

# Undergraduate Social Work PRACTICUM MANUAL

## Practicum Education

Practicum Education is an integral component of social work education...It occurs in settings that reinforce students' identification with the purposes, values, and ethics of the profession.

Adapted: Educational Policy and  
Accreditation Standards  
2022 Council on  
Social Work Education

# 2024-2025

**Briar • Cliff**  
**UNIVERSITY**

the catholic franciscan learning place

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## Glossary of Terms

**Practicum Placement/Practicum/Internship:** The terms Practicum Placement, practicum and internship are used interchangeably throughout this manual. These terms refer to the agency where students will do their internship.

**CSWE:** Counsel of Social Work Education. This is the accrediting body for all accredited Social Work programs. CSWE has specific standards that must be met in order to be accredited and stay accredited.

**Director of Practicum Education:** The Department of Social Work's Practicum Director coordinates all activities of the Practicum Education component of the Social Work program at Briar Cliff University. The Director will be the coordinator of practicum placements, Practicum documents, orientation, trainings, and documentation, for both practicum supervisors, agencies, and *Practicum Education Seminar*.

**Designated Practicum Liaison:** The faculty liaison is the person who is appointed to serve as a liaison between the agency, student and School of Social Work.

**Practicum Placement Agency:** This is the agency or organization in which the student learns and practices Social Work skills. A practicum internship differs from paid employment in that the focus of the internship is on learning and applying classroom knowledge.

**Practicum Instructor/Practicum Supervisor:** The practicum instructor/ practicum supervisor is the agency-based supervisor/instructor who is responsible for orienting the student to the agency, assigning and teaching relevant and appropriate practice experiences, and evaluating student performance. If the Practicum Instructor holds a BSW or MSW they will also be responsible for providing social work supervision.

**Social Work Supervision:** This is the mandatory CSWE accreditation supervision meeting between the student and the Practicum Instructor (agency BSW or MSW) who signed the agreement. At the BSW level social work supervision allows the student an opportunity to explore situations at the agency from a social work perspective. Social Work supervision is provided by a Practicum Instructor with a BSW or MSW. The student and Practicum Instructor will go over the orientation, logs, policies, and procedures topics including clients and agency as well as Social Work interventions using the Generalist Practice based on a micro, mezzo and macro interpretation.

**Task Supervisor:** This is an on-site supervisor who is involved with the student's day-to-day tasks and provides supervision in addition to what is provided by the practicum instructor.

**Generalist Internship Learning Experiences:** Students participate in learning experiences with Individuals, Families, Groups, Communities, and Organizations.

## **Briar Cliff University**

### **THE BEGINNING ...**

In 1929, only briar patches covered a 175-foot hill located on the western outskirts of Sioux City, Iowa. But two people – Mother Mary Dominica Wieneke, Major Superior of the Sisters of Saint Francis, and the Most Reverend Edmond Heelan, Bishop of the Sioux City Diocese, had a dream. They saw that hill crowned with a Catholic college for women.

Mother Dominica and Bishop Heelan met on March 9, 1929 with members of the Sioux City community who committed themselves to raising \$25,000 to support the establishment of the college in Sioux City. After this showing of community support, significant events followed in rapid succession. On Sept. 18, 1930, the college, named Briar Cliff after the hill on which it is located, was dedicated. Four days later, 25 women started classes in Heelan Hall, the only building on campus.

### **A SHIFT IN FOCUS ...**

In 1937, the University's two-year program was extended to four years. Fifty-five men were admitted to Briar Cliff in 1965 and co-education was formalized in 1966 with the admission of 100 full-time male students. The innovative Weekend College program started in the fall of 1979, which became the basis for the university's successful adult degree completion programs. The spring of 1980 saw the addition of a Bachelor of Science in Nursing. Master's programs were implemented in the summer of 2001. The college officially became a University on June 1, 2001. Online courses were first offered to students in 2006. The Center for Justice and the Center for Health Care Initiatives were established in 2012. The first doctoral degree, the Doctorate of Nurse Practitioner, was introduced in 2013. The Doctorate of Physical Therapy began in the summer of 2015. The Social Work Program has been accredited since 1974 and was innovative in beginning the online BSW degree completion program in the fall of 2015.

### **TRANSFORMING CAMPUS ...**

Over the years, Briar Cliff adjusted to many student changes and needs by adding a fourth story to Heelan Hall in 1948 and the Bishop Mueller Library and the Chapel of Our Lady of Grace in 1959. The sixties brought even more change, especially in the residential living area, when Alverno, Toller and Noonan halls were added. A new gymnasium, the Newman Flanagan Center, was constructed in 1982. In 1988, the Baxter-DiGiovanni Living & Learning Center became the first apartment-style living quarters built on campus.

The 43,350-square-foot Stark Student Center opened in the fall of 2000. Facilities for student athletes were further enhanced with the construction of the McCoy Arnold Center, completed in 2004, and the

acquisition of the Charger Dome in South Sioux City, NE in 2012. Renovation of the main academic building, Heelan Hall, was completed in 2013. It included the addition of an 8,340-foot atrium, state-of-the-art nursing, chemistry and biology laboratories and an integrated digital media lab.

While the mission of the University has not changed in over 80 years, Briar Cliff continues to grow and expand, always placing the needs of students first.

