior level courses. Freshman and sophomore students are encouraged to take courses that would allow alternative career paths should their application into the program be denied.

The admission process typically occurs in the spring semester of the sophomore year after completing SocWk 221. Students transferring to the university at the beginning of the junior year complete the process early in the fall semester. The Admission to the Program application packet appears in the Appendix to this handbook. The procedure is as follows:

1. Student completes the Admission to the Program Packet by the stated deadline.
2. Student's Institutional GPA and grade in SocWk 221 (or equivalent) are verified.
3. Applications for admission to the program are reviewed by the Admissions Review Committee, which consists of all full-time faculty teaching in the program.
4. Each student is interviewed by the faculty. In reviewing application materials, the faculty look for evidence of adequate communication skills (speaking, writing, organizing ideas), academic potential, personal values that will fit with professional values, and the ability to be self-reflective, to handle stress, and to be objective.
5. Following the review of the application and the interview, the committee makes a decision with one of the following outcomes:

Admit: Student is admitted to the Social Work program.

Provisionally Admitted: Student is admitted on a provisional basis with a specific plan including the steps necessary to achieve admission.

Deny: Student is denied admission to the Social Work program.

NOTE: Transfer students are admitted as "provisionally admitted" pending completion of their first semester at Ashland University. This delay allows the Admissions Review Committee to adequately assess the student.

6. Student receives a letter explaining admission status. Admitted students are reminded that they must maintain the criteria for retention in the program. Students denied admission will be informed of the specific reasons for denial of admission and alerted to appeal process and procedure. Students will also be advised regarding other possible majors. Letters to students who are conditionally admitted will include a specific plan of remediation including the steps necessary to gain admission. The plan will be monitored and when all criteria are successfully met, the student will receive a letter of admission.

A provisionally admitted student may be appropriate under any of these circumstances:

1. References indicate uncertainty about student's suitability for a social work major.
2. Autobiography and interview do not adequately convey a student's interest in and/or aptitude for social work.
3. Student's classroom behavior does not clearly demonstrate professionalism.
4. Student's grades in the social work prerequisite classes are low, yet is above the minimum requirement.
5. Student is transferring from another school.

Admission is denied when a student does not meet the admission criteria.

Academic and Professional Criteria for Retention

1. C or better in SocWk 310, SocWk 312, and SocWk 412, with attendance requirement met as outlined in the section entitled "Attendance and Participation".
2. C- or better in all other required social work courses (SocWk prefix).
3. Maintain an Institutional GPA of 2.25 or higher.
4. Maintain a major GPA of 2.25 or higher.
5. Adhere to social work values and ethical standards.
6. Maintain social functioning that allows for effective beginning level social work practice.
7. Maintain effective oral and written communication skills.
8. Maintain effective professional work behavior.

Termination of the Student's Enrollment for Academic or Professional Performance

A student who receives a grade lower than C in SocWk 310, SocWk 312, or SocWk 412 or lower than C- in any other required social work course (SocWk prefix) or whose GPA requirements as outlined in 3 and 4 above will be referred to the admissions committee for further action (see below).

When it is determined by the social work faculty that a student already admitted to the program does not meet one or more of the other Criteria for Retention, the following procedure is followed:

1. The Social Work Program Director calls together the admissions committee.
2. The committee meets with the student to discuss the circumstances that seem to warrant termination.
3. The committee then meets separately to decide on the action to be taken.
4. The Program Director writes a letter to the student explaining the committee's decision. When the decision is to terminate, consideration is given to helping the student find another career path and the student is advised of the policy and procedures for appeal.
5. If deemed appropriate by the admissions committee, a student may be presented with a corrective action plan that must be followed to be retained in the program. Corrective action plans shall be developed and signed by the student, Program Director and advisor.
5. For students terminated from the program, a letter from the Program Director advising them of the grade or GPA deficiency and their dismissal from the program. Students in this situation may be given the opportunity to retake the course or raise their GPA after which they may be readmitted if they meet the Criteria for Retention.

Situations which warrant termination as not meeting the Academic or Professional Criteria for Retention include (but are not limited to):

1. Failure to meet/maintain academic grade point requirements and minimum grades as outlined.
2. Violation of a social work value and specifically the Social Work Code of Ethics and/or the Ohio Code of Ethical Practice and Professional Conduct.
3. Breaking a law or conviction of criminal activity during the course of study. Prior conviction which becomes known during the course of study which demonstrates unsuitability for generalist practice may also be considered.
4. Chemical dependency (including alcohol), use of illegal drugs, or misuse of prescription drugs during one's course of study.
5. Chronic absenteeism from class.
6. Academic dishonesty in the form of plagiarism, lying, or cheating.
7. A hostile or resistant attitude toward learning and supervision.
8. Inappropriate or disruptive behavior towards colleagues, faculty, and staff at the university or the placement.
9. An inability to carry out one's assignments.
10. Behavior that is emotionally or physically damaging to clients.
11. Repeated failure to demonstrate an ability to work effectively with client systems.

Admission to Field Instruction

SocWk 418 Field Instruction is open only to social work majors and is subject to permission from the field coordinator. Such permission is given only after the student has satisfied the requirements for admission to the course. The requirements include:

1. Submission of a formal application which includes evidence that all requirements below have been or will be met.
2. Completion of all baccalaureate degree requirements, including all social work courses (except SocWk 418 and SocWk 419). Exceptions to this requirement must be requested in writing to the Social Work's Program Director prior to registration in the spring semester before the student intends to apply for Field Instruction. Exceptions MAY NOT be given for social work courses or prerequisites. A joint decision will be made between the Program Director and the Field Coordinator, and the student will be informed in writing.
3. A minimum grade of "C" must be earned in SocWk 310, SocWk 312, and SocWk 412 and a minimum grade of C- must be earned in all other required social work (SocWk) major courses. A minimum social work course grade point average of 2.25 must be earned in SocWk 221, SocWk 250, SocWk 304, SocWk 306, SocWk 310, SocWk 312, and SocWk 360. Students who postpone their field placement until a subsequent year must also include SocWk 408 and SocWk 412 (if taken) in the social work course grade point average of 2.25. Students whose social work course grade point average falls below a 2.25 after completing SocWk 408 and SocWk 412 may not enter the field placement.
4. A minimum social work major grade point average of 2.25.
5. A minimum Institutional grade point average of 2.25.
6. The above requirements are considered firm. Exceptions will be considered only in rare cases where the student can demonstrate extenuating circumstances. Exceptions for admission will be considered by the total social work faculty.

