![Malone University logo — 1892, MALONE UNIVERSITY, CHRIST'S KINGDOM FIRST]

Senior Social Work Field Manual 2024-25

(Electronic files of this manual and all forms included in this manual can be found on the Social Work Program website at www.malone.edu/academics/colleges-schools/theology-arts-sciences/departments/social-work/student-resources/)

Elizabeth P. Roe, Ph.D., MSW, LISW-S
Director, Center for Intercultural Studies
Professor

Andy Reynolds, Ph.D., MSW, LCSW-S
Department Chair
Associate Professor

Bekka Russell, MSW, LSW
Field Director
Assistant Professor

Senior Field Manual for Social Work

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Purpose of the Manual

This manual has been written to help familiarize students and field instructors with Malone University's Senior Field Experience. Malone University is proud to have a social work program that has been accredited by the Council on Social Work Education since 1984. This manual provides a timeline for the senior experience, including the dates by which fieldwork should be completed. It outlines some of the basics of the Malone University program and provides students and their field instructors with guidelines for the completion of the Student Learning Contract. All necessary field placement-related forms are included in the appendixes of this manual.

Senior Field Placement Calendar:

See SWK 440/460 syllabi for calendar due dates.

The Social Work Program at Malone University

Malone University is carrying on one of the great traditions in social work - educating people for a life's work of assisting others. In Malone's program, this is done by encouraging personal faith, training persons to be able to do social work, and having them learn appropriate professional relationships.

Malone University is a four-year liberal arts institution affiliated with the Evangelical Friends Church. Social work is a natural major for the school to provide. Malone was founded in 1892 as Cleveland Bible College by Friends couple, Walter and Emma Malone, who were very concerned about social conditions and problems. The Malones were actively involved in providing direct services to Cleveland's poor (shelter, food, and education). The college moved to Canton, Ohio in 1957 and changed its name in honor of its founders.

The social work program at Malone University began in 1978 and was initially accredited by the Council on Social Work Education as an approved baccalaureate program in 1984. The program was fully accredited in 1992, and reaffirmation was successfully completed in 2001, 2008, and 2016. The Malone University Social Work Program is fully accredited and will come up again for reaffirmation in June, 2024.

General Education and Social Work Education

Social Workers are best able to serve their clients when they have both the competency to help and the ability to listen to the needs of the diverse persons served by the profession. The Social Work program requires its majors to meet both the General Education requirements of the University, and to take additional courses in the liberal arts. These additional courses are designed to assist students to embrace and serve an increasingly diverse world.

Social Work Education

Malone's Social Work Program is designed to address three issues facing social work education:
1. Articulating and communicating a uniform definition of generalist practice
2. Building on the liberal arts
3. Connecting curriculum with community

Generalist Practice is grounded in the liberal arts and the person and environment construct. Generalist social work empowers individuals, families, groups and communities to protect, enhance and create relationships that foster the profession's six core values: competency, service, caring relationships, personal uniqueness and worth, social justice, and integrity towards the goals of fostering people's well-being and freedom of choice (Adapted from CSWE 2008, Reamer 1982).

Generalist social workers analyze social functioning, social relationships, social interactions, and individuals in interaction with the environment. This holistic perspective suggests social workers must be trained to assist others to make personal changes, to help people initiate changes in social policies, laws, and institutions which impact their lives, and to link them to resource systems. Social workers must be willing to assess and utilize appropriate techniques within societal systems of all sizes.

Social work employs techniques that assist people to engage in strengths based, goal directed thinking and decision-making. Social Work's knowledge is holistic and interactionist based and then is driven by social work's core values: the importance of caring relationships, service, integrity, competency, social justice, and personal uniqueness and worth. Social workers must be skilled in the application of their training. Internships and field placements invite students to identify and respond to the interplay between people's physical needs, their psycho-social development, echo systems, the strengths perspective, and anti-oppressive practice toward a plan change process.

Social Work education is designed to provide students with the tools to effectively practice entry-level social work. The Malone University program affirms and upholds the standards set forth by the Council on Social Work Education and is firmly committed to providing an education that will prepare its graduates for a career in social work or master's level training.

Mission Statement of the Social Work Program at Malone University

The Malone University Social Work Program draws on its unique context as an Evangelical Friends institution with access to urban, rural, and international practice opportunities to prepare entry-level social work practitioners who are capable of culturally appropriate practice across diverse populations who promote social justice and who can ethically integrate Christian faith with social work practice. This foundation fosters the growth of practice wisdom and scientific inquiry with an overarching purpose of enhancing the quality of life for micro, mezzo, and macro systems in relation to their environment.

Diversity and Social Work

Acceptance and encouragement of diversity have long been hallmarks of the profession of social work. The Malone University Social Work Program is also committed to these practices. The program will not discriminate in its admissions or education based on 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. Students are expected to abide with the guidelines of the Malone Attitudinal and Behavioral Expectations and the Community Agreement as outlined in the University Catalog. Further, students are expected to understand and abide by the expectations outlined within this Handbook and the NASW Code of Ethics. The program is committed to presenting students with various perspectives on social issues and welcomes opportunities for students to be involved with those whose ethnicity, culture and/or experiences differ from the student's ethnicity, culture and experiences.