## **Briar Cliff University**

### **Our Mission**

Briar Cliff University is a community committed to higher education within a liberal arts and Catholic perspective. In the Franciscan tradition of service, caring and openness to all, Briar Cliff emphasizes quality education for its students, combining a broad intellectual background with career development. The University challenges its members to grow in self-awareness and in their relationships to others and to God.

### **Our Values**

*Our Catholic Franciscan identity*

enhanced by the presence and sponsorship of the Dubuque Franciscan Sisters and the support of the Diocese of Sioux City

*Our challenging academic environment*

which includes a liberal arts education, career preparation, academic integrity and academic freedom

*Our focus on the student*

which promotes academic success and extra/co-curricular experiences

*Our culture of service*

to our constituents, to the Siouxland community and beyond

*Our appreciation of diversity and*

*our respect for each person*

*Our commitment to shared governance*

*and collaborative decision making*

*Our innovative response to change*

which envisions a promising and confident future

## **PREFACE**

Social Work is an applied discipline and profession that requires a planned, supervised practicum experience as an integral component of the educational process. Briar Cliff University undergraduate social work majors spend a significant amount of their school time in a Practicum Placement under the supervision of agency-based practicum supervisors. This learning process is often a critical determinant in the student's development as an effective generalist social worker. The courses in both the campus and online social work program options are structured and designed so that students are prepared for field. The campus and online courses have been co-developed by faculty so that students in both program options have similar learning activities and assessments. The social work practicum experience is the signature pedagogy of both program options and occurs in the student's final semester in both program options.

This Practicum Education manual is written for both the student intern and the agency-based practicum supervisor. It is designed to give an overview of the social work practicum, i.e., its philosophy, its design, and its content.

The manual is divided into nine sections. The first section deals with the objectives and the specific details of how the program is to be carried out. The second section deals with the various intersecting responsibilities of the university, the agency, and the student. The third section describes the practicum education responsibilities of the Director of Practicum Education and Designated Practicum Liaison, Agency Practicum Instructor, and student. The fourth section describes Outcome/Core Competency Based Practicum Education Process. It includes the Council on Social Work Education Curriculum Policy Statement that is used as a basis for our curriculum. The fifth section provides an overview of the social work major at Briar Cliff University. The sixth section details additional administrative guidelines of the program. The seventh section includes a copy of the N.A.S.W. Code of Ethics. The eighth section is part of the State of Iowa Code describing social work practice. The ninth and final section is a directory of practicum instruction agencies.

## **ACKNOWLEDGMENTS**

The Practicum Education Manual was originally written by Sister Shirley Fineran, OSF at Briar Cliff University. The Practicum manual is updated yearly, incorporating changes in curriculum, the Council on Social Work Education Curriculum Policy Statements, State of Iowa code, or National Association Social Work Code of Ethics. The manual includes revisions and changes to agency listings, staff, and services.

Any questions concerning this manual should be directed to Melanie Berte-Hickey Director of Practicum Education, Department of Social Work, Briar Cliff University, 3303 Rebecca Street, Sioux City, Iowa 51104, 515-851-2457, [Melanie.berte-hickey@briarcliff.edu](mailto:Melanie.berte-hickey@briarcliff.edu)

*\*The **Council on Social Work Education (CSWE)** is a nonprofit national association representing more than 2,500 individual members, as well as graduate and undergraduate programs of professional social work education. Founded in 1952, this partnership of educational and professional institutions, social welfare agencies, and private citizens is recognized by the [Council for Higher Education Accreditation](#) as the sole accrediting agency for social work education in this country.*

**\*\*Check your state for a Code of Ethics for Social Work**



## I. GENERAL OVERVIEW

### **Purpose of Social Work**

“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” *Council on Social Work Education* “2022 Social Work Practice, and Educational Policy and Accreditation Standards” (EPAS)<sup>1</sup>.

### **Briar Cliff University Social Work Program**

Briar Cliff University is a community committed to higher education within a liberal arts and Catholic perspective. In the Franciscan tradition of service, caring and openness to all, Briar Cliff emphasizes quality education for its students, combining a broad intellectual background with career development. The Briar Cliff University Social Work Program is based on Franciscan values. It provides an “academically challenging curriculum that enables students to integrate and apply the knowledge, values, and skills of the social work profession in order to become competent baccalaureate generalist social workers who engage in ethical practice, with diverse client systems in a variety of settings and are committed to social and economic justice” (CSWE Accreditation Reaffirmation, 2015, p. 82).

The program at Briar Cliff University Social Work department’s goal in the curriculum design is to build the CSWE values, skills, and knowledge as students’ progress in the program. The social work program sequences the practice courses so that students are required to take Practice I (individuals) first, then Practice II (groups), and then finally, Practice III (communities and organizations). The purpose of this sequence is to prepare students for the signature pedagogy of field; thus, the graduates of Briar Cliff’s program have the knowledge, values, and skills which prepare them for entry level practice positions in social work and for graduate social work education.

### **Anti-Racism and Discrimination Statements**

Value Statement/Program Philosophy: The social work program is committed to creating a climate, which supports and encourages the personal and professional development of each student, with particular sensitivity to the diverse needs of students in the program. Briar Cliff University’s social work program is committed to making extensive efforts to address ethnic, racial, cultural, gender and lifestyle diversity issues in each course. Major objectives include recognizing, respecting, and understanding cultural, racial, ethnic, lifestyle and gender diversity; and understanding the patterns and consequences of discrimination and oppression.