Applications for Field Instruction must be submitted by Sept. 30, prior to the spring semester in which the Field Instruction will take place. No application will be considered until all materials are in the student's application file. The faculty decision can be to:

Admit - student is admitted to Field Instruction. The student meets or will have met all requirements.

Defer Admission – used only in cases where a student has an action regarding retention pending.

Deny Admission - student is not permitted to undertake a field placement. This option is used when a student does not meet the criteria for admission to field and/or the criteria for retention have not been met. A student who has been admitted to the field but fails to meet the criteria for retention at the end of the fall semester will be denied admission to the field and any arrangements for field instruction will be cancelled. The student has the right to appeal.

The field application asks the student to indicate areas of interest for the field placement. The final decision regarding placement rests with the field coordinator. Students are informed of their admission status in writing by the field coordinator. Should that status change following the submission of fall grades, students will be informed in writing of that change.

Agency Requirements

Certain agencies may have requirements which prospective interns must meet. Such requirements may include: background checks, drug and alcohol testing, driver's license checks, TB testing, and immunizations. Fulfilling these requirements is the student's responsibility. The Social Work Program encourages students to update their immunizations, including Hepatitis B. In addition, the Program expects interns to dress professionally which excludes wearing jeans unless there is a specific activity or outing for which jeans are appropriate. Students should consult with their advisor if they have concerns about meeting *any* of the above requirements.

Appeal/Grievance Procedure

Policy: Students have the right to appeal decisions regarding admission to the major, retention in the major, termination from the major, admission to Field Instruction or dismissal from Field Instruction.

Procedure: Students who have been denied admission to the social work program, terminated from the program, denied admission to Field Instruction, or terminated from Field Instruction and wish to file an appeal must submit a letter of appeal to the Program Director of Social Work no later than 15 days from the date the student was notified of the decision. The letter should provide sufficient details regarding the nature of the request including reason(s) for reconsideration. The Program Director shall then convene the Ashland University Social Work's Admission Review Committee. All decisions rendered by the committee are final as they relate to admissions and/or retention in the program. Decisions rendered by the committee does not directly impact the student's capacity to continue as a student at Ashland University under a different program of study.

Concerns that are course-specific should be addressed with the professor first. Within the Social Work Program, the student who has a concern not tied to a specific course confers with his or her academic advisor. If the matter cannot be worked out satisfactorily with the professor or advisor, it is referred orally and in writing to the Program Director. If the student feels that proper redress has not been made within the program, the student may refer his or her concerns to the chair of the department. If the student still does not believe that the concerns still have been adequately addressed, he or she may refer the matter orally and in writing to the Dean of the College of Arts and Sciences.

In cases of disputed grades, students should refer to the Ashland University Student Handbook for the College of Arts and Sciences Grade Appeal Process.

Student Rights and Responsibilities

The Social Work Program tries to ensure that the rights of students are respected, including adequate avenues for appeal. Also, students are given opportunities to influence aspects of the program, including course content and teaching methods, evaluation of internships, and program and

policy review. Students engage in a senior focus group, complete an exit survey and serve on the department advisory board, among other opportunities for input and influence.

The Program has delineated the following as student rights:

1. Students have the right to appeal as per the procedure outlined above.
2. Students have the right to participate in formulation, evaluation, and possible revision of policies and procedures that affect students' welfare
3. Students have the right to choose an advisor and receive appropriate academic and career advising.
4. Students have the right to be given course syllabi in the first week of class so course objectives and requirements and grading policies are clear. Faculty are also asked to notify students one week prior to the scheduling of an exam.
5. Students have the right to a field instruction assignment with qualified supervision and to know at the beginning of the placement how they will be evaluated.
6. Students have the right to be treated with dignity and respect and without bias.

The Program has delineated the following as student responsibilities:

1. "The student body recognizes and accepts a responsibility on the part of each student to maintain unquestionable academic integrity. Students who register for a course accept responsibility to participate fully in the activities of that course and to be present at all regularly scheduled class periods. It is the responsibility of the student to make up any missed work." (Ashland University Student Handbook, p.35).
2. Students have the responsibility for knowing and understanding all Social Work Program's policies, Ashland University student policies, NASW Code of Ethics and Ohio Code of Conduct.
3. Students are responsible for their own learning. Assignments should be turned in on time and the student should consult with professors if assignments are unclear or they are having difficulty.
4. Students who have difficulty with writing have the responsibility to consult with the Writing Center.
5. Students who have a learning disability have the responsibility to have the disability documented and work with Classroom Support Services for adequate accommodation.

Student Organizing

The Ashland University Social Work Program has a Social Work Club as outlined under *Social Work Organizations* in the handbook. Membership in the Social Work Club is open to any student interested in the mission of social work. This club is operated by students for students.

Students have the opportunity to influence program policy through the Social Work Advisory Board. Two students serve on this Board, usually one junior and one senior.

Students are encouraged to run for the NASW-Ohio Chapter Board of Directors as BSW representatives. The Ashland University Social Work Program is proud to have had several students serve in this position.

Transfer of Credit Policy and Procedure

Policy: Coursework taken by a student transferring into Ashland University from another accredited social work program is evaluated by the Program Director for equivalency with courses required at Ashland University. When such equivalency exists, students are exempted from the equivalent Ashland University courses so that they are not repeating foundation content. Regardless of prior field practicum work in another accredited social work program, twelve credit hours of SocWk 418 Field Instruction within the Ashland University program are required. Coursework from programs that are unaccredited is scrutinized closely before transfer credit is given; unless course syllabi indicate adequate content and unless instructors have appropriate credentials, the student will be required to take Ashland University's social work courses. The same is true for prerequisite courses such as Human Biology.