Social Work Program Goals at Malone University

The goals of the social work program are to:

1. Prepare students for beginning generalist social work practice. This includes developing entry level competency across system levels, meeting licensure requirements and developing an awareness of the importance of ongoing professional development.
   ● assists students to develop competencies 1,2,3,4,5,6,7,8,9

2. Assist students to recognize their own heritage and traditions and to gain knowledge and perspective to engage people from cultures, ethnic groups, and religions different from their own.
   ● assists students to develop competencies 1,2,3,4,6,7,8,9,10

3. Assist students understand the interface between personal faith and social work, and to be able to make appropriate applications of each.
   ● assists students to develop competencies 1,2,3,6,7,8,10

Social Work Program Competencies at Malone University

Graduates of the Malone University Social Work Program will:

1. *Demonstrate Ethical and Professional Behavior.*

2. *Engage Diversity and Difference in Practice.*

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

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

5. *Engage in Policy Practice.*

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

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

8. *Intervene with Individuals, Families, Groups, Organizations, and Communities.*

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

10. *Appropriately integrate Christian faith with professional social work practice and recognize the importance of spirituality to the human experience.*
    (Malone University Social Work Program Core Competency #10)

Generalist Social Work Practice at Malone University

Generalist practice is grounded in the liberal arts and the person and environment construct. Generalist social work empowers individuals, families, groups and communities to protect, enhance and create relationships that foster the profession's six core values: competency, service, caring relationships, personal uniqueness and worth, social justice and integrity toward the goals of fostering people's well-being and freedom of choice. (Adapted from CSWE 2008, Reamer 1982).

Generalist Social Work Practice

A Generalist Social Worker Utilizes

Urban / Rural Environments

Knowledge
Liberal Arts Foundation
Social Work Support Courses
Educational Electives
Life Experience Openness to the Diversity of Human Experience

Professional Work Method
Introduction to SWK
HBSE
Social Work Methods
SWK Research

Skill/Expertise
Practice
Practicums

Professional Values
Ethics Infused Curriculum
Observation of Other Professionals
Celebration of Diversity
Appropriate Integration of Faith and Spirituality

Policy & Laws
Social Policy Coursework
Advocacy

To Impact

Individual Concern/Need

Family/Group Concern/Need

Community/ Organizational Concern/Need
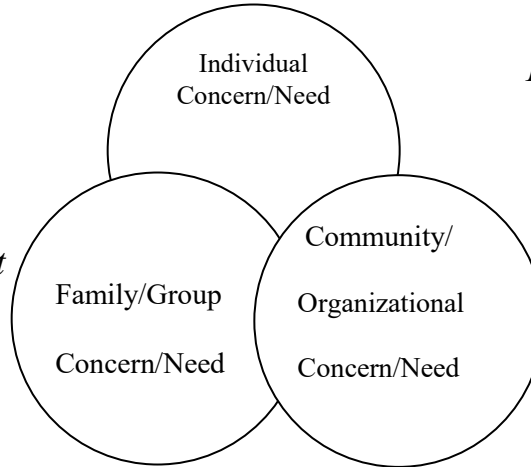
To Assist and Empower
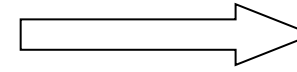
Change in All Effected Systems

Individual Change

Family/Group Change

Community/ Organizational Change
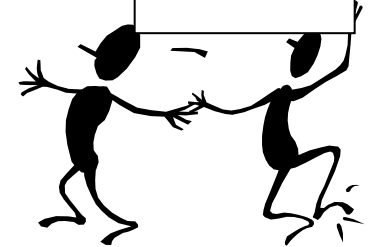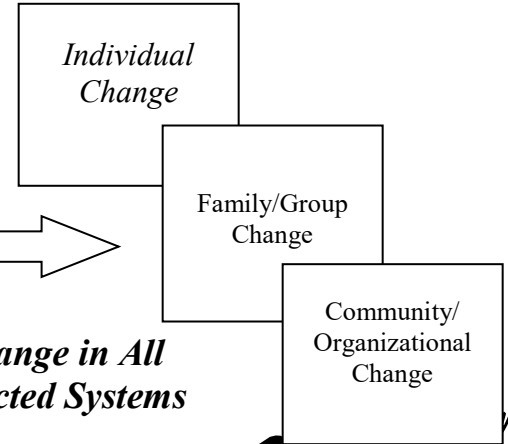
Building on strength

Facilitating change

Empowering communities

Micah 6:8

8

Malone's Social Work Program: Utilizing the Canton Community

The Social Work program at Malone utilizes the dynamics from the rural communities of the counties south and west, the industrialized communities to the north, the Ohio Appalachian Communities directly south, the urban context of Canton, and international contexts to understand global issues, in order to assist students to understand and utilize generalist skills. The city provides examples of both concerns and resources to the program. The social service network functions to bring services to a variety of individuals, groups, and communities. The Social Work program at Malone emphasizes training students to utilize techniques with a strengthening person–in-environment perspective. The program seeks to produce entry-level generalist social workers that are able to recognize individual resilience and empower those served toward optimal functioning within their social context. Students are encouraged to attend on and off campus professional events to re-enforce community engagement.