In all aspects of its program, the social work program is committed to:

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<sup>1</sup> Retrieved from <http://www.cswe.org/2022>

- understanding the implication of living in a diverse society;
- developing self-awareness of all actors in the educational program of their own attitudes and prejudices;
- promoting the role of the social worker in working for social justice and resolving social problems.

Problem Definitions: Concerns of the social work program which are addressed in this position statement are based on the following definitions:

Racism, Sexism, Ageism, and Other –isms: any attitude, action or institutional structure which subordinates a person or group because of an ideological belief in the superiority of some groups over others. The beliefs upon which domination is based may be conscious or unconscious and practices may be expressed overtly or covertly in interactions between individuals or groups.

Prejudice: an unfavorable opinion or feeling toward a group or its individual members that are formed beforehand without knowledge, thought or reason. It is a negative attitude that grows out of the above belief system.

Stereotyping: one prejudicial attitude that superimposed on the total race, sex, age, religion or other group a generalization about behavioral characteristics. Within the context of racism, stereotyping is negative in order to explain minorities as inferior or defective. Within the context of sexism, negative stereotyping explains females as inferior or defective. The same stereotyping process operates with people who are elderly, disabled, homosexual, of a certain religion, ethnic group, etc.

Discrimination: a behavioral response, based on an ideological belief and prejudicial attitude that is unfavorable to members of an “out-group.”

### Position Statement

Briar Cliff University’s social work program does not accept nor condone any ideological beliefs that purport the dominance of one group over another as defined above. The social work program does not condone or accept any prejudicial attitudes in regard to any person because of that person’s membership in a particular group.

Consistent with the program’s commitment to diversity and social justice, the development of the self- awareness of all actors in the educational program of their own attitudes and prejudices will be promoted.

In relation to discriminatory behaviors, more specific procedures and actions will be taken. The social work program fully supports and adheres to Briar Cliff University’s non- discrimination policies:

“Briar Cliff University will provide equal opportunity in compliance with the law and will not discriminate for any reason prohibited by the law”

Briar Cliff University’s social work program reaffirms its commitment to non- discrimination in the following statement: “The social work program conducts all aspects of its educational program without discrimination on the basis of race, color, gender, age, creed, ethnic or national origin, disability, or political or sexual orientation.”

## **Overview of Practicum Education**

Practicum education connects theoretical and conceptual contributions of the classroom and practicum settings for the campus and online program options. The Briar Cliff Social Work program has designed the sequence of courses so that students in both program options have gained theoretical and conceptual knowledge in the classroom (or virtual classroom) in order to have the necessary generalist skills in field. The courses, for both campus and online, are scaffolded to ensure knowledge builds over a student’s education.

Social work Practicum Education at Briar Cliff is an educationally directed program supervised by the Director of Practicum Education, which offers students opportunities of self-exploration for growth, change, transformation, and empowerment. The Practicum Placement experience in both program options offers students opportunities to develop and apply skills in generalist social work practice. The placement provides students opportunities to test their skills, foundation theories, and principles learned in the classroom. The program considers practicum as the signature pedagogy where the foundational knowledge, skills, and values and cognitive and affective processes of the social work profession come together in the final experience of practicum.

The Department of Social Work at Briar Cliff University uses practicum experience as the education component to direct students in a practice learning environment. Under the supervision of a qualified practicum instructor, students in both the campus and online programs interact with clients in face to face settings. Student complete internships in a variety of social work settings and through these varied settings, students are provided the opportunity to practice generalist skills such as engaging with clients, completing assessments, working on reunification plans with families, attending policy meetings, co-facilitating groups, attend staff and board meetings and/or relevant community meetings where policies are being discussed.

It is expected that students in Practicum in both program options have a variety of social work opportunities to work with a variety of clientele systems. Student interns, working with their practicum instructor, contract specific learning strategies for the nine CSWE competencies for the internship using the *Practice Behavior and Learning Objectives Plan*. (See Appendix 1) It is expected that senior social work students will demonstrate a readiness to enter the professional practicum as a beginning generalist social work practitioner by the end of their practicum.

## **Goals/Objectives of Practicum Education**

1. The student intern is expected to learn how social work services are provided through the agency to which he/she is assigned; and how this agency is related to other social work services in the community, both public and private.
2. The student is expected, through direct work with individual clients, groups and/or community systems to utilize social work foundation areas and practice skills in performing professional tasks. This involvement should provide the student with a knowledgeable understanding of the impact of social problems, personal and family dysfunction, the effect of social structures, and the generalist social work options for intervention.
3. The student is expected to become professionally reflective and self-evaluative by identifying, understanding, and accepting his/her attitudes, prejudices, feelings, and practice strengths and limitations, thereby enabling him/her to function in a professional manner.
4. The student is expected to understand the impact of one's own values and ethics and their influence on social work with people in respect to age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
5. The student is expected to develop the confidence and ability to function as an entry-level generalist social work practitioner.

## **Practicum Education Courses**

### **SWRK 01 IS Introduction to Practicum**

Introduction to Practicum is a required two-credit course taken one semester prior to practicum placement. Students in the campus program option will take Introduction to Practicum in the semester before their practicum placement. Students in the online program option will take Introduction to Practicum one semester before their practicum placement.