The Ashland University Social Work Program and the Ashland University Admissions Office have worked closely with local community colleges to ensure as smooth a transition as possible into the social work major.

Procedure: Any student transferring to Ashland University has his/her transcript reviewed by the Transfer Coordinator in the Admissions Office. The Transfer Coordinator and the Program Director work cooperatively to make decisions about transfer credit on a course by course basis. The Transfer Coordinator applies previously decided course equivalencies to the student's transcript. In most cases, the transfer student also meets with a social work faculty member. The Social Work Program has the right to request copies of course syllabi and instructor qualifications if there is any question about course equivalency.

Prior Work or Life Experience

Academic credit is not given for a student's prior work or life experience. Personal experience is specific; education is broader and theory-oriented. The curriculum is also arranged in a sequence for an orderly acquisition of knowledge and skills. This is not to say that a student's work and life experiences

are of no value in the educational process. These experiences enliven theory; theory adds a new dimension of understanding to personal experience.

Academic and Professional Advising Procedures

Incoming freshmen are assigned their first semester schedule by the university's Academic Advising office. The advisor in that office has a list of introductory courses that are required or recommended for the social work major; students who have indicated an interest in social work are assigned to these courses. Undecided majors are assigned to introductory sociology and psychology, and to other freshman-level courses needed to complete a degree from Ashland University. A university advising feature is the Summer Drive-In registration when incoming freshmen come to campus for orientation. Faculty of the Social Work Program is usually available at each Drive-In to advise potential social work majors and undecided students who have an interest in a helping profession.

The Academic Advising office continues to advise students for the spring semester of their freshman year. Through this process, students are again in contact with a social work advisor. With two semesters of university work nearly behind them, discussion and planning becomes more focused on the student entrance into primary coursework designed to prepare them for entrance into the profession.

Students are assigned to advisors in their majors for both academic and professional advising prior to the completion of their first year. All sophomore, junior and senior social work majors are advised by social work faculty. The advising load is divided among the faculty members within the program and most advisees stay with the same advisor from entry into the program through graduation. Each advisee schedules an individual appointment with the advisor before registration for the next semester. Social work faculty also make it known in class that they are available at any time during the semester for academic and professional advising. Advisors maintain an academic advising folder on each social work major.

Many students are undecided as they enter the university and many change their majors after they have begun. Exploration of interests is important. On the other hand, the social work major requires many hours of specified coursework, most of it falling into a specified sequence. A fairly early declaration of the major is important if the student hopes to complete all coursework in a four year period. Students should have sufficient exposure to the social sciences during the freshman year and to social work in SocWk 221 in the fall semester of their sophomore year to make an informed decision by the middle of the sophomore year. Faculty are willing to work with students who decide on social work later than that, but are honest in advising them that extra time in the program may be necessary. This is also the case with transfer students.

Textbooks

Each student is expected to buy or rent the required texts for every class. Students are also advised to keep their social work textbooks. Some will be used as texts in other classes; the rest can be valuable references for papers and projects. Textbooks are also helpful in studying for the social work licensing exam. Considering the very low resale value of used texts, it is a wise decision to keep textbooks as the foundation for a professional library.

Written Assignments

The Social Work Program places strong emphasis on the improvement of writing skills, recognizing the importance of writing in professional practice. Unless otherwise stated by the professor or outlined in the course syllabus, all written assignments are to be word-processed, double-spaced and run through the spell check. Please note that a spell check will not catch all errors. The student is still responsible for proofreading papers for content, correct spelling and grammar. The Social Work Program uses APA format for most papers and students are strongly encouraged to purchase an *APA Publication Manual Sixth Edition*.

All written assignments are due on the date assigned by the professor. Professors may assign penalties for late papers. These penalties are outlined in syllabi and/or discussed with students in class. Waiting until the last minute to type or print a paper is risky as penalties may apply to computer or printer problems which prevent a paper from being turned in on time.

Examinations

Examinations are to be taken on the scheduled date during the regular class period. In the case of personal illness or other extenuating circumstances, students should contact the professor as soon as possible. Make-up exams are given at the discretion of the professor and a penalty may be assessed. A doctor's excuse may be required before a make-up exam is allowed.

Disability Documentation

It is very important for a student with a disability to have that disability properly diagnosed and reported to the University's Classroom Support Services. Students with disabilities who have documentation on file with Classroom Support Services (105 Amstutz, extension 5953) are entitled to reasonable academic adjustments/ accommodations under *The Americans with Disabilities Act* and *Section 504 of the Rehabilitation Act of 1973*. Qualified students are encouraged to identify to professors early in the semester. Ashland University makes great effort to provide equal access to all students who have documented disabilities. Ashland University and The Social Work Program are committed to adherence to the Americans with Disabilities Act and to Section 504 of the Rehabilitation Act. Appropriate accommodations for a documented disability will be made for completion of academic assignments such as

examinations, papers and oral presentations.

Attendance and Participation

Attendance is expected for all class sessions. Attendance and participation are part of the final grade in all social work classes. Just as an agency worker is expected to be on the job and actively performing his or her work, a student is expected to be in class on time and actively participating in the learning experience. Additionally, it is important for a social worker to be able to convey thoughts and feelings to others, to lead groups, and generally to be an active participant in carrying out social work roles. The faculty must see evidence of that ability developing in students as they proceed through the major.

Employment schedules and family business should not interfere with class attendance. In cases of illness or emergency, the professor should be notified of the reason for the absence on the day that it occurs. Extending university vacation periods is not an acceptable excuse for missing class.

The Ashland University Social Work Program must ensure that all graduates have the knowledge, values, and skills necessary to practice social work. Because skills are demonstrated in the Practice classes (SocWk 310, SocWk 312, SocWk 412) students missing more than TWO WEEKS of any practice course **for any reason will earn a grade no higher than a C- and will be required to repeat the course.** In a Tuesday/Thursday course format, this equates to missing more than four class periods. In a Monday/Wednesday/Friday course format, this equates to missing more than six class periods. In a course that meets one time per week, this equates to missing more than two class periods. For the purposes of implementing this policy, three late arrivals and/or departures will equal one absence. Obviously, this policy should not be construed as permission to miss class up to the maximum number of absences allowed.