Overview of the Senior Field Experience

The purpose of the Senior Field Placement is to provide students with the opportunity to gain extensive, practical social work experience prior to graduation. This is accomplished by having each senior social work student complete a "block placement" of approximately 30 hours per week for 15 weeks. (Please note: due to agency and student needs, the weekly schedule may vary, but all students must accumulate at least 450 hours of field experience by the end of the semester in order to graduate. Exceptions to this rule are extremely rare and must be approved in advance by both the Field Director and the Chair of the Social Work Department.) *Per Malone University Social Work Program Policy and CSWE Regulations, at no time will a student be allowed to complete less than 400 hours of field placement and successfully complete the program.*

During the Senior Field Placement:

1. Students are to spend approximately 30 hours per week in the field. As noted above, actual hours worked per week may be negotiated based on the host agency's needs, as well as the students. However, students are expected to adhere to a regular schedule, similar to that of most Bachelor's–level social workers within the host agency.

2. Students may follow the academic calendar in regard to breaks, but must discuss this with their field instructor well ahead of time.

3. When a student is unable to report to the agency as scheduled (i.e., illness or emergency), s/he is to call the agency to relay this information. Except in cases of <u>dire</u> emergency this should be accomplished prior to the student's scheduled time at the agency. The student is required to make up hours missed as necessary to complete 450 total hours for the field experience.

4. Students will attend, or as required, complete online assignments and posts as part of the weekly Field Instruction Seminar during their Senior Field Placement. Attendance is mandatory, as are all online assignments. Online assignments are due by the time specified in the syllabus.

5. Students are held accountable to practice in accordance with the NASW Code of Ethics and the Ohio State Code of Professional Conduct (OH Adm. Code 475-7-5-01.) Failure to do so will result in disciplinary action. Potential consequences of unethical practice include, but are not limited to: reduction of grade, failure of Field Placement, delayed graduation, or dismissal from the Malone University Social Work Program. See the Malone University Social Work Program Handbook, including the sections entitled *Dismissal from the Program* and *Student Accountability* for further details.

6. Students are required to follow all agency policies and procedures, including dress codes.

Content Requirements for Senior Field Placement

The University recognizes that social workers operate in a variety of practice settings and that each setting provides unique learning opportunities for students. It is the intent of the faculty to allow students and host agencies to develop assignments based on the students' personal goals and interests, the needs of the host agency, and the expertise of the field instructor.

To ensure the role of the student as the learner, if the student desires to complete a field practicum at the same location where they are employed, they must have new and different responsibilities than that of their employment job description, duties and responsibilities. The field director will work with the student and assigned supervisor (field instructor) to ensure that employment and internship responsibilities are not the same and that new learning is taking place during the students' practicum experience. This policy applies to all field practicums that students enroll in for credit (sophomore, junior and senior level practicums).

Listed below are specific content areas that must be addressed within the Senior Field Placement.

Required Content:

1. Orientation to Social Work values and ethics as they specifically relate to the host agency's field(s) of practice. This includes instructions on confidentiality procedures, client rights, grievance procedures, and other related issues.

2. Students must have access to a population-at-risk. Students are generally expected to carry a partial caseload for the second half of their Senior Field Placement. (Students should have opportunities for micro, mezzo, and macro-level practice with populations served by the agency.)

3. Students should be oriented to the authority structure, chain of command, employee grievance procedure, credentialing body requirements, and agency procedures as soon as possible after beginning the Senior Field Placement.

4. Students should receive at least 1 hour per week of direct supervision from their primary field instructor. **Senior students must be supervised by field instructors who have a BSW or MSW and state license if the agency is in the State of Ohio and must have two years post-licensure practice experience.** Other agency staff may be involved in structuring and guiding the student's field experience, but, due to accrediting requirements, senior social work students must be supervised as specified above. Field instructors should be prepared to produce a copy of their academic degree and relevant credentials during the first meeting with the Field Liaison.

5. Field instructors must guide interns in use of theory appropriate to the population the intern is working with.

6. A learning contract (See Appendix 1) with clear and measurable educational objectives and tasks should be completed within 5 business days of the first day of the Senior Field Placement.

7. Two Field Placement Conferences involving the Intern, Field Instructor, and Field Liaison will take place during the field experience.

8. Students must attend the Field Instruction Seminar on a regular basis. The Field Instruction Seminar will require various field related assignments.

Documentation

Note: <u>The SEMESTER BEFORE senior placement the student should confirm that a criminal background check has been received and continues to be on file in the Malone University, Administrative Services office.</u>

DUE AT THE BEGINNING OF THE SEMESTER:

Within two weeks of the first day of field, the following documents must be submitted to the Malone University Field Coordinator:

- The Social Work Internship Agreement (Appendix 1)
- The Student Learning Contract (Appendix 2)
- Copies of field instructor's social work license and social work degree

DUE AT THE END OF THE SEMESTER:

The following required documents should be submitted to the Malone University Field Coordinator within two days following the final day of field placement.

Field Instructors must submit:

- The Social Work Student Evaluation (online link will be sent last week of classes)

Student/Interns must submit:

- The Social Work Student Self-Evaluation (online link will be sent last week of classes)
- The Senior Field Placement Evaluation (Appendix 3)
- The Senior Field Placement TimeSheet (Appendix 4) must be signed by Student and Field Instructor.
- Social Work Exit Survey (online link will be sent last week of classes)

Grades

Students will receive a Pass/Fail grade for Senior Field Placement. Field Instructors will recommend a pass or fail grade. The Malone University Faculty Coordinator will typically rely heavily on the recommendations of Field Instructors, but shall retain the authority to assign the pass or fail grade.