Introduction to Practicum prepares senior social work majors for their senior internship by providing them with information about the Practicum Education Program, the agency, university and student responsibilities and expectations. It offers the students the opportunity to research, seek out, and visit community agencies that are potential practicum education settings. The course is an opportunity for students to discuss their observations of differences and similarities about the agencies that they have visited and are considering for their practicum. Students prepare their own résumés and review interview strategies in anticipation of their interviews with agency Practicum Education instructors.

**Students are required to attain a grade of “B” or better in this course and have secured a placement to register for SWRK 455/Practicum Experience.**

## **Practicum Placement Process**

Finalizing the placement is completed during the Introduction to Practicum course. This is done collaboratively among the student, the Director of Practicum Education / Designated Practicum Liaison and the agency instructor. The Director of Practicum Education approves all practicum agencies. The practicum placement process procedure is as follows:

1. The student will arrange for a **minimum of two** agency visits/interviews with selected agencies. The student is responsible for locating, contacting, and visiting the agencies.
  - a. The student must complete and submit an *Agency Visit Observation Reflection Form* following each agency visit/interview. The form is found in Brightspace
2. After completing the agency visits/interviews, the student will schedule a consultation meeting with the Director of Practicum Education. The student will be responsible for contacting the professor to request a meeting.
  - a. The aim of this meeting is to ensure the student's selection for their practicum placement is a proper fit for the student, will meet the social work learning needs of the student, and review the next steps in the placement process.
3. Prior to the consultation meeting the student **must** submit the *Student Selection for Practicum Placement Selection Form* to Brightspace.
4. Following the consultation meeting, the Director of Practicum Education will initiate the formal practicum placement process with the agency.
  - a. The Director of Practicum Education will contact your selected agency and forward the following documents:
    - i. Agency Affiliation Agreement: This is a document that is completed by the agency and Briar Cliff University
    - ii. Supervisor Information Form: This form is completed by who will be providing supervision (serving as Practicum Instructor) the student.
5. After the necessary documentation from the placement agency is completed and returned, a Placement Agreement Contract signing meeting will be scheduled between the Director of Practicum Education, student, and the student's Practicum Instructor from the agency.
  - **Students are not to initiate direct contact with the agency until after the placement agreement contract meeting or if given permission from the Director of Practicum Education.** If you have questions or concerns about your pending placement, contact your Intro to Practicum faculty member first! This will avoid miscommunication between the Practice Director, placement agency, and the student.

\*\* If you are an online student, you may experience a variety of situations in your geographic community related to the selection and approval of a Briar Cliff University social work practicum experience. Potential practicum agencies in some states only accept social work practicum students from local colleges/universities where they have existing affiliation agreements. If a current affiliation agreement is not in place, agreements are easily completed when that is a request of particular agency.

There are national and international opportunities for practicum placement, if you are interested in learning more about the variety of options contact Melanie Berte-Hickey, Director of Practicum Education.

Students will continue to develop their ePortfolio site during this practicum placement. The ePortfolio will be used for the practicum documentation and information to evaluate our signature pedagogy.

### ***Criteria for Admission to Practicum Experience***

Only students who have after successfully completing the following requirements will be eligible to enroll Practicum Experience in which they will complete their practicum:

- Successful completion of SWRK 01IS Introduction to Field, including a passing grade of “B” or higher and having a signed placement agreement.
- Meeting all academic and professional requirements of the social work program as detailed in the Social Work Department Student Handbook.

### ***Practicum Experience***

During the last semester of the senior year, social work students who have successfully completed all of their academic requirements will be eligible to begin practicum. Practicum Experience is a twelve-credit hour course. For both the campus and online program options, students are not allowed to enroll in the Practicum Education course until after the student has successfully completed all other required social work courses. (*See in the “Liberal Arts Requirements” in the Briar Cliff University Social Work Student Handbook*) In both program options, all social work courses are to be completed prior to starting the student’s internships, with no incompletes and no more than one “D” in required social work courses.

In *Practicum Experience* students will complete their practicum in a local agency and are required to **complete** a total of **400 agency-based hours** in order to meet Briar Cliff University’s social work program requirements. There is **25 additional hours given for seminar**. This equals **425 hours total**. Practicum placements are face to face settings in which students practice and develop the nine CSWE (2022) core competencies. Students in Practicum Experience receive supervision from a degreed social worker and their Practicum Experience instructor. The course is supplemented by conferences, collateral readings, written evaluation, and participation in the *Practicum Experience Seminar* component of the course.

The primary objective of the *Practicum Experience Seminar* component is to reinforce integrated learning, which occurs in the agency. Seminar is the setting where social work foundation areas, a liberal arts perspective, values, and certain acquired skills or experience in the agency will be assessed and examined. This examination process will be made in the light of the values, concepts, theories, and principles learned throughout the social work curriculum. Students integrate their perspectives about the social work profession, its goals, operations, its ethics, the problems to which the profession addresses itself, a variety of problem-solving, interventions, and the empowerment of people to live satisfying lives in dignity.