Guidelines for Classroom Technology Use

Social Work is not just a major...it is a profession. The Council on Social Work Education charges each accredited program with not only the challenge of educating future social workers but also to act as a gate-keeper for the profession. Therefore, the faculty must ensure that all students have the knowledge, values and skills to practice social work effectively. This requires your full attendance, attention, and participation in every class. To that end, The Social Work Program has established a general policy of no cell phones, messaging devices, or other electronic devices used for the purpose of communicating with outside people or entities unless approved otherwise by the instructor. Laptop computers may be used in the classroom at the discretion of the professor as long as such device is being used as a contributing element of the learning process (e.g. looking up information being discussed in class, taking class notes, using Blackboard). Adhering to this policy demonstrates respect for and commitment to the learning process and environment.

Guidelines for Online Professional or Personal Activity

Online social media allow the program's faculty, staff, and students to engage in professional and personal conversations. These guidelines apply to faculty, staff and students who identify themselves with Ashland University and/or use their Ashland email address in social media platforms such as professional society blogs, LinkedIn, Facebook, etc. for deliberate professional engagement or casual conversation. These guidelines apply to private and password protected social media platforms as well as to open social platforms.

Use Disclaimers

Make it clear that the views being expressed by the individual are only those of the individual and not necessarily those of the Ashland University Program of Social Work. If there is a discussion regarding the program itself, then the individual has a duty to disclose his/her role within the organization.

Be Accurate

Even though the material posted may be primarily made up of personal opinion, thorough research and fact checking are imperative before rendering an opinion. Individuals should make sure that permission is granted by "authors" to post any copyrighted or confidential information (e.g., images) to a blog or Facebook page.

Be Considerate

Remember that anyone, including colleagues, clients, future employers and professors, may be actively reading what is published online. It's all about judgment: using social media in an unprofessional manner is treated as seriously as unprofessional behavior in the classroom or agency. If one is a witness to illegal, unsafe or unethical conduct, please contact the Program Director of Social Work or the Dean of the College of Arts and Sciences. Reporting issues publicly online may do more harm than good; worse yet, problems may not get to the attention of the people who can correct them. The Ashland University Social Work Program will follow up and investigate any issues brought to its attention.

Don't Reveal Confidential Information

If posting online through social networks about the Social Work Program at Ashland University, respecting the privacy and confidentiality of clients and colleagues is an imperative. When making decisions about online content, use good judgment, follow HIPAA regulations and consult the Ashland University Student Handbook.

Clients and stakeholders should not be cited or obviously referenced without their

approval. Never identify a client by name without permission, and never discuss the confidential details of a client. Be sensitive to matters of civic pride when discussing specific localities and protect the dignity of clients by refraining from discussions that reflect negatively on them, even if they are not named.

Respect Copyright Laws

Show proper respect for the laws governing copyright and fair use of copyrighted material owned by others, including Ashland University's own trademarks. For reference, see the [Stanford Copyright and Fair Use Guidance](#).

*Guidelines adapted from those of the American Red Cross

Selection of Outstanding Students for University Awards

Ashland University names an outstanding sophomore, junior, and senior student for each department/program on campus. Selections of the outstanding social work students are made by the social work faculty. The sophomore is selected on the basis of performance in SocWk 221 and Institutional grade point average. The junior is selected on the basis of academic performance, involvement in on-campus and/or off-campus service activities, and demonstration of professional growth. The senior is selected from those having a grade point average of 3.25 or higher, and then judged highest on the following criteria:

1. commitment to the social work profession.
2. involvement in on-campus and/or off-campus service activities.
3. demonstration of skills in field placement.
4. major grade point average
5. honorary awards

A student needs to have completed, at minimum, two semesters or 30 credit hours of study at Ashland University to be considered for any outstanding student award. This is a university requirement. Thus, transfer students are not eligible for awards in their year of transfer, but are eligible in subsequent years.

SOCIAL WORK ORGANIZATIONS

Social Work Program Advisory Board

The Social Work Program's Advisory Board is composed of social work practitioners, students, and other interested community and university members. The Board typically meets twice a year with the program faculty to review policies and curricular issues, to review the annual assessment report and make suggestions and to make suggestions for program improvement in all areas, from classroom offerings to field placement possibilities to extracurricular activities for students. Student representatives from the junior and senior classes serve as members of this board.

Social Work Club

All majors are encouraged to participate in the Social Work Club which gives students a chance to organize. While faculty are involved in an advisory capacity, student leadership has always been strong. Student leaders have identified the club's purposes as these:

1. helping students identify with the social work profession.
2. providing service to the community and recognition for the club, university and profession.
3. socializing among social work majors.

The constitution of the Social Work Club can be found in the Appendix.

Epsilon Tau Chapter of Phi Alpha National Social Work Honor Society

The program has a chapter of Phi Alpha, a national social work honor society that honors senior social work majors who have attained excellence in scholarship and achievement as students of social work. Requirements include having an Institutional GPA of 3.25 with a Social Work course GPA of 3.4 and high standards of personal conduct. Letters of invitation are extended in the spring semester of the senior year.

National Association of Social Workers

The National Association of Social Workers (NASW) is a membership organization of professional social workers. It works to enhance the professional growth and development of its members, to create and maintain professional standards, and to advance sound social policies. NASW's Code of Ethics is the standard for the social work profession. Students in the Ashland University Social Work Program are required to join NASW at the end of their junior year and

are encouraged to join even earlier. By doing so, they receive online subscriptions to the *NASW News*, and to the *Social Work* journal. As NASW members, they are eligible for the professional liability insurance required for Field Instruction. Joining NASW also confers membership in NASW-Ohio or in the state chapter of the student's permanent residence. Information, membership applications, and the Code of Ethics can be found on NASW's website at <http://www.socialworkers.org>.