Criteria for Field Experience Agencies

The agency must:

1. Fall within the social service spectrum.

2. Have an interest and commitment to the educational objectives of the Malone University Social Work Program.

3. **Have experienced and appropriate staff to serve as field instructors.** At the senior level, field instructors must possess a BSW or MSW and state license if the agency is in the State of Ohio and must have two years post-licensure practice experience.

   All Field Instructors in Ohio are asked to submit a copy of their Social Work Degree and license (if applicable) to the Field Coordinator at least one month prior to the start of the student's field placement. Those field instructors from other states should submit a copy of their Master's diploma and any additional professional credentials that are required within your state.

4. Be willing to adhere to the required content guidelines listed in Section 14.

5. If a student desires to complete an internship at his/her place of employment, the student must demonstrate in advance that the internship will consist of learning experiences, assignments, and instruction/supervision beyond the normal scope of the student's employment. The student must also be supervised by someone other than his/her employment supervisor. The field placement supervisor (field instructor) must hold the required credentials. A student desiring to complete an employment-based internship must meet with the Malone University Field Education Director during the semester prior to the internship to discuss his/her wish to intern with his/her employer. The Field Education Director will assess whether the situation is conducive to a valid learning experience taking place. The Field Education Director may require that the student and agency submit a Student Learning Contract and relevant credentials prior to the end of the semester preceding the scheduled internship.

Student Responsibilities

1. Students must be accepted to the major to begin their senior field placement. Prior to the acceptance to the social work major, the student must have received a criminal background check. It is the student's responsibility to make sure one has been completed, and is on file. If there is likely to be a negative finding on the report or the student has lived in multiple geographical areas, it may take a significantly longer processing time. Agencies are welcome to require an additional background check as needed.

2. Initiate contact with the agency and maintain communication as needed, including times when appointments or meetings cannot be attended as planned.

3. Attend all orientation sessions and scheduled visits.

4. Meet with the staff for assignments, supervision, evaluation, etc., as needed and requested.

5. Be at the agency on time, well rested, and appropriately dressed, with an open mind, prepared to work.

6. Complete the field contact duties and other assignments fully and completely.

7. Submit documentation within required time frames.

Field Instructor Responsibilities

1. Be familiar with the educational objectives and requirements of the Malone University Social Work Program.

2. Within the time frame noted, develop a field learning contract with each student to meet the educational objectives, complete the Malone/Agency agreement and submit this to the Field Director.

3. Provide consistent and appropriate opportunities for the student to observe and practice social work. Provide weekly supervision and regular feedback and evaluation for the student.

4. Communicate with the Malone University social work faculty liaison if problems begin to develop.

Faculty Liaison and Seminar Instructor Responsibilities

1. Link students and agencies.

2. Prepare students for the field experience prior to the placement and monitor their performance through the seminar, journals, and papers.

3. Approve the learning contract developed by the student and field instructor.

4. Provide group leadership for the students in the Field Instruction Seminar.

5. Be available to meet with students individually.

6. Make contacts with the agencies by telephone. Be willing to visit as needed/requested.

7. Assign a final grade for the experience, taking into account student performance throughout the placement and the Field Instructor's recommendation.

8. Attend Field Placement Conferences as scheduled at agency sites within driving distance, in-person or via telephone/SKYPE or other video media, if the student is placed outside of a 50-mile radius of the University.

If Problems Arise

It is possible that problems will arise. The problems may be between the student and field instructor, student and staff, student and clients, between students, etc. Problems are a normal part of the learning process. The goal is to negotiate the problems in a satisfactory way. Problems should not be ignored.

Problems should be resolved at the lowest level possible. A student's first recourse, in nearly all situations, is to address any problem related to the field placement with his/her Field Instructor. If a student feels uncomfortable discussing a problem with a Field Instructor, he/she may address the problem with the Faculty Field Liaison. Extraordinary issues that cannot be addressed with a Faculty Field Liaison should be discussed with the Field Coordinator. Particularly difficult problems, including discontinuing a placement, will be discussed with the social work Faculty Liaison, the Field Coordinator, and the Department Chair.

Problem identification and resolutions should be summarized as a routine part of the student journal and field instructor/faculty liaison conferences.

Policies Regarding Termination from the Program

A student will be terminated from the program if:

- He or she does not meet the academic requirements for admission/retention in the social work program as outlined above.

- The student is terminated from the school for academic or other reasons.

- He or she fails to abide by the "student accountability" guidelines (as outlined in the **Social Work Program Handbook)**

- She or he is found in ongoing violation of the NASW Code of Ethics while participating in a Social Work Program sponsored activity, classroom or field experience.

- She or he fails to satisfactorily complete the Senior Field Practicum.

Policies Regarding Termination from Senior Field Placement

● If a Field Instructor finds a student's performance to be unacceptable, s/he shall meet with the student and provide the student with written documentation of the areas which need improvement. The student may also be placed on probationary status with the agency. The Malone University Faculty Liaison and the Field Director should be notified of the above within 1 business day.

● If the student fails to make the necessary changes, the Field Instructor will discuss his/her desire to terminate the placement with the Faculty Liaison and Field Director.

● The Field Director, Field Instructor, and student will meet to bring closure to the placement.

