


**DEPARTMENT OF SOCIAL WORK  
WESTERN KENTUCKY UNIVERSITY**

	
<b>SWRK 480/481: Social Work Field Practicum I and Seminar I (6 credit hours total)</b> <b>SWRK 482/483: Social Work Field Practicum II and Seminar II (6 credit hours total)</b>	
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<b>Spring Meeting Times/Dates:</b> January 26-May 15, 2015, Monday, 5:30pm-7:30pm (ET) <b>Summer Meeting Times/Dates:</b> May 18-August 13, 2015, Monday, 5:30pm-7:30pm (ET) <b>Location:</b> WKU-Elizabethtown, 131	

### Course Description

#### SWRK 480: Social Work Field Practicum I

- Prerequisites: SWRK 345, 378, 381, Field Director approval, and senior standing.
- Corequisite: SWRK 481: Social Work Field Seminar I

#### SWRK 481: Social Work Field Seminar I

- Prerequisites: SWRK 345, 378, 381, admission to a field internship, and senior standing.
- Corequisites: SWRK 480: Social Work Field Practicum I

#### SWRK 482: Social Work Field Practicum II

- Prerequisites: SWRK 480/481
- Corequisite: SWRK 483: Social Work Field Seminar II

#### SWRK 483: Social Work Field Seminar II

- Prerequisites: SWRK 480/481
- Corequisites: SWRK 482: Social Work Field Practicum II

SWRK 480/481 and SWRK 482/483 are *capstone courses* in the BSW program major. Students enrolled in the field practicum courses (SWRK 480 & 482) must simultaneously enroll in the accompanying field seminars (SWRK 481 & 483).

Students are evaluated in both their field practicum (based upon their field performance) and in field seminar. Student grades for the field practicum and field seminar are averaged to come up with the student's final grades for each semester's courses. Students must pass ("C" grade or higher) SWRK 480/482 in order to advance to semester two. Students must pass SWRK 482/483 in order to graduate.

The purposes of the field practicum and field seminar are twofold:



1. To provide BSW students in their final two semesters the opportunity to consciously reflect upon and critically integrate course knowledge, skills, and values learned in earlier social work courses with real field experiences; and
2. To provide students with support and opportunities necessary to demonstrate their integration and application of the ten core competencies identified by the Council on Social Work Education.

Through practice of social work tasks identified in the students' learning plans, along with discussions, activities, and assignments in the field seminar, students will review concepts and practice integrative thinking/doing in their emerging professional work. In order for students to adequately demonstrate competence in each of the core areas, there will be an emphasis in field seminar on students:

- Deeply understanding each competency area and the discrete practice behaviors that together provide evidence of competent practice
- Employing critical thinking and social work professionalism to approach field practicum and seminar tasks
- Honestly exploring what they do not know (or do not consider), and designing activities that will assist them in gaining required knowledge, skills, and values
- Reflecting upon and evaluating their practice in relation to the NASW Code of Ethics
- Learning how to skillfully and graciously give and receive feedback related to performance as beginning professional social workers, and
- Becoming consultants and coaches for each other by asking questions that support critical thinking and principled actions in the field.

#### **Required Text**

Garthwait, C. (2013). *The social work practicum: A guide and workbook for students*. (6th ed.). Boston, MA: Allyn and Bacon.

[Western Kentucky University \(2014\), BSW Field Manual.](#)

#### **Required Reading**

[Council on Social Work Education \(2008\). \*Educational policy and accreditation standards\*. Alexandria, VA: Author.](#)

[Graybeal, C. \(2001\). Strength-based social work: Transforming the dominant paradigm. \*Families in Society: The Journal of Contemporary Human Services\*, 82\(3\), 233-242.](#)

[National Association of Social Workers. \(2011\). \*Code of ethics\*. Washington, DC: Author.](#)

Students are encouraged to review texts, course notes, handouts, and journal articles from all past social work classes, including Human Behavior and the Social Environment, Social Work Practice I, II, and III, Communication Skills, Policy, Statistics, and Research.

#### **BSW Mission Statement**

The mission of the BSW Program at Western Kentucky University is to prepare culturally competent professionals who practice with diverse communities and client systems. The program promotes a commitment to professional ethics, leadership, professionalism, social justice and lifelong learning in order for graduates to practice successfully in a global community.



### **Council on Social Work Education (CSWE) Definition of Generalist Practice and Required Core Competencies for BSW Education**

The Council on Social Work Education defines Generalist Practice as the following:

Generalist practice is grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organization, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate diversity in their practice and advocate for human rights and social and economic justice. They recognize, support and build on 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. BSW practice incorporates all of the core competencies (EPAS, 2008).

### **CSWE EPAS Core Competencies for BSW Education**

The Educational Policy and Accreditation Standards (EPAS) core competencies taught in all Council on Social Work Education (CSWE) accredited BSW programs are included in the **Appendix** of this syllabus. Core competencies addressed in this class are defined as follows:

<b>Competencies Addressed in Course</b>	<b>Practice Behaviors Addressed in Course</b>	<b>Course Requirements Addressing Practice Behaviors</b>
2.1.1 Identify as a professional social worker & conduct self accordingly	<ul style="list-style-type: none"><li>• Advocate for client access to the services of social work.</li><li>• Practice personal reflection and self-correction to assure continual professional development.</li><li>• Attend to professional roles and boundaries.</li><li>• Demonstrate professional demeanor in behavior, appearance, and communication.</li><li>• Engage in career-long learning.</li><li>• Use supervision and consultation.</li></ul>	<ul style="list-style-type: none"><li>• Pre-Field Assignments</li><li>• Learning Plan</li><li>• Integrative Field Journals</li><li>• Field Practicum</li><li>• Mezzo/Macro Project</li><li>• Assessment/Micro Project</li><li>• Professionalism</li><li>• Seminar Facilitation</li></ul>
2.1.2 Apply social work ethical principles to guide professional practice	<ul style="list-style-type: none"><li>• Recognize and manage personal values in a way that allows professional values to guide practice.</li><li>• Make ethical decisions by applying standards of NASW Code of Ethics and, as applicable, IFSW/IASSW Ethics Principles.</li></ul>	<ul style="list-style-type: none"><li>• Pre-Field Assignments</li><li>• Learning Plan</li><li>• Integrative Field Journals</li><li>• Field Practicum</li><li>• Professionalism</li></ul>