The learning experiences in both the practicum placement and seminar component are integrated through the use of an Outcome/Core Competency-Based model of practicum instruction that focuses the social work internship around nine specific beginning level, generalist social work

skill competencies. This experience will provide opportunities for practice with individuals, groups, families and communities with the integration of their Practicum learning plan created by the student and their practicum supervisor. . It is hoped that by clearly articulating what comprises social work practice on the beginning BSW level that the student and Practicum Instructor will understand what CSWE competencies a social work major must attain before exiting the Department of Social Work of Briar Cliff University and entering generalist social work practice.

## II. PRACTICUM EDUCATION PROCESS

Briar Cliff University's Practicum Education program has specific policies, criteria, and procedures for selecting practicum settings. In *Introduction to Practicum* students in both the campus and online program options will work to identify their placement for the *Practicum Experience* course. The following is Briar Cliff University Social Work Program's requirements for selecting practicum sites:

### A. Criteria for selecting agencies.

1. The practicum experiences available in placement are compatible with the knowledge base taught in the classroom and support the learning objectives of the school.
2. The agency, or department of a large setting, has a commitment to social work education and have an understanding of the process of social work education.
3. There are individuals within the agency who will serve as Practicum Instructors and who have the minimum requirements for affiliation with the school. (Licensed Practicum Instructors with a CSWE-accredited BSW or MSW degree and a minimum of two-year practice post-degree are the standard.)
4. The agency is able to provide workspace for the student intern.
5. The agency believes in employing BSW degree level graduates.
6. The agency releases the practicum student's designated Practicum Instructor to attend Practicum Placement related seminars and meetings.
  - Individuals supervising campus students there will be two that will take place on the BCU campus, one at the beginning of the practicum and one towards the end of the student's practicum.
  - Individuals supervising online students will have a virtual orientation meeting.
  - For all placements there will be 2 evaluation meetings (mid-term & final) which will take place at the agency or via virtual meetings.
7. The agency demonstrates the acceptance and use of social work values, ethics, and principles with all client groups irrespective of gender, age, race, ethnicity, disability, or sexual orientation.
8. All practicum settings comply with all pertinent federal, state, and local laws and policies concerning nondiscrimination.

### B. Criteria for selecting Practicum Instructors. (BCU Director of Practicum Education approves selections made by the agency.)



1. The Practicum Instructor is willing to provide instruction and supervise Bachelor level social work student internships.
2. The Practicum Instructor is willing to participate in appropriate training and orientation in the responsibilities of Practicum instruction.
  - Individuals supervising campus students there will be two in -person meetings that will take place on the BCU campus, one at the beginning of the practicum and one towards the end of the student's practicum.
  - Individuals supervising online students will have a virtual orientation meeting.
  - For all placements there will be 2 evaluation meetings (mid-term & final) which will take place at the agency or via virtual meetings.
3. The Practicum Instructor has positive feelings and uses strength-based approaches toward students and toward the social work education process.
4. The Practicum Instructor is present on the job during the same hours that the student intern is in placement.
5. The Practicum Instructor is able to spend at least 30 minutes per week in formal in-person supervision meetings with the student intern.
6. Practicum Instructors are prepared to role model professional behavior to student interns and appropriately evaluate student interns accordingly and will communicate concerns with Director of Practicum/ Designated Practicum Liaison at Briar Cliff University.
7. The Practicum Instructor participates within the Practicum Instruction concept of the Department of Social Work and Briar Cliff University.
8. The Practicum Instructor evaluates the student's progress in meeting the social work competencies at midterm and at the end of the practicum placement and give the evaluations to the Director of Practicum Education
9. Practicum instructors must hold a baccalaureate or master's degree in social work from a CSWE accredited program and have 2 years post social work degree practice experience in social work.
10. For cases in which a Practicum Instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective. In this instance, the Practicum Education program would assist the student in locating a Practicum Instructor with the required education and experience from outside the agency who can reinforce the social work perspective. The student would also maintain an agency-based supervisor.

**C. Procedures for faculty monitoring of students in practicum.**

1. The Director of Practicum Education or the Designated Practicum Liaison, both faculty members, serve as a consultant, as necessary, to the Practicum Instructors during the student placement.
2. The Director of Practicum Education monitors the completion of the nine (9) Outcome/Competency Based Education Learning Strategies both at the beginning of the practicum and again at the halfway point of the semester of the placement between the student, supervisor, and the Director of Practicum Education.
3. The student and the Practicum Instructor evaluate the student's progress in meeting the social work competencies at midterm and at the end of the Practicum Placement and give the evaluations to the Director of Practicum Education. These ratings comprise part of the grade given for SWRK 445.
4. The Director of Practicum Education is involved with both the student and the agency supervisor should difficulties develop during the practicum.
5. During the final weeks of the semester the Director of Practicum Education has an exit interview with each student and Practicum Supervisor at the placement agency.

**D. Mechanisms for obtaining Practicum Instructor's input into the program:**

1. Each student placement is preceded by an interview between the Director of Practicum Education and the agency Practicum Instructor. This is an attempt to both orient the new Practicum Instructor and keep in touch with the university's experienced supervisors.
2. Practicum Instructors review and submit a midterm and final narrative evaluation of the student's practicum experience. These are placed in the student's permanent file. The Director of Practicum Education will meet with the Practicum Instructor and student at midterm and final to discuss the evaluations and student progress.