● Field placements may be terminated immediately, without following the procedures above, if a student engages in behavior which violates the NASW Code of Ethics or the Ohio State Code of Professional Conduct.

Social Work Faculty Information

Full Time Faculty

Andy Reynolds, Ph.D., MSW, LISW-S, Departmental Chair, Associate Professor of Social Work, 330-471-8185, areynolds@malone.edu

Elizabeth Patterson Roe, Ph.D., MSW, LISW-S, Director of the Center for Intercultural Studies, Professor of Social Work, 330-471-8626, eproe@malone.edu

Bekka Russell, MSW, LSW, Field Director, Assistant Professor of Social Work, 330-471-8480, rrussell@malone.edu

University Information

Malone University
Department of Social Work
Room CC 102
2600 Cleveland Ave NW
Canton, Ohio 44709
SWK Office Phone: (330) 471-8180
SWK Office Fax: 330-471-8676

APPENDIX 1

SENIOR INTERNSHIP FORMS

Note: Electronic copies of these forms are available on-line at the Social Work Program website:
https://www.malone.edu/academics/colleges-schools/theology-arts-sciences/departments/social-work/student-resources/

Appendix 1A

Memorandum of Agreement

MEMORANDUM OF AGREEMENT

Field Learning Contract

Name of Student _____

Telephone: _____

Agency _____

Field Instructor _____

Agency Address _____

_____

Agency Telephone _____

The objective of the Senior Field Experience is to introduce students to generalist social work techniques and social welfare institutions. The experience provides introductory exposure to social work, agency dynamics, and the social welfare policy. The goal of the Senior Field Experience is to assist students in evaluating their interest in pursuing a career in social work, as well as their potential for effective social work practice. The agency provides opportunities for students to be introduced to the agency and its role in the community.

The Council on Social Work Education (CSWE) requires Bachelor's level social work students to demonstrate proficiency in 9 distinct competencies by the time they graduate (CSWE, 2015). The senior level placement is the first opportunity for students to gain experience towards developing these competencies. The student learning contract is based on the 9 competencies and provides a broad framework for developing an individualized learning plan which is responsive to the needs of the student and the resources of the field agency. Each competency below must have at least one student task which relates directly to the competency. Sample tasks are included to assist students and field instructors in developing appropriate tasks. Please do not hesitate to contact the social work field director, Bekka Russell, rrussell@malone.edu or 330-471-8480 if you have any questions.

Please note that students should be introduced to a broad range of experiences. Ideally, students should be exposed to social work intervention and practice at micro-, mezzo-, and macro-levels of intervention (individual, family or group, organizational and community levels).

Appendix 1B

Covid-19 Policy and Consent Form

Malone University
Covid-19 Policy and Consent to Return to Field for Senior SWK Majors

As a student at Malone University enrolled in a field experience/clinical course, I wish to continue my education by completing my field/clinical experience as part of my program. As a member of the Malone University community, I have an important role to play in keeping myself, the Malone community and those that I will be exposed to as part of my field/clinical experience safe by doing my part to stop the spread of COVID-19.

I also understand that despite all reasonable efforts by myself, the university or the placement site that I will be completing my experience, I can still contract COVID-19 and other infections. In order to reduce my risk, I agree to be an active participant in maintaining my own health, wellbeing and safety, as well as the safety of others, by following all the guidelines and expectations outlined by the university and the placement site at which I will be completing my field/clinical experience.

There is currently no vaccine to prevent coronavirus disease 2019 (COVID-19). Older adults and people who have severe underlying medical conditions like heart or lung disease or diabetes seem to be at higher risk for developing serious complications from COVID-19 illness (CDC, 2020).

Field Experience/ Clinical Policy:
1. Students must take their temperature before leaving home. The CDC defines a fever of 100.4 degrees Fahrenheit or higher. If fever is noted, do not report to field/clinical site and contact your advisor and/or preceptor. CDC guidelines will be followed for your return to the facility.
2. Students must adhere to all facility policies and protocols.
3. Take all measures to reduce the spread of Covid-19.
4. All personal items (except those that can fit in your pockets) must be kept in your car.
5. If you become symptomatic while at your field/clinical site, immediately leave the site and contact Malone Health Services (330-471-8340) or your local health department for further instruction.

Take every day preventative steps (CDC, 2020)

● Wash your hands frequently.

● Avoid touching your eyes, nose, and mouth.

● Stay home when you are sick.

● Cover your cough or sneeze with a tissue, then throw the tissue in the trash.

● Clean and disinfect frequently touched objects and surfaces.

● Be prepared if your child's school or childcare facility is temporarily dismissed or for potential changes at your workplace.

Watch for symptoms (CDC, 2020)
People with COVID-19 have had a wide range of symptoms reported – ranging from mild symptoms to severe illness.
Symptoms may appear **2-14 days after exposure to the virus.** People with these symptoms or combinations of symptoms may have COVID-19:

● Cough

- Shortness of breath or difficulty breathing

Or at least two of these symptoms:

- Fever
- Chills
- Repeated shaking with chills
- Muscle pain
- Headache
- Sore throat
- New loss of taste or smell

Children have similar symptoms to adults and generally have mild illness.
This list is not all inclusive. Please consult your medical provider for any other symptoms that are severe or concerning to you.