	<ul style="list-style-type: none"> <li>• Tolerate ambiguity in resolving ethical conflicts.</li> <li>• Apply strategies of ethical reasoning to arrive at principled decisions.</li> </ul>	
2.1.3 Apply critical thinking to inform and communicate professional judgments	<ul style="list-style-type: none"> <li>• Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.</li> <li>• Analyze models of assessment, prevention, intervention, and evaluation.</li> <li>• Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning Plan</li> <li>• Integrative Field Journals</li> <li>• Field Practicum</li> <li>• Planned Change Paper</li> <li>• Mezzo/Macro Project</li> <li>• Assessment/Micro Project</li> <li>• Professionalism</li> </ul>
<p>2.1.4 Engage diversity * and difference in practice</p> <p><i>* INCLUDES: age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, spirituality and the full spectrum of beliefs, sex, sexual orientation</i></p>	<ul style="list-style-type: none"> <li>• Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.</li> <li>• Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.</li> <li>• Recognize and communicate their understanding of the importance of difference in shaping life experiences.</li> <li>• View themselves as learners and engage those with whom they work as informants.</li> </ul>	<ul style="list-style-type: none"> <li>• Integrative Field Journals</li> <li>• Field Practicum</li> <li>• Mezzo/Macro Project</li> <li>• Assessment/Micro Project</li> <li>• Professionalism</li> </ul>
2.1.5 Advance Human Rights & Social & Economic Justice	<ul style="list-style-type: none"> <li>• Understand the forms and mechanisms of oppression and discrimination.</li> <li>• Advocate for human rights and social and economic justice.</li> <li>• Engage in practices that advance social and economic justice.</li> </ul>	<ul style="list-style-type: none"> <li>• Integrative Field Journals</li> <li>• Field Practicum</li> <li>• Mezzo/Macro Project</li> <li>• Assessment/Micro Project</li> </ul>



2.1.6 Engage in research-informed practice and practice-informed research	<ul style="list-style-type: none"> <li>• Use practice experiences to inform scientific inquiry.</li> <li>• Use research evidence to inform practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Integrative Field Journals</li> <li>• Field Practicum</li> <li>• Mezzo/Macro Project</li> </ul>
2.1.7 Apply knowledge of human behavior and the social environment	<ul style="list-style-type: none"> <li>• Utilize conceptual frameworks to guide the process of assessment, intervention, and evaluation.</li> <li>• Critique and apply knowledge to understand person and environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Integrative Field Journals</li> <li>• Field Practicum</li> <li>• Planned Change Paper</li> <li>• Mezzo/Macro Project</li> <li>• Assessment/Micro Project</li> <li>• Professionalism</li> </ul>
2.1.8 Engage in policy practice to advance social & economic well-being & to deliver effective social work services	<ul style="list-style-type: none"> <li>• Analyze, formulate, &amp; advocate for policies that advance social well-being</li> <li>• Collaborate with colleagues &amp; clients for effective policy action</li> </ul>	<ul style="list-style-type: none"> <li>• Integrative Field Journals</li> <li>• Field Practicum</li> <li>• Mezzo/Macro Project</li> </ul>
2.1.9. Respond to contexts that shape practice	<ul style="list-style-type: none"> <li>• Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.</li> <li>• Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.</li> </ul>	<ul style="list-style-type: none"> <li>• Integrative Field Journals</li> <li>• Field Practicum</li> <li>• Mezzo/Macro Project</li> </ul>
2.1.10(a)-(d) Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities	<ul style="list-style-type: none"> <li>• Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.</li> <li>• Use empathy and other interpersonal skills.</li> <li>• Develop a mutually agreed-on focus of work and desired outcomes.</li> <li>• Collect, organize and interpret client data.</li> <li>• Assess client strengths and limitations.</li> <li>• Develop mutually agreed-on intervention goals and objectives.</li> </ul>	<ul style="list-style-type: none"> <li>• Integrative Field Journals</li> <li>• Field Practicum</li> <li>• Planned Change Paper</li> <li>• Mezzo/Macro Project</li> <li>• Assessment/Micro Project</li> </ul>



	<ul style="list-style-type: none"> <li>• Select appropriate intervention strategies.</li> <li>• Initiate actions to achieve organizational goals.</li> <li>• Implement prevention interventions that enhance client capacities.</li> <li>• Help clients resolve problems.</li> <li>• Negotiate, mediate, and advocate for clients.</li> <li>• Facilitate transitions and endings.</li> <li>• Critically analyze, monitor, and evaluate interventions.</li> </ul>	
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#### Course Assignments - SWRK 480: Field Practicum I (Spring Semester) Student Responsibilities/Assignments

Field Practicum Evaluation (500 pts): Successful completion of field for semester one requires completion of 200 hours in activities relevant to the student's learning plan. The student's Field Instructor and Field Liaison will evaluate the field student at the end of each semester. One hundred percent of the student's grade for the field practicum is based upon this evaluation. (Refer to the BSW Field Manual for details.) Note that the student's final grade for Practicum will be the average score of both the Practicum and Seminar courses. Therefore, the student's final grade in both Practicum and Seminar will be the same.

#### Course Assignments - SWRK 481: Field Seminar I (Spring Semester) Student Responsibilities/Assignments

1. Learning Plan	25 pts
2. Integrative Field Journals	250 pts
3. Planned Change In Field Agency – Analysis Paper	75 pts
4. Social Welfare Policy-Mezzo/Macro Project – Proposal Paper	50 pts
5. Social Welfare Policy-Mezzo/Macro Project – Proposal Presentation	25 pts
6. Seminar Facilitation	50 pts
7. Professionalism	25 pts
	<hr/> 500 pts

Learning Plan (25 pts): The Learning Plan is the student's first required assignment. It includes multiple tasks designed by the WKU Field faculty to support students in achieving competency in behaviors associated with generalist social work practice. Additional tasks relevant to the student's learning needs and learning opportunities within the agency and its community are developed by the student and Field Instructor during the first four weeks of the student's field placement. During the first field seminar



session, the faculty Field Liaison (the Field Seminar Instructor) will discuss development of the Learning Plan (see Field Manual) and give instructions regarding its completion. Through the Learning Plan, students are expected to design, with Field Instructor input, a well-rounded, focused field experience that will assure that the student achieves required field competencies.