**E. Orientation sessions for Practicum Instructors and seminars on Practicum instruction.**

Each new Practicum Instructor individually receives an orientation to the Briar Cliff University approach to social work practicum from the Director of Practicum Education prior to the practicum. The orientation will take place in person or virtually and includes an overview of the department's general educational goals and requirements and an introduction to the Competency Based Education model utilized by the department. New Practicum Instructors are provided with additional from the Practicum Director or Designated Practicum Liaison throughout the practicum placement.

## **F. Employment-based Placement Policy**

A student's place of employment serving as a practicum agency site can be considered, but may not be the optimal practicum placement for the student if their employment position changes or is terminated.

Employment supervisors, colleagues, students, and clients may experience role confusion in the educational supervision process, thus detracting from the student's overall learning experience during practicum.

Students who are already employed by a social service agency often inquire about using their employment as a practicum site. There are guidelines that must be met to be placed at an existing employment site for practicum:

- The agency must be willing to provide the student with an educationally focused experience for the required number of practicum hours. Therefore, if a student seeks to use their current employment as a practicum placement, the student may use their work hours toward their practicum if the tasks and assignments can be linked to the core competencies. It is best if the student can be assigned completely different educationally focused duties, ideally in a different program/department than the one where they are employed that encompass broad and transferable skills/knowledge relevant to the learning contract and the core competencies.
- The Agency Practicum Instructor/Supervisor is preferred to be someone other than the student's employment supervisor, but can be the same if they meet the requirements in Standard 3.3.6.
- Students requesting employment-based practicums must submit an Employment-Based Practicum Proposal Form complete with the required signatures to the Director of Practicum Education via Brightspace.
- Employment-based practicum placements must be approved by the Director of Practicum Education prior to the student being placed in the agency.

The approval and acceptance of employment-based practicums rests with the Director of Practicum Education. The agency and the student must agree to comply with all practicum policies delineated in the Briar Cliff University Social Work Program Practicum manual. If a student proposes to use the place of employment for Practicum Education, the Director of Practicum Education will:

- Assess the setting to determine its appropriateness as a Practicum Education.
- Ensure that student opportunities, assignments, and responsibilities differ from those of employment to maximize student learning.
- Ensure that the student has a different Practicum Instructor than that of employing supervisor and the experience is educationally focused.

- Ensure the agency will provide practice and learning opportunities that will facilitate the student's development as a professional social worker and allow the student to demonstrate attainment of required competencies.

### **Termination of Employment-Based Practicum**

Students participating in an employment-based practicum must be aware that consequences could arise from a change in their employment status at the agency. If a student's employment is terminated by the agency or the student, it could jeopardize the ability to complete practicum requirements.

In the case of termination, reassignment and continuation of practicum placement is not guaranteed. The Director of Practicum Education will investigate the reason for termination and consider the point in time of the semester when termination occurred before determining one of the following:

- The student is reassigned to a new practicum placement in the current semester
- The student will be required to secure and complete a new practicum placement in the following semester.

## **III. PRACTICUM EDUCATION EXPECTATIONS/RESPONSIBILITIES**

### **Responsibilities of Director of Practicum Education Briar Cliff University - Department of Social Work**

1. Manages and maintains an overview of the Practicum Education Program
2. Facilitate pre-Practicum course and meetings which will prepare students for Practicum Placements.
3. In consultation with students, Practicum Instructors, and Designated Practicum Liaison approves Practicum Placements.
4. To provide a confidential *Practicum Education Seminar* setting where student interns may share Practicum experience as well as integrate classroom and theoretical knowledge.
5. Provide orientation to Practicum Instructors and be available for ongoing consultation throughout the placement and to visit the agency (in person or virtually) for evaluations and as necessary if issues arise during the Practicum Placement.
6. To provide grading and reporting mechanisms for Practicum Instructor, student, and faculty and make the final determination of the student's grade considering:
  - a. the Practicum Instructor's evaluation
  - b. evaluation of discussion pieces
  - c. documentation of completed practice behaviors of the CSWE Outcome Core Competencies
  - d. student's participation in *Practicum Education Seminar* and the ability to integrate knowledge and practice

7. Provide a certificate for three Continuing Education Units to Practicum Instructors upon completion of Practicum Placement.

## **Responsibilities of the Agency/Practicum Instructor**

### **Agency**

1. Agencies are selected based upon their ability to provide social work Practicum experience and learning that is nondiscriminatory in working with diverse populations.
2. Provides a Practicum Instructor/Practicum Supervisor (To provide a BSW or MSW Practicum Instructor to the extent possible)
3. Provide task supervisor with sufficient time to provide supervision of the student. A minimum of 30 minutes - one hour per week face-to-face formal meeting of supervision should be held with the student each week, with opportunity for questions at other times as needed is required.
4. Provides appropriate entry level generalist learning experiences for students.
  - a. Appropriate experiences that reflect agency policies, mission and students' learning plan.
  - b. This should include a series of contacts across all levels of agency-based entry level generalist practice.
  - c. Focused on learning plan practice behaviors.
  - d. Focused on goal directed service.
  - e. Provide opportunities to work with other social workers in the agency, observing their work, collaborating with them, and attending staff meetings, conferences, and task groups in the agency.
  - f. Provide opportunities to have contact with a variety of community groups in both observational and participatory roles.
  - g. Access to appropriate research-based practice materials.
  - h. Agency provides handbook/policies and procedures to the student.
  - i. Provide an opportunity for the student to observe client small groups; some students could also be responsible for a leadership role with this type of group.
  - j. Opportunities to attend staff training sessions and conferences when appropriate.
  - k. Opportunities for students to attend or be involved in community groups.
5. Enter into an affiliation agreement with the University, which will include supervision and experiences described above.
6. Provides the Practicum Supervisor with time to attend University sponsored Practicum Instructors' meetings and training.
  - Individuals supervising campus students there will be two that will take place on the BCU campus, one at the beginning of the practicum and one towards the end of the student's practicum.