*Reference: Centers for Disease Control and Prevention. (2020). Retrieved 5/6/20 from https://www.cdc.gov/coronavirus/2019-nCoV/index.html

CONSENT FORM

If you are considered high risk, it is recommended that you **DO NOT** return to field/clinical experiences at this time.

If you feel uneasy about returning to field/clinical experience, you may take an incomplete for SWK 440 Field Instruction in Social Work and SWK 460 Field Instruction Seminar. You should contact Bekka Russell, Field Director of Malone's Social Work Program, to develop a plan for resuming your field/clinical experience in the future.

Please check the appropriate box and sign this consent form.

☐ I **will** return to field/clinical experiences.

I understand all risks associated with returning to field/clinical experiences regarding Covid-19 exposure. I will adhere to the policies of each agency and Malone University.

☐ I **Will Not** be returning to field/clinical experiences at this time. I will contact Bekka Russell to coordinate a plan for future field/clinical experiences.

_____   _____
Student Signature   Date

_____

Print Student Name

Appendix 1C

Student Learning Contract

Student Learning Contract (Senior)

The student learning contract provides a broad framework for developing an individualized learning plan which is responsive to the needs of the student and the resources of the field agency. This learning contract outlines each competency and practice behavior that all accredited social work programs are required to measure. Each learning practice behavior below must have at least one student task which relates directly to the behavior. A sample contract is included to assist students and field instructors in developing appropriate tasks.

Feel free to contact Bekka Russell, Malone University Field Director (rrussell@malone.edu or 330-471-8480) or your field liaison if you have any additional questions.

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

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration. | ● 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.	● 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.	
Malone University Social Work Program Core Competency #10 Appropriately integrate Christian faith with professional social work practice and recognize the importance of spirituality to the human experience.	● Understand the Christian faith's commitment to caring for and empowering poor, disenfranchised, marginalized, and/or oppressed people groups ● Are able to articulate points of convergence and divergence between orthodox Christianity and the profession of social work ● Recognize the importance of spirituality to the human experience	

Student Signature:_____ **Date:** _____

Field Instructor signature: _____ **Date:** _____

Faculty Liaison signature:_____ **Date:** _____

Field Coordinator signature:_____ **Date:** _____

Please attach copies of the field instructor's social work license and social work degree.

Appendix 1D

Social Work Internship Agreement

SOCIAL WORK INTERNSHIP AGREEMENT
BETWEEN MALONE UNIVERSITY AND

_____
(For Senior Student)

This Agreement made and entered into, effective as of the _____ day of _____, 20___, by and between MALONE UNIVERSITY ("the University") and _____ ("the Agency").

I.   Preliminary Understandings

The parties acknowledge that it would be to their mutual benefit, and to the benefit of the communities which they serve, to cooperate in providing field social work experience and instruction for students of the University.

II.   Term of Agreement

The term of this Agreement shall be from _____, 20_____ through _____, 20_____, unless earlier terminated, as herein provided, or extended by written agreement of the parties.

III.   Responsibilities of the Agency

A.   The Agency agrees that it will:

1.   Prepare and execute the student learning contract, through the joint involvement of the student intern and the University Field Director.

2.   Provide an Agency Field Instructor having:

(a)   a minimum of one (1) year of experience in the Agency;

(b)   a minimum of an LSW and/or a BSW or MSW and two years of experience in social work. An LSW or LISW is required in the state of Ohio.

(c)   a demonstrated interest in social work education; and

(d)   the commitment of at least one (1) hour a week to student supervision.

3.   Provide the student intern with four hundred fifty (450) work hours for the Senior Student Intern, consisting of thirty (30) hours per week for fifteen (15) weeks, as determined by the Agency Field Instructor.

4.   Provide appropriate assignments that will give the student intern exposure to the Agency and its services.

5.   Provide assignments which foster and reflect student learning, growth and disciplined use of self in the helping process. The student intern should

have opportunities to observe and participate in Generalist Social Work with individuals, groups, families, organizations and communities, as it reflects the work of the Agency and as taught in Malone University's social work program.

6.   Provide ongoing evaluation of the student intern through weekly supervisory meetings, as well as throughout the week, as situations require.

7.   Complete the student intern evaluation form from the appropriate Field Manual and submit said document to the University Field Director as outlined in the appropriate field manual at midterm and at the conclusion of the placement.

8.   Complete and submit all appropriate evaluative tools as described in the appropriate Field Manual.

B.   If a student intern is to use a personal car for work (for example, for driving Agency clients), liability for such use rests with the Agency and/or student, with each being covered by appropriate insurance coverage satisfactory to the Agency and the University.

IV.   Responsibilities of the University

A.   The University agrees to:

1.   Prepare the student intern for generalist social work practice as articulated in the appropriate Field Manual.

2.   Assist the student intern in selection of a minimum of two (2) agencies with which to interview.

3.   Prepare the student intern for the interview process.

4.   Assist the student intern in finalizing the learning contract.

5.   Provide a weekly seminar for the student intern to process field experiences.

6.   Meet with the Agency Field Instructor two (2) times during the semester:

(a)   at the beginning to review the learning contract; and

(b)   after midterm to process student evaluations and review the learning contract

V.   Student Agreement

A.   The student intern agrees to:

1.   Participate in the preparation of the learning contract, and in reviewing it with the Agency Field Instructor, prior to final approval by the University Field Director or Field Liaison, and/or as described in the appropriate Field Manual.