*A Learning Plan is not considered complete until the student, Field Instructor, and faculty Field Liaison have reviewed the plan and signed it. Students and Field Instructors may make changes to the Learning Plan based upon the realities of field learning opportunities and the specific learning needs of the student, but all changes to the signed Plan must be approved by the faculty Field Liaison. Student may not continue accruing field hours after the 4<sup>th</sup> week of field placement without an approved learning plan in place.*

The Learning Plan should be regularly reviewed and consulted throughout the student's field experience. At the end of the student's first semester field placement (SWRK 480), the Plan must be reviewed and revised, as needed, to reflect changes in learning needs and agency learning opportunities.

Integrative Field Journals (250 pts): Students are required to submit substantive field journals each semester. Each journal will address one CSWE competency area. Journals will be submitted via Blackboard on designated discussion board forums. Further guidelines for the journals and a rubric for assessing the quality of these assignments will be posted to Blackboard and discussed in class.

Planned Change in Field Agency – Analysis Paper (75 pts): This assignment allows students to critically study the direct work of their field agency through the lens of the basic social work planned change process (*Engagement, Assessment, Intervention, and Evaluation*). In so doing, they will see how their agency has adapted the planned change process to the specific population(s) it serves, the theoretical underpinnings of the approaches used, the strengths (and potential shortcomings) of current processes and methods, and the impacts of organization, policy, legal and community contexts. This assignment also gives students practice in developing a professional written document. Further guidelines for the paper and a rubric for assessing the quality of the assignment will be posted to Blackboard and discussed in class.

#### Assignment Instructions:

##### *Paper*

1. Consult with your field instructor and obtain permission to review 4-5 case files of typical clients served by your agency. Let your field instructor know that you will not be using any actual client information in this assignment, but will be summarizing what you have found in the case materials to answer the questions below. Give your field instructor a copy of the assignment questions for reference.
2. Carefully review the questions below before beginning to read through the case files so you will know what to look for in your review.
3. Read through the case files and make thorough notes about the characteristics of clients served, and details of the processes and methods used to serve these clients in your agency.
4. As you review the files, also make notes about questions, concerns, or insights you have about the clients and processes and methods used.
5. After you have thoroughly reviewed the files, begin to answer the questions below using a basic question and answer format.



6. Draft your final paper. It should be somewhere between 5-10 word-processed pages in length. Although you are allowed to use a question and answer format for your responses, adhere to APA standards of professional writing for social workers (e.g. formatted citations and references, writing style, grammar, and reduction of bias in language used).
7. Share your draft paper with your field instructor and discuss. She or he may see some areas differently than you and may, by providing additional information and explanation, influence you to make some changes in your paper.
8. Incorporate changes as needed into your final paper and turn in to your field seminar leader on the date due.

### *Questions for Analysis*

#### Engagement Phase

##### Engagement and Relationship Building

- What are the major reasons that clients seek services from your agency?
- Are most clients voluntary or involuntary?
- How does this impact the engagement process?
- How do the experiences of clients or those pressuring clients to seek services impact the engagement process?
- What specific techniques are used to facilitate building an effective helping relationship?
- What approaches are used to make the client feel more at ease and less fearful about entering a professional relationship?
- What approaches are used to address the client's possible questions and concerns about utilizing the services offered by the agency?

##### Clarification of Client's Concern, Problem, or Request

- What approaches are used to help the client specify, elaborate, and clarify the concerns that brought them to the agency?
- Are clients actively involved in the process of identifying and defining their problems, concerns, and strengths?
- *Question for Critical Reflection:* what are the strengths (and shortcomings – potential or real) of your agency's current practices in engagement and initial clarification of the client's concern/problem/request?

#### Assessment

##### Data Gathering

- What information is routinely gathered about clients and their problems, concerns, and strengths? Be specific.
- What tools or instruments are used to aid the gathering of this data (e. g., interview schedules, checklists, needs assessment instruments, questionnaires, and observation)?
- What issues of diversity and power need to be addressed in the data gathering process?

##### Assessment

- How are available data and information organized, combined, and analyzed in order to arrive at a clear picture of the client's situation and a possible plan of action?
- What theories/models are used to help explain the current situation and guide thinking about assessment?
- Are clients actively involved in deciding what needs to change and how it might be changed?
- If clients and workers disagree on what needs to change, how is this difference resolved?



#### Formulation of an Intervention Plan (Service Contract)

- When several issues are identified, how are they prioritized?
- How are client goals and preferences incorporated into the plan?
- How is potential resistance addressed?
- What issues of diversity and power need to be addressed in the plan?
- Is a formal contract developed?
- Are ethical and legal issues related to the plan addressed?
- Is the plan based on sound theoretical models and perspectives?
- Is the plan based on empirically supported evidence?
- Are the plan's outcomes reasonable and measurable?
- Question for Critical Reflection: what are the strengths (and shortcomings – potential or real) of your agency's current practices in data gathering, assessment and service planning?

#### Intervention

- What system (e. g., client, family, community) is typically targeted for change by your agency's programs and professional staff? Why?
- What other agencies or organizations often become involved in the client's intervention plan?
- What conceptual frameworks (perspectives, theories, and models) guide the change process?
- What specific methods, techniques, or procedures are used to facilitate change?
- What specific methods are used to measure the effectiveness of the change process?
- Question for Critical Reflection: what are the strengths (and shortcomings – potential or real) of your agency's current practices in intervention?

#### Evaluation

- In what ways does the agency determine if its interventions, programs, and services are effective?
- To what extent are clients involved in determining if interventions, programs, and services are effective?
- What additional forms of evaluation do you suggest?
- Under what conditions are interventions terminated by social workers or clients?
- What specific procedures and techniques are used to bring the professional relationship to a close and terminate the helping process?
- Question for Critical Reflection: what are the strengths (and shortcomings – potential or real) of your agency's current practices in evaluation and termination?