- Individuals supervising online students there will be a virtual orientation meeting.
  - For all placements there will be 2 evaluation meetings (mid-term & final) which will take place at the agency or via virtual meetings.
7. The internship agency reimburses student interns for mileage expense the student incurs while performing agency business.
  8. The agency will provide an agency owned vehicle for intern use if transporting clients is a part of their Practicum Placement duties. **Students are NOT allowed to use personal vehicles for transporting clients.**

### **Agency Practicum Supervisors/Practicum Instructors**

1. Collaborates in the decision for placement of the student at their agency.
2. Provides Briar Cliff University with required credentials needed to be recognized as a Practicum Instructor/supervisor. (Minimum of two years' experience in the agency interested in social work education and willing to participate in practicum instruction.)
3. Provides orientation of the agency, its services, and the community, who the agency serves, and other pertinent information to the student assigned.
4. Provides practicum instruction to student, which will enable him/her to carry out agency functions, understand agency operation and meet CSWE Core Competency expectations.
5. A 30 minute - one-hour face to face formal meeting of supervision should be held with the student each week.
6. Discusses the student's progress with University Director of Practicum Education or Designated Practicum Liaison during evaluation visits.
7. Notify the University Director of Practicum Education or Designated Practicum Liaison immediately if any problems arise during the placement of a specific student.
8. Completes formal program evaluation for midterm and final of student assigned to their agency.

### **Responsibilities of the Student**

1. In Introduction to Field, the student will interview for the placement, providing the agency with a résumé including education, previous employment, and experiences.
2. Once accepted by the agency, mutually discuss with the Practicum Instructor particular needs, abilities, and goals.
3. Be in attendance at the agency until the established completion date of the placement at days and times agreed upon by the student and agency supervisor.
4. To add all pertinent practicum learning to the ePortfolio, including documentation of the Core Competency Learning on the *Learning Plan Evaluation* document.
5. Collaborate with Practicum Instructor/Practicum Supervisor to create a *Learning Plan Evaluation* document which will evaluate your proficiency in demonstrating and practice core competencies.
6. To report directly and promptly to the Practicum Instructor/Practicum Supervisor if unable to report for Practicum Education.

- a. Work with the Practicum Instructor any compensation for hours missed to fulfill the required hours of Practicum Education.
7. Carries out all assigned responsibilities in a professional manner. These responsibilities include the agency assignments and written and *Practicum Experience Seminar* assignments.
8. To actively participate in the *Practicum Education Seminar* component of Practicum Experience and maintain ongoing contact with Director of Practicum Education and/or Designated Practicum Liaison.
9. To continually review, internalize, and adhere to the NASW Code of Ethics.
10. To provide the Practicum Instructor/Practicum Supervisor with a midterm and final evaluation of the practicum experience and to provide a copy to the Director of Practicum Education at the last class session of the *Practicum Education Seminar*.

#### **IV. ADDITIONAL PRACTICUM POLICIES AND PROCEDURES**

##### **Exemptions from Practicum Education**

There are no exemptions from the senior level Practicum Education practicum. The Accreditation Standards of the Council on Social Work Education which were revised in 2022, clearly state that “Academic credit for life experience and previous work experience shall not be given, in whole or in part, in lieu of the Practicum or of the courses in the professional foundation areas.”

##### **Accommodation for Students with a Disability**

Briar Cliff University values diversity and inclusion. The University recognizes that disability is an aspect of diversity. Our goal is to create learning environments that are usable, equitable, inclusive and welcoming. If a student believes that he/she will need accommodation to successfully complete their internship, please notify the Director of Practicum Education as soon as possible. People with disabilities who need accommodations should contact the Student Support Services Office to discuss needs. Documentation of the disability is required. The Director of Practicum Education is happy to work with the student and the Practicum Instructor to discuss the internship requirements, anticipated needs, and explore potential accommodations. For more information on disability services at Briar Cliff University, please refer to their website:

**Disabilities Resources at Briar Cliff University:** <https://www.briarcliff.edu/academic-support/student-support/>

##### **COVID-19 Social Work Practicum Placement Guidelines**

Cases of the novel coronavirus (COVID-19) are worldwide. There have been confirmed cases across the United States, so in response to impacts COVID-19, Briar Cliff University’s Social Work Department will implement the following guidelines for all Practicum Education Placements. The public health guidance from the World Health Organization (WHO) and the Centers for Disease Control and Prevention (CDC) was used to develop these guidelines.

Since information is constantly changing and evolving. We anticipate changes and recommend checking with these authorities and local public health guidance frequently for the most up to date guidance and recommendations.