Council on Social Work Education (CSWE)

The Ashland University Social Work Program is accredited by the Council on Social Work Education (CSWE). CSWE is recognized by the Council for Higher Education Accreditation as the accrediting agency for social work education in the United States. Information about CSWE and the Educational Policy and Accreditation Standards can be found on their website at www.cswe.org.

APPENDIX A

Application for Admission to the Social Work Program

**Ashland University
Social Work Program
Application for Admission**

Application for admission to the Social Work Program to pursue a major in social work requires satisfactory achievement of the following conditions:

1. A course grade of C or better in SW 221, Introduction to Social Work, or an approved equivalent transfer course.
2. An Institutional GPA of at least 2.25.
3. Completion of an autobiographical summary which demonstrates social functioning that allows for effective education and practice, values that are consistent with the profession and good writing skills.
4. A copy of your complete transcript to date.
5. Provide three references on forms provided by the Social Work Program. One reference must be from your volunteer work experience supervisor. The other two references should be from other helping professionals or college professors. (Transfer students should include a reference from your professor in Introduction to Social Work). References from relatives and Ashland University Social Work faculty are not acceptable. **The references must be attached to the application and ONLY A COMPLETE application will be accepted.**
6. Demonstration of professional attitudes and behaviors including attendance, time management, responsibility, and respectful relationships with colleagues/instructors in social work classroom environment.
7. Completion of Student Agreement.
8. Completion of an interview with the faculty demonstrating adequate communication skills (speaking, organizing ideas), academic potential, personal values that will fit with professional values, and the ability to be self-reflective, to handle stress, and to be objective.

Having met the requirements listed above, I hereby submit my application for admission to the social work major.

Campus Box or local address

Signature

Campus or Home Phone

Current Class Standing

E-mail address

Anticipated Year of Graduation

**Ashland University
Social Work Program**

Student Agreement

I have reviewed and understand the Social Work Program's Student Handbook including (but not limited to) the following:

1. The mission, goals, and outcomes of the program.
2. The formal application procedure for admission to the social work major.
3. The policies for written assignments, examinations, and attendance.
4. The criteria for termination of a student's enrollment.
5. The criteria for admission to the field instruction.

Student: _____ Date: _____

Ashland University
Social Work Program
Guidelines for Autobiographical Summary

Use the following questions as an outline for your summary:

1. Give a one-to-two page review of your life up to this point (composition of family of origin, family activities, any major illnesses, accidents, or hospitalizations, special positive events, milestones relating to family life, school, leaving home, planning for a career, starting a family, etc.).

Following your one-to-two page review, address the following in five or six pages:

2. How did you develop an interest in social work?
3. In what ways have your family members encouraged or discouraged your choice of social work as a career?
4. Which current social problem is of greatest concern to you? What ideas do you have to ameliorate or prevent it?
5. What knowledge or experience do you have with racial or ethnic minorities?
6. What knowledge or experience do you have with any groups of people with unique concerns, such as members of rural communities, low income people, persons with disabilities, gays and lesbians or others?
7. What volunteer work, employment or extra-curricular activities have influenced your choice of social work as a profession?
8. What personal attributes (positive qualities and negative ones) will be relevant to your future performance as a professional social worker?
9. Describe yourself as a student: What is your style of studying? How do you learn best? How do you perform academically under pressure? What is your level and style of participation in class?
10. Describe how you take care of yourself. (Eating habits, sleep habits, exercise, recreation interests).
11. Include any other information which might help the Admission Review Committee assess your qualifications for pursuing professional social work education.

**SOCIAL WORK PROGRAM
REFERENCE FORM**

This section to be completed by applicant prior to sending to reference respondents:

The Family Education Rights and Privacy Acts of 1974 and its amendments guarantee students access to their educational records. Students may, however, waive their right of access to recommendations. The choice of the applicant regarding this recommendation is to be indicated below. Failure to sign will constitute acceptance of limited access.

() **I do** waive my right to inspect the contents of the following recommendation.

() **I do not** waive my right to inspect the contents of the following recommendation.

Signed: _____ Date: _____

Statement concerning: _____ (Please print)
(First Name) (Middle Name) (Last Name)

who is applying for admission to the Social Work Program at Ashland University.

This section to be completed by reference respondent: NOTE: Confidentiality of letters of recommendation cannot be guaranteed unless applicant waives right of access.

The student named above is making application for admission into our Social Work Program. As part of the application he/she is required to provide three references. We will appreciate your frank assessment of this student's potential to become a social worker. Since the student's admission into the program requires that your evaluation be considered, your prompt reply will be appreciated.

Name: _____ Position/Title _____

Address: _____ Telephone _____

Date _____ Signature _____

Please return this form to the applicant in the enclosed envelope. **Be certain to seal and sign the flap of the envelope.**

PLEASE RATE THE APPLICANT ON THE FOLLOWING ABILITIES

	Excellent	Above Average	Average	Below Average	No Basis for Judgment
Conceptual ability					
Ability to express ideas orally					
Ability to express ideas in writing					
Takes initiative					
Capacity to accept criticism					
Assumes responsibility for own learning					
Ability to handle stress					
Self discipline					
Dependability					
Concern for social issues					
Ability to relate to others					
Leadership ability					
Respect for diversity					
Flexibility					
Uses mature judgment					

In what relationship and over how long a period of time have you known the applicant?
 Did this student have personal problems that interfered with work? ___ Yes ___ No
 If yes, please describe:
 Please comment on this student's potential as a helping professional.

 Printed name of recommending person

 Signature of recommending person

APPENDIX B

CONSTITUTION OF THE SOCIAL WORK CLUB

The Constitution of the Social Work Club

ARTICLE I: Name

The name of this organization shall be the Social Work Club

ARTICLE II: Purpose

The Purposes of the organization are:

Section 1 – To prepare and increase the competency necessary for practice in the helping professions

Section 2 – To reach out to the local community with helping projects that will strengthen the ties between Ashland University and the city of Ashland and the surrounding communities

Section 3 – To educate both the campus and the community concerning the values of social work

Section 4 – To concentrate on providing an atmosphere conducive to the interchange of ideas and for the promotion of a strong relationship between students and faculty

Section 5 – To help prepare for job placement

Section 6 – To promote leadership qualities and to strengthen the moral, intellectual, spiritual, and personal growth of its members

Section 7 – To deliberate and participate in the formulation and revisions of policies affecting academic and student affairs with the social work program.