Social Welfare – Mezzo/Macro Project – Proposal paper (50 pts): Students complete a mezzo/macro project proposal as part of their first semester field instruction seminar work and implement the project during Semester 2. This assignment requires students to think critically about pertinent social welfare policies and research activities relevant to work within their field agencies and to use a planned change model for mezzo/macro practice. Further guidelines for the paper and a rubric for assessing the quality of the assignment will be posted to Blackboard and discussed in class.

Social Welfare Policy – Mezzo/Macro Project – Proposal Presentation (25 pts): Students deliver a brief, professional presentation of their *Social Welfare Policy-Mezzo/Macro Project – Proposal Paper* to their peers. Guidelines for the presentation and a rubric for assessing the quality of the assignment will be posted to Blackboard and discussed in class.



## Field Mezzo/Macro Project – Steps

### *Spring Semester – Engagement and Assessment*

1. In consultation with your field instructor and other appropriate people in your field agency, identify a need/issue/problem in the agency that affects clients and set an improvement goal. What do you want to accomplish? Be as specific as possible. (If there are measures that can be used to quantify the problem, you may want to use those same measures when setting your improvement project goal.)
2. Now, analyze the current situation: what prevents the agency right now from doing better? Break problem down into component parts and identify barriers and root causes.
3. Brainstorm: what changes could be made to improve? Are there barriers or root causes that, if addressed, would eliminate or greatly decrease problem/enhance positive outcomes?
4. After brainstorming, decide with your field instructor: what would be the best focus for this project, considering time and resources?
5. Develop a specific action plan: outline ways to eliminate barriers or correct a root cause (or root causes) of the problem, specific actions to be taken, by whom, when, where.
6. Write 4-5 page project proposal – describing in as much detail as you can:
  - Brief description of agency (or program) for context
  - The condition to be addressed, i.e. the issue or problem
  - It's significance to clients
  - The current situation (if you have baseline data on the problem or issue, include it here)
  - Desired future desired outcome(s), i.e. specific measureable goal(s) of project – try to develop “SMART” (specific, measureable, action-oriented, realistic, and time-bound) goals so that goal achievement can be measured
  - Action plan (specific)

Seminar Facilitation (50 pts): Each student will be expected to co-present and lead a discussion on a competency as described by the Council on Social Work Education's (CSWE) in its Educational Policy and Accreditation Standards (EPAS). Students will receive further guidelines in class as well as a rubric for the assessment of their facilitation.

Professionalism (25 pts): Active, skilled engagement is expected of students during seminar meetings. Group norms will be established in the first seminar session and students will be provided with a professionalism rubric outlining expectations.

## **Course Assignments - SWRK 482: Field Practicum II (Summer Semester)**

### **Student Responsibilities/Assignments**

Field Practicum Evaluation (500 pts): Successful completion of field for semester one requires completion of 200 hours in activities relevant to the student's learning plan. The student's Field Instructor and Field Liaison will evaluate the field student at the end of each semester. One hundred percent of the student's grade for the field practicum is based upon this evaluation. (Refer to the BSW Field Manual for details.) Note that the student's final grade for Practicum will be the average score of both the Practicum and Seminar courses. Therefore the student's final grade in both Practicum and Seminar will be the same.



## Course Assignments - SWRK 482: Field Seminar II (Summer Semester)

### Student Responsibilities/Assignments

1. Learning Plan Update (Not graded)	0 pts
2. Integrative Field Journals	250 pts
3. Social Welfare Policy-Mezzo/Macro Project – Implementation and Presentation	100 pts
4. Assessment/Micro Project	75 pts
5. Seminar Facilitation	50 pts
6. Professionalism	25 pts
	<hr/> 500 pts

Learning Plan Update (Not graded): The initial Learning Plan must be reviewed and updated, as needed, by the student and Field Instructor during the first week of second semester field. Changes must be communicated to the Faculty Liaison for review and approval.

The student and Field Instructor should continue to regularly review and consult the Learning Plan throughout the student's second semester field experience and make sure that all activities included in the plan are being adequately implemented and evaluated.

Integrative Field Journals (250 pts): Students are required to submit five substantive field journals. Each journal will address one CSWE competency area. A rough draft of the student's journal will be submitted to a Blackboard Discussion Board forum prior to the class on the day it is due. Following this class students will review and comment on their classmates' journals, and then integrate this feedback along with classroom discussion into a final draft of the journal that is submitted via Blackboard. Further guidelines for this assignment and a rubric for assessing the quality of the assignment will be posted to Blackboard and discussed in class.

Social Welfare Policy – Mezzo/Macro Project – Implementation and Presentation (100 pts): As they implement their projects, students should take accurate notes related to the process of their project and their projects' results. Students will deliver poster presentations on Field Project Day, communicating to a broader audience the background of the projects, process used, results and lessons learned. Further guidelines for the presentation and a rubric for assessing the quality of the presentation will be posted to Blackboard and discussed in class.

#### *Summer Semester – Intervention and Evaluation*

7. Include project action steps in your updated learning plan. (Can attach your project plan as an addendum if you wish.)
8. Implement pilot project and collect data.
9. Monitor results. Confirm if problem/issue has decreased. Has target goal been met?
10. Evaluate project. If it worked, how can agency standardize this process? If it didn't work (or work well enough), what changes are needed for the next pilot?
11. Prepare poster presentation of project for Field Project Day.