2.   Report any absence from internship assignments directly to the Agency Field Instructor, within the appropriate time frame set by the Agency.

3.   Arrange with the Agency Field Instructor for make-up time for internship hours missed.

4.   Complete all tasks as directed by the Agency Field Instructor.

5.   Complete all tasks as directed by the University Field Director, and/or as described in the appropriate Field Manual, the SWK 440 syllabus or the learning contract.

6.   Maintain insurance coverage satisfactory to the Agency and the University, if driving a personal car for Agency reasons; and provide adequate written certification of such coverage, as requested by the University or the Agency.

7.   Adhere to current or future administrative and governing policies, rules, standards, schedules and practices of the Agency, the University and the Council of Social Work Education.

8.   Comply with any other applicable requirements as now exist, or as hereafter may be established, by the Agency or the University.

VI.   Termination of Agreement

A.   Either the Agency or the University may terminate this Agreement upon ten (10) days prior written notice to the other party. If either party terminates this Agreement, best reasonable efforts shall be made by the parties to allow student interns then placed in the program at the time of termination to complete the current semester, in accordance with and subject to the terms set forth in this Agreement.

B.   In the event the operation of the University or the Agency is interrupted because of any cause beyond the control of the University or the Agency, this Agreement may be suspended by the parties so affected, without liability or prior notice, during the period of such occurrence.

C.   It is further understood and agreed by the parties to this Agreement that the Agency or the University has the right to terminate the internship experience of any student, upon determining that it is not academically, personally or professionally appropriate for such student to continue in such experience, or in the related University or Agency program. The final action regarding any such matter will not be taken until the pertinent concerns about the student intern have been discussed with the student and with the appropriate Agency and University personnel (if reasonably feasible to do so); but such internship experience may be suspended at any time, pending further review and determination as herein provided.

VII. Miscellaneous Provisions

A. <u>Indemnification</u>. The University shall hold harmless and indemnify the Agency, its officers, employees and agents, from any and all claims, demands, actions, liabilities and expenses arising from the performance of this Agreement by the University, except to the extent any such matter shall have been caused by the negligent or intentional conduct of the Agency, its officers, employees or agents. The Agency shall hold harmless and indemnify the University, its officers, employees and agents, from any and all claims, demands, actions, liabilities and expenses, arising from the performance of this Agreement by the Agency, or by the student intern, except to the extent any such matter shall have been caused by the negligent or intentional conduct of the University, its officers, employees or agents.

B. <u>Independent Contractor Status</u>. At all times the relationship between the University and the Agency is that of independent contractors, and not joint venturers, partners, principal-agent, master-servant, or employer-employee. Neither party shall have any power to bind or obligate the other party in any manner, other than as expressly set forth in this Agreement.

C. <u>Insurance</u>. Each party shall maintain adequate insurance coverage for the purpose of this Agreement and shall provide satisfactory written certification of such coverage upon request by the other party.

D. <u>Compliance with Law; Nondiscrimination</u>. Each party shall comply with all applicable federal, state and local law in the performance of this Agreement. Without limitation of the foregoing, neither party to this Agreement shall unlawfully discriminate against any person participating in the performance of this Agreement on the basis of 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.

E. <u>Assignment</u>. This Agreement may not be assigned by either party without the prior written consent of the other party. Notwithstanding the foregoing, either party to this Agreement may assign its rights and obligations under this Agreement to any corporate successor, or to any corporation which is the sole corporate member of such party, without consent of the other party.

F. <u>Governing Law</u>. This Agreement shall be enforced and interpreted in accordance with the laws of the state of Ohio.

G. <u>Notice</u>. Any notice required or permitted hereunder shall be sent by certified or registered mail, postage prepaid, or by facsimile, as follows:

To the University: To the Agency:

<u>Malone University</u>

<u>2600 Cleveland Ave NW</u>

<u>Canton OH 44709-3897</u>

H.   <u>Non-Exclusivity</u>.   This Agreement is non-exclusive, and the parties to this Agreement reserve the right to enter into similar agreements with other agencies, institutions, businesses or organizations.

I.   <u>Third-Party Beneficiary</u>. The parties do not intend that any individual receiving the services pursuant to this Agreement shall occupy the position of third-party beneficiary to this Agreement.

J.   <u>Headings</u>. The headings used in this Agreement are inserted for convenience of reference only, and they in no way limit or define the terms of this Agreement.

K.   <u>Severability</u>. If any provision of this Agreement is found to be void or illegal for any reason, the remaining provisions of this Agreement shall continue in full force and effect as if the ineffective or invalid provision never was included in this document.

L.   <u>Waiver</u>. The failure or delay of either party to exercise any right, power or privilege under this Agreement shall not operate as a waiver of that or any other such right, power or privilege.

M.   <u>Entire Agreement; Modification</u>. This Agreement constitutes the entire agreement between the parties regarding the subject matter of this document, and supersedes and replaces any prior written or oral agreements regarding any such matter. This Agreement may not be amended or modified except by written document duly executed by both parties.

N.   <u>Parties Bound and Benefited</u>. This Agreement shall bind and benefit the parties and their respective successors and permitted assigns.

IN WITNESS WHEREOF, the parties have executed this Agreement on the date(s) set forth below, effective as of _____, 20___.