ARTICLE III: Membership

Section 1 – Anyone with a sincere interest in the organization may join.

Section 2 – Special emphasis is to be placed on people with majors in social work and the social sciences

Section 3 – Former members of an active chapter shall be known as alumni members

Section 4 – Active participation is encouraged

ARTICLE IV: Officers

Section 1 – President

It shall be the duty of the President to:

1. Preside over all meetings
2. Represent the organization on the campus and in the community
3. Present to faculty any recommendations regarding policy and procedures within the social work program.

Section 2 – Vice President

1. Preside over all meetings in the absence of the President
2. Represent the organization on the campus and in the community
3. Carry out duties delegated by the President

Section 3 – Secretary/Treasurer

It shall be the duty of the secretary/treasurer to:

1. Keep a complete record of proceedings
2. To be responsible for all correspondence
3. Be on the finance committee
4. Make all transactions and to keep all the books concerning expenditures

ARTICLE V: Advisors

Section 1 – One social work faculty member shall serve as an advisor

ARTICLE VI: Meeting

The club shall hold regular meetings during the school year. Time, number, and place will be determined by members.

ARTICLE VII: Election and Voting Procedures

Section 1 – One meeting shall be held aside each September for the election of a new President, Vice-President and Secretary/Treasurer for the following year.

Section 2 – In case of vacancy or inability to serve, special elections may be held to replace an officer.

Section 3 – A majority of the membership shall constitute a quorum for voting concerning both elections and the transactions of business.

Section 4 – All duly elected officers shall be social work majors.

ARTICLE VIII: Finances

Section 1 – Financial matters will be processed through the accounting office at Ashland University.

Section 2 – Funds will be raised primarily through money-making projects. Dues will be levied as appropriated when deemed necessary.

ARTICLE IX: Amendments

Section 1 – This constitution may be amended by the active membership by a majority vote.

APPENDIX C

Educational Policy and Accreditation Standards

Council on Social Work Education

INTRODUCTION

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

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

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.



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.

COMPETENCY-BASED EDUCATION

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

Competency-based education rests upon a shared view of the nature of competence in professional practice. Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being. EPAS recognizes a holistic view of competence; that is, the demonstration of competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social worker's critical thinking, affective reactions, and exercise of judgment in regard to unique practice situations. Overall professional competence is multi-dimensional and composed of interrelated competencies. An individual social worker's competence is seen as developmental and dynamic, changing over time in relation to continuous learning.

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

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

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

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



Social work 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.

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

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

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

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

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

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

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

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

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

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

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

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

Competency 5: Engage in Policy Practice

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

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- assess how social welfare and economic policies impact the delivery of and access to social services;
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

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

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

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

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

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

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

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

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



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.

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

Educational Policy 2.0—Generalist Practice

Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice.

The baccalaureate program in social work prepares students for generalist practice. The descriptions of the nine Social Work Competencies presented in the EPAS identify the knowledge, values, skills, cognitive and affective processes, and behaviors associated with competence at the generalist level of practice.

Accreditation Standard B2.0—Generalist Practice

- B2.0.1** The program explains how its mission and goals are consistent with generalist practice as defined in EP 2.0.
- B2.0.2** The program provides a rationale for its formal curriculum design demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field.
- B2.0.3** The program provides a matrix that illustrates how its curriculum content implements the nine required social work competencies and any additional competencies added by the program.

Accreditation Standard M2.0—Generalist Practice

- M2.0.1** The program explains how its mission and goals are consistent with generalist practice as defined in EP 2.0.
- M2.0.2** The program provides a rationale for its formal curriculum design for generalist practice demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field.
- M2.0.3** The program provides a matrix that illustrates how its generalist practice content implements the nine required social work competencies and any additional competencies added by the program.

Educational Policy M2.1—Specialized Practice

Specialized practice builds on generalist practice as described in EP 2.0, adapting and extending the Social Work Competencies for practice with a specific population, problem area, method of intervention, perspective or approach to practice. Specialized practice augments and extends social work knowledge, values, and skills to engage, assess, intervene, and evaluate within an area of specialization. Specialized practitioners advocate with and on behalf of clients and constituencies in their area of specialized practice. Specialized practitioners synthesize and employ a broad range of interdisciplinary and multidisciplinary knowledge and skills based on scientific inquiry and best practices, and consistent with social work values. Specialized practitioners engage in and conduct research to inform and improve practice, policy, and service delivery.

The master's program in social work prepares students for specialized practice. Programs identify the specialized knowledge, values, skills, cognitive and affective processes, and behaviors that extend and enhance the nine Social Work Competencies and prepare students for practice in the area of specialization.

Accreditation Standard M2.1—Specialized Practice

- M2.1.1** The program identifies its area(s) of specialized practice (EP M2.1), and demonstrates how it builds on generalist practice.
- M2.1.2** The program provides a rationale for its formal curriculum design for specialized practice demonstrating how the design is used to develop a coherent and integrated curriculum for both classroom and field.
- M2.1.3** The program describes how its area(s) of specialized practice extend and enhance the nine Social Work Competencies (and any additional competencies developed by the program) to prepare students for practice in the area(s) of specialization.
- M2.1.4** For each area of specialized practice, the program provides a matrix that illustrates how its curriculum content implements the nine required social work competencies and any additional competencies added by the program.

Educational Policy 2.2—Signature Pedagogy: Field Education

Signature pedagogies are elements of instruction and of socialization that teach future practitioners the fundamental dimensions of professional work in their discipline—to think, to perform, and to act ethically and with integrity. Field education is the signature pedagogy for social work. The intent of field education is to integrate the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the Social Work Competencies. Field education may integrate forms of technology as a component of the program.