Possible mezzo/macro practices include activities leading to enhanced effectiveness and efficiency in serving agency's client groups. This could include activities that bring changes in program, policy, practice, and personnel. For examples:

- Designing and implementing a practice evaluation
- Participating in and/or designing a program evaluation



- Starting a new program to meet the unmet needs of the clients
- Evaluating a specific aspect of the program/services
- Making services more accessible to clients
- Making services more affordable to clients
- Enhancing interagency networking
- Fundraisers for bringing in additional resources
- Grant writing
- Reviewing/Changing agency policies and procedures
- Developing staff training plan
- Developing staff mutual support group
- Enhancing the use of technology for better efficiency
- Analyzing national, state and local policy impact
- Starting a client self-help group
- Organizing clients group for political rallies or public hearing
- Developing communication/educational materials
- Developing/strengthening agency volunteers
- Conducting a focus group discussion
- Conducting a key informant interview
- Conducting a SWOT analysis
- Conducting need assessments
- Community education activities
- Conducting client satisfaction survey

Assessment/Micro Project (75 pts): Students will produce a Strengths-Based Assessment for a client/client system from their field agency. (All identifying information will be redacted.) In addition, students will write a summary that compares traditional problem-based assessments to more client-centered/strengths-based assessment. Further guidelines for this assignment and a rubric for assessing the quality of the assignment will be posted to Blackboard and discussed in class.

Seminar Facilitation (50 pts): As with the first semester, each student will be expected to lead a discussion on a seminar topic of the day. The same rubric for the assessment of their discussion facilitation used in the first semester will be used this semester.

Professionalism (25 pts): Active, skilled engagement will continue to be expected of students during seminar meetings. Group norms will be revisited in the first seminar session and the rubric from Semester 1 will continue to be used.

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**Grading Scale:**

500-450 pts. = A  
 449-400 pts. = B  
 399-350 pts. = C  
 349-300 pts. = D  
 <300 pts. = F

**Professionalism and Performance Expectations**



1. Students are expected to adhere to all policies contained in the BSW Field Manual.
2. Attendance and active engagement are required in field seminar. "Active engagement in group learning" will be discussed in an early class session and class guidelines which students will be expected to follow will be developed. A meaningful percentage of the overall course grade will be based on what students bring into the class learning environment and their demonstrated collegiality and professionalism with their fellow learners (including the instructor!). The instructor does not differentiate between "excused" and "unexcused" absences, therefore, students are not required to provide the instructor with any formal absence excuses or documentation. Students are allowed to miss one class without penalty. On days that class does not meet students may be given a Blackboard assignment. Failure to complete this assignment will result in a recorded absence for that day of class. Absences subsequent to the first absence result in a *2% point deduction from the final grade for the course for each class missed*. If students are absent on a day when a take-home assignment is given to students, they are responsible for obtaining the assignment from a colleague. Students missing 5 or more class sessions will automatically receive an "F" for the course. The "FN" grade (failure due to nonattendance) is given for students who do not officially withdraw from a course, but who stop attending PRIOR to or on the 60% point of the semester.
3. Students are expected to respect their fellow students and faculty by not disrupting class by arriving late or leaving early. Chronic late arrivals and early departures result in points being deducted from the final grade. Generally, two incidences of arriving late or leaving early results in a *1% point deduction from the final grade for the course*.
4. *All electronic devices are turned off during class*, including cell phones, laptop computers, iPads, pagers, etc. If the student is on-call related to their employment during the class time, the student informs the instructor before each class session.
5. Students are not to consume meals during the class session. A beverage and small snack is acceptable but no full meals, such as a burger and fries, pizza, etc.
6. IMPORTANT TO NOTE: Simply completing field hours is not completing a student's field practicum! Field hours should be spent meaningfully, with an eye to effectively (and efficiently) completing field learning tasks and attaining required competencies as outlined on the Learning Plan. The Learning Plan should be used as a daily roadmap for students' experiences and should be added to if needed in consultation with their Field Instructor. At any time, if students feel that they are not spending their time well in their Practicum, they should seek assistance from their Field Instructor and/or Field Faculty Liaison.
7. *Learning Plans*. Students are expected to have a signed Learning Plan in place and to complete the tasks that have been mutually developed by the student and Field Instructor. Learning Plans are due within four weeks of entering field and must be signed by the student, Field Instructor, and Seminar Instructor (Field Liaison). Students and Field Instructors may make changes in the Learning Plan based on the realities of the field setting and learning needs of the student, but all changes must be approved by the Faculty Liaison. *Students may not continue accruing field hours after the 4<sup>th</sup> week of field without an approved Learning Plan in place*.
8. *Meeting with Field Instructor*. Students, as part of their field responsibility and commitment to learning, are required to meet formally with their Field Instructor for a minimum of 1 hour/week.



Students should alert their Field Liaison if they and their Field Instructor are not meeting this standard.

9. *The use of critical thinking is expected in seminar and field.* Understanding of course readings, reflections on field and class activities, discussions, and seminar written assignments will all require students to “think like a professional social worker” (i.e., think critically). Grading of class participation and all assignments will include assessment of a student’s use of critical thinking. One important point: critical thinking, when first practiced, sometimes feels slow and difficult, since the process is deliberative and introduces new elements into “regular” ways of thinking. Lots of time in class will be used to practice thinking critically. Hopefully, by the end of this class, students will feel much more proficient in this set of skills that are fundamental for professional work in the 21<sup>st</sup> century.
10. Good critical thinking is best reflected in clear, well-crafted writing! All written assignments, including those on Blackboard, must be grammatically correct, typed, double-spaced, and display correct form. Additionally, students are expected to use APA Guidelines (*Publication Manual of the American Psychological Association, 2010*) for citing and listing references. Students are encouraged to make use of writing resources across campus whenever needed. Since writing (communicating, documenting) will be a significant part of a student’s job as a social worker, it is a key skill to master. The Seminar Instructor will significantly mark down work that is poorly written.
11. Students are expected to behave professionally in the classroom, handling all information in a manner consistent with the ethic of confidentiality, and addressing all questions posited with respect and personal regard. This class involves some discussion of highly sensitive topics and there may be some personal disclosure, so students are expected to handle this in a professional manner. Conduct toward classmates, the instructor, and any guests should include a respect of, and allow for, differing opinions.
12. *Social Media.* Students participating in Field are expected to practice in an ethical manner, in accordance with the NASW Code of Ethics, while working with clients or programs within their placement. Students using social media sites are expected to use the highest privacy settings on their social media profiles, so field agency personnel or clients cannot access photographs and private information. Students are not permitted to link to or view the social media profiles of clients or employees of the field placement agency. In the event that a student’s social media profile or linkage is considered a poor professional practice or an ethical violation, the student will be subject to a student review.
13. Plagiarism and cheating are prohibited. Academic dishonesty is prohibited by the University and is also counter to social work values and ethics included in the NASW Code of Ethics. Students are expected to be familiar with these policies and ethical guidelines and to follow them at all times. Any instances of academic dishonesty will mean a grade of “zero” for the assignment and/or course failure. Student should review the “Academic Offenses” section of the WKU Student Handbook at: <http://www.wku.edu/handbook/> and the “Ethical Principles” and “Acknowledging Credit” sections of the 1999 Code of Ethics, National Association of Social Workers found at: <http://www.socialworkers.org/pubs/code/code.asp>
14. Students are responsible for their own learning by coming to class prepared with readings and assignments completed on schedule. Late assignments are penalized 5% per day. Late work will not



be accepted any later than 5 days after the assignment is due. Most of the assignments are submitted on Blackboard.