Agency _____

By (signature) _____

Title _____   Date: _____

MALONE UNIVERSITY

By _____

Title _____   Date _____

SOCIAL WORK STUDENT INTERN AGREEMENT

By signing below, _____ [print or type name], a Malone University student intern wanting to participate in an internship experience at _____, in connection with the foregoing Social Work Internship Agreement, agrees to be bound by, and to comply with, all of the terms and conditions set forth in Section V on pages 2 through 3 of that Agreement, as a condition of initial and continued participation in said internship program. The student intern understands and agrees that any violation of said terms and conditions, or any other substantially unsatisfactory conduct or performance by the student intern, may result in the immediate termination of the Agreement, the removal of the student intern from the internship site, and the student intern's failure to receive a passing grade in the pertinent course. By signing below, the student intern also acknowledges receiving a copy of said Agreement, and being given a reasonable opportunity to read it and ask any questions about it.

IN WITNESS WHEREOF, the student intern has signed this Agreement, in quadruplicate, each of which constitutes an original, on the date set forth below, effective as of _____, 20___.

_____   _____
Student Intern   Date

_____   _____
Witnessed by: Date

Appendix 1E

Senior Field Experience Evaluation Form (Student)

SENIOR FIELD PLACEMENT EVALUATION
(Completed by Student)

Student _____ Date _____

Agency _____

Field Instructor_____

Dates of Field Experience _____

Total Hours _____

* Please attach a copy of your Field Learning Contract to this evaluation.

1. Describe briefly what you did in field experience.

2. Describe at least three significant things you've learned about yourself, the helping process, your agency, the community, or the profession of social work.

3. Do you have any suggestions how services to clients might be improved at your agency?

4. Would you suggest the University place students at your agency in future years for a senior experience? Why or why not?

_____
Student Signature

Appendix 1F

Senior Field Placement Timesheet

Senior Field Placement Timesheet

Student Name: _____

Week 1				
Date	Time In	Time Out	Hours Worked	Total Hours

Week 2				
Date	Time In	Time Out	Hours Worked	Total Hours

Week 3				
Date	Time In	Time Out	Hours Worked	Total Hours

Week 4				
Date	Time In	Time Out	Hours Worked	Total Hours

Week 5				
Date	Time In	Time Out	Hours Worked	Total Hours

Week 6				
Date	Time In	Time Out	Hours Worked	Total Hours

Week 7				
Date	Time In	Time Out	Hours Worked	Total Hours

Week 8				
Date	Time In	Time Out	Hours Worked	Total Hours

Week 9				
Date	Time In	Time Out	Hours Worked	Total Hours

Week 10				
Date	Time In	Time Out	Hours Worked	Total Hours

Week 11				
Date	Time In	Time Out	Hours Worked	Total Hours

Week 12				
Date	Time In	Time Out	Hours Worked	Total Hours

Week 13				
Date	Time In	Time Out	Hours Worked	Total Hours

Week 14				
Date	Time In	Time Out	Hours Worked	Total Hours

Week 15				
Date	Time In	Time Out	Hours Worked	Total Hours

Week 16				
Date	Time In	Time Out	Hours Worked	Total Hours

Week 17				
Date	Time In	Time Out	Hours Worked	Total Hours

Week 18				
Date	Time In	Time Out	Hours Worked	Total Hours

Week 19				
Date	Time In	Time Out	Hours Worked	Total Hours

Week 20				
Date	Time In	Time Out	Hours Worked	Total Hours

*Sign on the next page.

To the best of my knowledge, the hours recorded above represent an accurate account of field placement hours completed.

Student Signature: _____ Date: _____

Field Instructor Signature: _____ Date: _____

Faculty Liaison Signature: _____ Date: _____

Field Coordinator Signature: _____ Date: _____

APPENDIX 2

CSWE EDUCATIONAL POLICY AND ACCREDITATION STANDARDS

NOTE: Information in Appendix 5 is taken from the CSWE 2015 Educational Policy and Accreditation Standards

(Accreditation Guidelines available in the Social Work Department upon request.)

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.

Competency-Based Education

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

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

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

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

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

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

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

Competency 1: Demonstrate Ethical and Professional Behavior

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

● make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;

● use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;

● demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;

● use technology ethically and appropriately to facilitate practice outcomes; and

● use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the

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

● apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;

● present themselves as learners and engage clients and constituencies as experts of their own experiences; and

● apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

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

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

● apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and

● engage in practices that advance social, economic, and environmental justice.

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

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

● use practice experience and theory to inform scientific inquiry and research;

● apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and

● use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice

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

● Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;

● assess how social welfare and economic policies impact the delivery of and access to social services;

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

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

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

● use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

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

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

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

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

- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and

- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

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

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

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;

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

- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;

- negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and

- facilitate effective transitions and endings that advance mutually agreed-on goals.

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

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

- select and use appropriate methods for evaluation of outcomes;

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;

- critically analyze, monitor, and evaluate intervention and program processes and outcomes; and

● apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Malone University Social Work Program Core Competency #10

Appropriately integrate Christian faith with professional social work practice and recognize the importance of spirituality to the human experience.

● Understand the Christian faith's commitment to caring for and empowering poor, disenfranchised, marginalized, and/or oppressed people groups

● Are able to articulate points of convergence and divergence between orthodox Christianity and the profession of social work

● Recognize the importance of spirituality to the human experience