Accreditation Standard 2.2—Field Education

- 2.2.1** The program explains how its field education program connects the theoretical and conceptual contributions of the classroom and field settings.
- B2.2.2** The program explains how its field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities and illustrates how this is accomplished in field settings.
- M2.2.2** The program explains how its field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities and illustrates how this is accomplished in field settings.
- M2.2.3** The program explains how its field education program provides specialized practice opportunities for students to demonstrate social work competencies within an area of specialized practice and illustrates how this is accomplished in field settings.
- 2.2.4** The program explains how students across all program options in its field education program demonstrate social work competencies through in-person contact with clients and constituencies.
- 2.2.5** The program describes how its field education program provides a minimum of 400 hours of field education for baccalaureate programs and a minimum of 900 hours for master's programs.
- 2.2.6** The program provides its criteria for admission into field education and explains how its field education program admits only those students who have met the program's specified criteria.
- 2.2.7** The program describes how its field education program specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; supporting student safety; and evaluating student learning and field setting effectiveness congruent with the social work competencies.
- 2.2.8** The program describes how its field education program maintains contact with field settings across all program options. The program explains how on-site contact or other methods are used to monitor student learning and field setting effectiveness.
- B2.2.9** The program describes how its field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program social work competencies. Field instructors for baccalaureate students hold a baccalaureate or master's degree in social work from a CSWE-accredited program and have 2 years post-social work degree practice experience in social work. For cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.
- M2.2.9** The program describes how its field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program social work competencies. Field instructors for master's students hold a master's degree in social work from a CSWE-accredited program and have 2 years post-master's social work practice experience. For cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.
- 2.2.10** The program describes how its field education program provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.
- 2.2.11** The program describes how its field education program develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student's employment.

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

Educational Policy 3.0—Diversity

The program’s expectation for diversity is reflected in its learning environment, which provides the context through which students learn about differences, to value and respect diversity, and develop a commitment to cultural humility. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. The learning environment consists of the program’s institutional setting; selection of field education settings and their clientele; composition of program advisory or field committees; educational and social resources; resource allocation; program leadership; speaker series, seminars, and special programs; support groups; research and other initiatives; and the demographic make-up of its faculty, staff, and student body.

Accreditation Standard 3.0—Diversity

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

Educational Policy 3.1—Student Development

Educational preparation and commitment to the profession are essential qualities in the admission and development of students for professional practice. Student participation in formulating and modifying policies affecting academic and student affairs are important for students’ professional development.

To promote the social work education continuum, graduates of baccalaureate social work programs admitted to master’s social work programs are presented with an articulated pathway toward specialized practice.

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

Admissions

- B3.1.1** The program identifies the criteria it uses for admission to the social work program.

- M3.1.1** The program identifies the criteria it uses for admission to the social work program. The criteria for admission to the master's program must include an earned baccalaureate degree from a college or university accredited by a recognized regional accrediting association. Baccalaureate social work graduates entering master's social work programs are not to repeat what has been achieved in their baccalaureate social work programs.
- 3.1.2** The program describes the policies and procedures for evaluating applications and notifying applicants of the decision and any contingent conditions associated with admission.
- M3.1.3** The program describes the policies and procedures used for awarding advanced standing. The program indicates that advanced standing is awarded only to graduates holding degrees from baccalaureate social work programs accredited by CSWE, recognized through its International Social Work Degree Recognition and Evaluation Services,* or covered under a memorandum of understanding with international social work accreditors.
- 3.1.4** The program describes its policies and procedures concerning the transfer of credits.
- 3.1.5** The program submits its written policy indicating that it does not grant social work course credit for life experience or previous work experience. The program documents how it informs applicants and other constituents of this policy.

Advisement, retention, and termination

- 3.1.6** The program describes its academic and professional advising policies and procedures. Professional advising is provided by social work program faculty, staff, or both.
- 3.1.7** The program submits its policies and procedures for evaluating student's academic and professional performance, including grievance policies and procedures. The program describes how it informs students of its criteria for evaluating their academic and professional performance and its policies and procedures for grievance.
- 3.1.8** The program submits its policies and procedures for terminating a student's enrollment in the social work program for reasons of academic and professional performance. The program describes how it informs students of these policies and procedures.

Student participation

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

Educational Policy 3.2—Faculty

Faculty qualifications, including experience related to the Social Work Competencies, an appropriate student-faculty ratio, and sufficient faculty to carry out a program's mission and goals, are essential for developing an educational environment that promotes, emulates, and teaches students the knowledge, values, and skills expected of professional social workers. Through their teaching, research, scholarship, and service—as well as their interactions with one another, administration, students, and community—the program's faculty models the behavior and values expected of professional social workers. Programs demonstrate that faculty is qualified to teach the courses to which they are assigned.

Accreditation Standard 3.2—Faculty

- 3.2.1** The program identifies each full- and part-time social work faculty member and discusses his or her qualifications, competence, expertise in social work education and practice, and years of service to the program.
- 3.2.2** The program documents that faculty who teach social work practice courses have a master's degree in social work from a CSWE-accredited program and at least 2 years of post-master's social work degree practice experience.
- 3.2.3** The program documents a full-time equivalent faculty-to-student ratio not greater than 1:25 for baccalaureate programs and not greater than 1:12 for master's programs and explains how this ratio is calculated. In addition, the program explains how faculty size is commensurate with the number and type of curricular offerings in class and field; number of program options; class size; number of students; advising; and the faculty's teaching, scholarly, and service responsibilities.

* 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.

- B3.2.4** The baccalaureate social work program identifies no fewer than two full-time faculty assigned to the baccalaureate program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. The majority of the total full-time baccalaureate social work program faculty has a master's degree in social work from a CSWE-accredited program, with a doctoral degree preferred.
- M3.2.4** The master's social work program identifies no fewer than six full-time faculty with master's degrees in social work from a CSWE-accredited program and whose principal assignment is to the master's program. The majority of the full-time master's social work program faculty has a master's degree in social work and a doctoral degree, preferably in social work.
- 3.2.5** The program describes its faculty workload policy and discusses how the policy supports the achievement of institutional priorities and the program's mission and goals.
- 3.2.6** Faculty demonstrate ongoing professional development as teachers, scholars, and practitioners through dissemination of research and scholarship, exchanges with external constituencies such as practitioners and agencies, and through other professionally relevant creative activities that support the achievement of institutional priorities and the program's mission and goals.
- 3.2.7** The program demonstrates how its faculty models the behavior and values of the profession in the program's educational environment.