15. *Academic Support.* WKU offers many resources that can help students be successful in this course. These are listed below.
16. An exam may only be taken once and there are no makeup exams. Most of the exams are given on Blackboard. Exams are taken individually and not as a group.
17. Fulfilling these Professionalism and Performance Expectations will be reflected in the Professionalism grade.

### **Academic Integrity**

[The WKU Undergraduate Catalog \(2014-2015\)](#) provides the following Student Life Policies.

#### Academic Offenses

The maintenance of academic integrity is of fundamental importance to the University. Thus, it should be clearly understood that acts of plagiarism or any other form of cheating will not be tolerated and that anyone committing such acts risks punishment of a serious nature. A student who believes a faculty member has dealt unfairly with him/her in a course involving academic offenses, such as plagiarism, cheating, or academic dishonesty, may seek relief through the Student Complaint Procedure. Questions about the complaint procedure should be directed to the Student Ombuds Officer at (270) 745-6169.

#### Academic Dishonesty

Students who commit any act of academic dishonesty may receive from the instructor a failing grade in that portion of the coursework in which the act is detected or a failing grade in the course without possibility of withdrawal. The faculty member may also present the case to the Office of Judicial Affairs for disciplinary sanctions.

#### Plagiarism

To represent written work taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of a student must be his/her own. One must give any author credit for source material borrowed from him/her. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism.

#### Cheating

No student shall receive or give assistance not authorized by the instructor in taking an examination or in the preparation of an essay, laboratory report, problem assignment, or other project that is submitted for purposes of grade determination.

#### Other Type of Academic Dishonesty

Other types of academic offenses, such as the theft or sale of tests, should be reported to the Office of Judicial Affairs at (270) 745-5429 for judicial sanction.

### **Academic Support**

Most of us find that we need some academic support and direction during our time in the university. WKU offers many resources that can help you be successful in this course. These are listed below.



### Student Disability Services

In compliance with university policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Office for Student Disability Services in DUC A-200 of the Student Success Center in Downing University Center. The phone number is 270-745-5004. Please do not request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services. Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

### Writing Center Assistance

The Writing Center is located in Cherry Hall 123 on the Bowling Green campus and also offers online consultations for students who live at a distance or who cannot visit during our operating hours. Writing tutors have been trained to provide helpful feedback to students at all phases of a writing project: they can help you brainstorm ideas, structure your essay, clarify your purpose, strengthen your support, and edit for clarity and correctness. But they will not revise or edit the paper for you. See instructions on the web site of [The Writing Center](#) for making online or face-to-face appointments. Or call (270) 745-5719 during our operating hours (also listed on the website) for help scheduling an appointment.

### Regional Campus Library Support

The Extended Campus Library Services Office will copy citations and pull library books for students at extended campuses and send them through the mail. There is no cost to students (although you do have to pay to return the library books). WKU also has a courier service to extended campuses. For further information, go to: [http://www.wku.edu/library/dlps/extended\\_campus/index.php](http://www.wku.edu/library/dlps/extended_campus/index.php). Turn-around time can be anywhere from a few days to two weeks, so plan ahead.

### **Registration Dates**

Registration information, including the dates for dropping/adding a course, is located on the Registration Guide at: [http://www.wku.edu/registrar/documents/regguide\\_fall.pdf](http://www.wku.edu/registrar/documents/regguide_fall.pdf).

### **Disclaimer**

The professor reserves the right to make announced changes in the course due to extenuating circumstances.



**WKU 481-620 (Elizabethtown)**  
**Class Schedule**  
**Spring 2015**

Week	Dates	Topic	Assigned Readings	Assignments Due
1	Monday, 1/26	<ul style="list-style-type: none"> <li>• Introduction to Field: purpose, field and seminar expectations (active listening), requirements, assignments, timesheets, Field Information Form, Learning Plan</li> <li>• Questions!</li> </ul>	<ul style="list-style-type: none"> <li>• Garthwait Chapters 1 &amp; 2: The Purpose of a Practicum and School, Agency, and Student Expectations</li> <li>• BSW Field Manual</li> <li>• Course Syllabus</li> </ul>	<ul style="list-style-type: none"> <li>• All pre-Field assignments must be submitted to Field Liaison before first day of field placement.</li> </ul>
2	Monday, 2/2	<ul style="list-style-type: none"> <li>• Getting started well</li> <li>• Agency orientation</li> <li>• Graduation competencies</li> <li>• Learning Plan development</li> </ul>	<ul style="list-style-type: none"> <li>• Garthwait Chapters 3 &amp; 4: Planning to Learn and Getting Started</li> <li>• CSWE EPAS Generalist Practice Competencies</li> </ul>	
3	Monday, 2/9	<ul style="list-style-type: none"> <li>• Core Competency 3: Apply critical thinking to inform and communicate professional judgments.</li> </ul>	<ul style="list-style-type: none"> <li>• Garthwait Chapter 7: Communication</li> </ul>	<ul style="list-style-type: none"> <li>• Journal 1 – Competency 3 (Critical Thinking)</li> </ul>
4	Monday, 2/16	<ul style="list-style-type: none"> <li>• Applying to WKU MSW Program</li> <li>• Social work supervision – taking ownership of learning</li> </ul>	<ul style="list-style-type: none"> <li>• Garthwait Chapter 5: Learning From Supervision</li> </ul>	<ul style="list-style-type: none"> <li>• Bring copy of signed Learning Plans</li> </ul>
5	Monday, 2/23	<ul style="list-style-type: none"> <li>• Core Competency 10 – Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.</li> </ul>	<ul style="list-style-type: none"> <li>• Garthwait Chapter 16: Social Work as Planned Change</li> </ul>	<ul style="list-style-type: none"> <li>• Journal 2 – Competency 10 (Social Work Planned Change Model With Clients of Varying Sizes)</li> </ul>
6	Monday, 3/2	<ul style="list-style-type: none"> <li>• Core Competency 9 – Respond to contexts that shape practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Garthwait Chapters 8 &amp; 9: The Agency Context of Practice and the</li> </ul>	<ul style="list-style-type: none"> <li>• Time sheet for February</li> <li>• Seminar Facilitation re: Competency 9</li> </ul>



		<ul style="list-style-type: none"> <li>• Discussion of Planned Change Paper</li> <li>• Overview of Mezzo/Macro project assignment</li> </ul>	Community Context of Practice	(Responding to Contexts of Practice) <ul style="list-style-type: none"> <li>• Journal 3 - Competency 9</li> </ul>
7	Monday, 3/9	<b>Spring Break</b>		
8	Monday, 3/16			
9	Monday, 3/23	<ul style="list-style-type: none"> <li>• Core Competency 1 – Identify as a professional social worker and conduct oneself accordingly.</li> </ul>	<ul style="list-style-type: none"> <li>• Garthwait Chapter 13: Professional Social Work</li> </ul>	<ul style="list-style-type: none"> <li>• Seminar Facilitation re: Competency 1 (Social Work Professionalism)</li> <li>• Journal 4 - Competency 1</li> </ul>
10	Thursday, 3/30	<ul style="list-style-type: none"> <li>• Contexts of practice: community and social policies</li> </ul>	<ul style="list-style-type: none"> <li>• Garthwait Chapters 10 and 11 – The Social Problem Context of Practice and the Social Policy Context of Practice</li> </ul>	<ul style="list-style-type: none"> <li>• Contexts of practice: community and social policies</li> </ul>
11	Monday, 4/6	<ul style="list-style-type: none"> <li>•</li> </ul>		<ul style="list-style-type: none"> <li>•</li> </ul>
12	Monday, 4/13	<ul style="list-style-type: none"> <li>• BRACAC Sexual Abuse Prevention Training</li> </ul>	<ul style="list-style-type: none"> <li>• Garthwait Chapter 17 – Evaluating Practice</li> </ul>	<ul style="list-style-type: none"> <li>• BRACAC Sexual Abuse Prevention Training</li> </ul>
13	Monday, 4/20	<ul style="list-style-type: none"> <li>• Core Competency 2 – Apply social work ethical principles to guide professional practice.</li> <li>• Review of practice behaviors related to this competency.</li> </ul>	<ul style="list-style-type: none"> <li>• Garthwait Chapters 14 and 15 – Social Work Ethics and Legal Concerns</li> </ul>	<ul style="list-style-type: none"> <li>• Seminar Facilitation re: Competency 2 (Social Work Ethics and Values)</li> <li>• Journal 5 - Competency 2</li> </ul>
14	Monday, 4/27	<ul style="list-style-type: none"> <li>• Evaluation of student field performance – formative and summative</li> </ul>		<ul style="list-style-type: none"> <li>• Mezzo/Macro Project Proposal Paper</li> <li>• Semester 1 field evaluations due at field visit</li> </ul>
15	Monday, 5/4	<ul style="list-style-type: none"> <li>• Reflections and planning for next semester</li> <li>• Evaluation of student field performance – formative and summative</li> </ul>		<ul style="list-style-type: none"> <li>• Time sheet for April</li> <li>• Mezzo/Macro Project Proposal Presentations</li> <li>• Semester 1 field evaluations due at field visit</li> </ul>



16	Monday, 5/11			
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All class schedules, activities, assignments, and due dates are subject to change.



**WKU 481-620 (Elizabethtown)**  
**Class Schedule**  
**Summer 2015**

Week	Dates	Topic	Assigned Readings	Assignments Due
1	Monday, 5/18	<ul style="list-style-type: none"> <li>• Introduction to Field: purpose, field and seminar expectations (active listening), requirements, assignments, timesheets, Field Information Form, Learning Plan</li> <li>• Questions!</li> </ul>	<ul style="list-style-type: none"> <li>• Garthwait, Chapters 1 &amp; 2 – The Purpose of a Practicum and School, Agency, and Student Expectations</li> <li>• BSW Field Manual</li> <li>• Course Syllabus</li> </ul>	<ul style="list-style-type: none"> <li>• All pre-Field assignments must be submitted to Field Liaison before first day of field placement.</li> </ul>
2	Monday, 5/25	<ul style="list-style-type: none"> <li>• Getting started well</li> <li>• Agency orientation</li> <li>• Graduation competencies</li> <li>• Learning Plan development</li> </ul>	<ul style="list-style-type: none"> <li>• Garthwait Chapters 3 &amp; 4 – Planning to Learn and Getting Started</li> <li>• CSWE EPAS Generalist Practice Competencies</li> </ul>	
3	Monday, 6/1 <b>Teaching Professor Conference</b>	<ul style="list-style-type: none"> <li>• Core Competency 3 – Apply critical thinking to inform and communicate professional judgments.</li> </ul>	<ul style="list-style-type: none"> <li>• Garthwait Chapter 7 - Communication</li> </ul>	<ul style="list-style-type: none"> <li>• Journal 1 – Competency 3 (Critical Thinking)</li> </ul>
4	Monday, 6/8	<ul style="list-style-type: none"> <li>• Applying to WKU MSW Program</li> <li>• Social work supervision – taking ownership of learning</li> </ul>	<ul style="list-style-type: none"> <li>• Garthwait Chapter 5 – Learning From Supervision</li> </ul>	<ul style="list-style-type: none"> <li>• Bring copy of signed Learning Plans</li> </ul>
5	Monday, 6/15	<ul style="list-style-type: none"> <li>• Core Competency 10 – Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.</li> </ul>	<ul style="list-style-type: none"> <li>• Garthwait, Chapter 16 – Social Work as Planned Change</li> </ul>	<ul style="list-style-type: none"> <li>• Journal 2 - Competency 10 (Social Work Planned Change Model With Clients of Varying Sizes)</li> </ul>
6	Monday, 6/22	<ul style="list-style-type: none"> <li>• Core Competency 9 – Respond to contexts that shape practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Garthwait Chapter 8 &amp; 9 – The Agency Context of Practice and the</li> </ul>	<ul style="list-style-type: none"> <li>• Time sheet for February</li> <li>• Seminar Facilitation re: Competency 9</li> </ul>