Educational Policy 3.3—Administrative and Governance Structure

Social work faculty and administrators, based on their education, knowledge, and skills, are best suited to make decisions regarding the delivery of social work education. Faculty and administrators exercise autonomy in designing an administrative and leadership structure, developing curriculum, and formulating and implementing policies that support the education of competent social workers. The administrative structure is sufficient to carry out the program's mission and goals. In recognition of the importance of field education as the signature pedagogy, programs must provide an administrative structure and adequate resources for systematically designing, supervising, coordinating, and evaluating field education across all program options.

Accreditation Standard 3.3—Administrative Structure

- 3.3.1** The program describes its administrative structure and shows how it provides the necessary autonomy to achieve the program's mission and goals.
- 3.3.2** The program describes how the social work faculty has responsibility for defining program curriculum consistent with the Educational Policy and Accreditation Standards and the institution's policies.
- 3.3.3** The program describes how the administration and faculty of the social work program participate in formulating and implementing policies related to the recruitment, hiring, retention, promotion, and tenure of program personnel.
- 3.3.4** The program identifies the social work program director. Institutions with accredited baccalaureate and master's programs appoint a separate director for each.
 - B3.3.4(a)** The program describes the baccalaureate program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master's degree in social work from a CSWE-accredited program with a doctoral degree in social work preferred.
 - B3.3.4(b)** The program provides documentation that the director has a full-time appointment to the social work baccalaureate program.
 - B3.3.4(c)** The program describes the procedures for calculating the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions specific to responsibilities of the social work program, a minimum of 25% assigned time is required at the baccalaureate level. The program discusses that this time is sufficient.
 - M3.3.4(a)** The program describes the master's program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master's degree in social work from a CSWE-accredited program. In addition, it is preferred that the master's program director have a doctoral degree, preferably in social work.
 - M3.3.4(b)** The program provides documentation that the director has a full-time appointment to the social work master's program.

M3.3.4(c) The program describes the procedures for determining the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions specific to responsibilities of the social work program, a minimum of 50% assigned time is required at the master's level. The program demonstrates this time is sufficient.

3.3.5 The program identifies the field education director.

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

B3.3.5(b) The program documents that the field education director has a master's degree in social work from a CSWE-accredited program and at least 2 years of post-baccalaureate or post-master's social work degree practice experience.

M3.3.5(b) The program documents that the field education director has a master's degree in social work from a CSWE-accredited program and at least 2 years of post-master's social work degree practice experience.

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

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

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

Educational Policy 3.4—Resources

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

Accreditation Standard 3.4—Resources

3.4.1 The program describes the procedures for budget development and administration it uses to achieve its mission and goals. The program submits a completed budget form and explains how its financial resources are sufficient and stable to achieve its mission and goals.

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

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

3.4.4 The program submits a library report that demonstrates access to social work and other informational and educational resources necessary for achieving its mission and goals.

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

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

Educational Policy 4.0—Assessment of Student Learning Outcomes

Assessment is an integral component of competency-based education. Assessment involves the systematic gathering of data about student performance of Social Work Competencies at both the generalist and specialized levels of practice.

Competence is perceived as holistic, involving both performance and the knowledge, values, critical thinking, affective reactions, and exercise of judgment that inform performance. Assessment therefore must be multi-dimensional and integrated to capture the demonstration of the competencies and the quality of internal processing informing the performance of the competencies. Assessment is best done while students are engaged in practice tasks or activities that approximate social work practice as closely as possible. Practice often requires the performance of multiple competencies simultaneously; therefore, assessment of those competencies may optimally be carried out at the same time.

Programs assess students' demonstration of the Social Work Competencies through the use of multi-dimensional assessment methods. Assessment methods are developed to gather data that serve as evidence of student learning outcomes and the demonstration of competence. Understanding social work practice is complex and multi-dimensional, the assessment methods used and the data collected may vary by context.

Assessment information is used to guide student learning, assess student outcomes, assess and improve effectiveness of the curriculum, and strengthen the assessment methods used.

Assessment also involves gathering data regarding the implicit curriculum, which may include but is not limited to an assessment of diversity, student development, faculty, administrative and governance structure, and resources. Data from assessment continuously inform and promote change in the explicit curriculum and the implicit curriculum to enhance attainment of Social Work Competencies.

Accreditation Standard 4.0—Assessment

- 4.0.1** The program presents its plan for ongoing assessment of student outcomes for all identified competencies in the generalist level of practice (baccalaureate social work programs) and the generalist and specialized levels of practice (master's social work programs). Assessment of competence is done by program designated faculty or field personnel. The plan includes:
- A description of the assessment procedures that detail when, where, and how each competency is assessed for each program option.
 - At least two measures assess each competency. One of the assessment measures is based on demonstration of the competency in real or simulated practice situations.
 - An explanation of how the assessment plan measures multiple dimensions of each competency, as described in EP 4.0.
 - Benchmarks for each competency, a rationale for each benchmark, and a description of how it is determined that students' performance meets the benchmark.
 - An explanation of how the program determines the percentage of students achieving the benchmark.
 - Copies of all assessment measures used to assess all identified competencies.
- 4.0.2** The program provides its most recent year of summary data and outcomes for the assessment of each of the identified competencies, specifying the percentage of students achieving program benchmarks for each program option.
- 4.0.3** The program uses Form AS 4(B) and/or Form AS 4(M) to report its most recent assessment outcomes for each program option to constituents and the public on its website and routinely up-dates (minimally every 2 years) its findings.
- 4.0.4** The program describes the process used to evaluate outcomes and their implications for program renewal across program options. It discusses specific changes it has made in the program based on these assessment outcomes with clear links to the data.
- 4.0.5** For each program option, the program provides its plan and summary data for the assessment of the implicit curriculum as defined in EP 4.0 from program defined stakeholders. The program discusses implications for program renewal and specific changes it has made based on these assessment outcomes.