		<ul style="list-style-type: none"> <li>• Discussion of Planned Change Paper</li> <li>• Overview of Mezzo/Macro project assignment</li> </ul>	Community Context of Practice	(Responding to Contexts of Practice) <ul style="list-style-type: none"> <li>• Journal 3 - Competency 9</li> </ul>
7	Monday, 6/29			
8	Monday, 7/6			
9	Monday, 7/13	<ul style="list-style-type: none"> <li>• Core Competency 1 – Identify as a professional social worker and conduct oneself accordingly.</li> </ul>	<ul style="list-style-type: none"> <li>• Garthwait Chapter 13 – Professional Social Work</li> </ul>	Seminar Facilitation re: Competency 1 (Social Work Professionalism) <ul style="list-style-type: none"> <li>• Journal 4 - Competency 1</li> </ul>
10	Thursday, 7/20	<ul style="list-style-type: none"> <li>• Contexts of practice: community and social policies</li> </ul>	<ul style="list-style-type: none"> <li>• Garthwait Chapters 10 and 11 – The Social Problem Context of Practice and the Social Policy Context of Practice</li> </ul>	<ul style="list-style-type: none"> <li>• Contexts of practice: community and social policies</li> </ul>
11	Monday, 7/27	<ul style="list-style-type: none"> <li>• Professional development</li> </ul>		<ul style="list-style-type: none"> <li>• Time sheet for March</li> <li>• Planned Change in Agency Paper</li> </ul>
12	Monday, 8/3	<ul style="list-style-type: none"> <li>• BRACAC Sexual Abuse Prevention Training</li> </ul>	<ul style="list-style-type: none"> <li>• Garthwait Chapter 17 – Evaluating Practice</li> </ul>	<ul style="list-style-type: none"> <li>• BRACAC Sexual Abuse Prevention Training</li> </ul>
13	Monday, 8/10	<ul style="list-style-type: none"> <li>• Core Competency 2 – Apply social work ethical principles to guide professional practice.</li> <li>• Review of practice behaviors related to this competency.</li> </ul>	<ul style="list-style-type: none"> <li>• Garthwait Chapters 14 and 15 – Social Work Ethics and Legal Concerns</li> </ul>	Seminar Facilitation re: Competency 2 (Social Work Ethics and Values) <ul style="list-style-type: none"> <li>• Journal 5 - Competency 2</li> </ul>

All class schedules, activities, assignments, and due dates are subject to change.



**Appendix**  
**Council on Social Work Education (CSWE)**  
**Educational Policy and Accreditation Standards (EPAS)**

**Educational Policy 2.1—Core Competencies**

“Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities” (EPAS, 2008, p. 3)

**Educational Policy 2.1.1- Identify as a professional social worker and conduct oneself accordingly.**

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth. Social workers:

- advocate for client access to the services of social work;
- practice personal reflection and self-correction to assure continual professional development;
- attend to professional roles and boundaries;
- demonstrate professional demeanor in behavior, appearance, and communication;
- engage in career-long learning; and
- use supervision and consultation.

**Educational Policy 2.1.2 -Apply social work ethical principles to guide professional practice.**

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers:

- recognize and manage personal values in a way that allows professional values to guide practice;
- make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;
- tolerate ambiguity in resolving ethical conflicts; and
- apply strategies of ethical reasoning to arrive at principled decisions.

**Educational Policy 2.1.3- Apply critical thinking to inform and communicate professional judgments.**

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers:

- distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- analyze models of assessment, prevention, intervention, and evaluation; and
- demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

**Educational Policy 2.1.4-Engage diversity and difference in practice.**

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and



expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate 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:

- recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
- gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
- recognize and communicate their understanding of the importance of difference in shaping life experiences; and
- view themselves as learners and engage those with whom they work as informants.

#### **Educational Policy 2.1.5-Advance human rights and social and economic justice.**

Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers:

- understand the forms and mechanisms of oppression and discrimination;
- advocate for human rights and social and economic justice; and
- engage in practices that advance social and economic justice.

#### **Educational Policy 2.1.6-Engage in research-informed practice and practice-informed research.**

Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers:

- use practice experience to inform scientific inquiry and
- use research evidence to inform practice.

#### **Educational Policy 2.1.7-Apply knowledge of human behavior and the social environment.**

Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers:

- utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
- critique and apply knowledge to understand person and environment.

#### **Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.**

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know 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:

- analyze, formulate, and advocate for policies that advance social well-being; and
- collaborate with colleagues and clients for effective policy action.



**Educational Policy 2.1.9—Respond to contexts that shape practice.**

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers:

- continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and
- provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

**Educational Policy 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.**

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

**Educational Policy 2.1.10(a)—Engagement**

Social workers:

- substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
- use empathy and other interpersonal skills; and
- develop a mutually agreed-on focus of work and desired outcomes.

**Educational Policy 2.1.10(b)—Assessment**

Social workers:

- collect, organize, and interpret client data;
- assess client strengths and limitations;
- develop mutually agreed-on intervention goals and objectives; and
- select appropriate intervention strategies.

**Educational Policy 2.1.10(c)—Intervention**

Social workers:

- initiate actions to achieve organizational goals;
- implement prevention interventions that enhance client capacities;
- help clients resolve problems;
- negotiate, mediate, and advocate for clients; and
- facilitate transitions and endings.

**Educational Policy 2.2.10(d)—Evaluation**

Social workers critically analyze, monitor, and evaluate interventions.