The following guidelines apply to Briar Cliff University Social Work students in their practicums:

Prior to starting practicum hours:

- All students will complete the ePROTECT Respiratory Infections World Health Organization online training and submit certificate of completion
- <https://openwho.org/courses/eprotect-acute-respiratory-infections>
- All students will sign and submit an Acknowledgement of Risk form
- Practicum Placement Instructors will provide the Director of Practicum Education or Designated Practicum Liaison with a copy of the agency COVID-19 safety and response protocols.
- Obtain and submit placement agency COVID-19 policies and procedures.

Students should not:

- Attend practicum if they are feeling ill
- Attend practicum if they have been asked to self- quarantine by public health authorities or Briar Cliff University
- Participate in the care of known or suspected COVID-19 patients and are not using personal protective equipment.

Student practicum will be canceled:

- At any site that is treating a patient with COVID-19 where appropriate environmental controls cannot be implemented per [CDC guidelines](#)
  - At any site when crisis standards of care are used to care for COVID-19 patients
  - When sites are unable to provide students with appropriate personal protective equipment
  - In the event that a shelter in place order is issued in the community in which the student resides or the agency is placed
- Students will immediately communicate with their Practicum Instructor and the Briar Cliff University Director of Practicum Education with any safety concerns and stop participating in the experience until the issue is resolved.
  - Practicum sites and/or Briar Cliff University retain the right to cancel student participation at any time to protect the safety of students.

### Academic Impacts

In the event a student is removed from their practicum placement, as much as possible, students will be accommodated with alternate remote options if necessary, so they can continue to meet requirements toward graduation and licensure. Briar Cliff University Social



Work Department Practicum Education faculty will work to communicate any updates to students expediently.

We are committed to supporting our students, faculty, staff, and community members as we prepare for and respond to this constantly evolving situation.

### **Credit, Attendance, & Holidays**

**No Academic Credit for Life and/or Work Experience:** Academic or Practicum credit is not granted for life experience or professional work experience.

**Starting and Ending Placement:** Placement starts the first week of the semester. Students are not allowed to start their practicum early due to liability insurance. In addition, students will not be allowed to start their practicum until the *Practicum Education Placement Agreement* has been signed by the student, Agency Practicum Instructor, and Director of Practicum Education.

The only activity you can begin before the first week of semester training/orientation. Students are not allowed to engage in work with clients or deliver services prior to the first day of the semester they registered to begin their practicum.

Within the first week of your placement, all students are required to submit a schedule plan that includes the days of the week and times you will be at your placement throughout the semester along with your anticipated start/end dates to the Director of Practicum Education or Designated Practicum Liaison.

Students cannot work extra hours each week in order to finish Practicum early; continuity over time is a desirable developmental factor in the practicum experience. Students must continue in their placement until the practicum end date stated on the *Practicum Education Placement Agreement*, which cannot be before the last week of the semester.

**Attendance and Unexpected Absences:** Students are expected to be at the agency on a consistent, regular basis throughout both semesters in order to complete total practicum hours required. If students are unable to be at their practicum agency as scheduled for any reason, it is essential that the student contact and discuss this with their Agency Practicum Instructor as soon as possible. If student is experiencing an illness or injury that lasts more than two days, the student is required to alert the Practicum Director or Designated Practicum Liaison. In the event of a student not showing up to their practicum as scheduled and has not contacted their Practicum Instructor, the Practicum Instructor should inform the Director of Practicum Education or Designated Practicum Liaison.

After two incidents of a student failing to report to their practicum as scheduled and does not contact their Practicum Instructor/Supervisor, the placement will be halted and a meeting between the student, Practicum Instructor/Supervisor, and the Director of Practicum Education is held.

Hours missed must be made up to ensure students complete the total number of hours required.

**Timekeeping:** Students are expected to track all time spent at their agency. Students should utilize the electronic *Time Sheet* form available on Brightspace. Agency Practicum Instructors should verify student hours, a bi-weekly basis, by initialing each time entry on the *Time Sheet*. Timesheets **must** be uploaded into Brightspace on a bi-weekly basis. At the end of the practicum placement, the student, Agency Practicum Instructor, and the Director of Practicum Education or Faculty Practicum Liaison must sign the *Time Sheet* verifying that hours recorded are accurate and the document loaded into Brightspace.

Only hours for practicum activities approved by the student's Practicum Instructor/Supervisor may be reported. Falsification of hours on timesheets can result in immediate removal from the program and/or negatively impact the student's grade.

**Holidays & School Breaks:** As a general rule, students are not expected to do Practicum work during Briar Cliff University holiday breaks. We encourage students to take a break, reconnect with family and friends, and practice self-care during holiday breaks.

Students needing additional practicum hours may negotiate with the Practicum Supervisor to arrange mutually agreeable terms. Practicum hours during term breaks and holidays. Please notify the Director of Practicum Education of students' intentions to do Practicum Education during holiday/break time.

### **Policy for International Social Work Practicum Placement**

Students must be in good standing with the University in order to be approved for international internships and beyond that must be deemed by the social work program faculty to be a good ambassador on behalf of the program, the United States and the social work profession. International internships are a privilege not a right for students. The program retains the right at all stages of the placement process to deny a student access to an international placement.

### **Prerequisites**

1. All coursework must be successfully completed by the beginning of practicum.
2. Positive recommendation from at least two social work faculty.

International placements must meet the same educational standards as all Practicum Placements and are vetted by BCU faculty based on the additional following criteria:

1. **Educational soundness**  
The student is able to meet the objectives for his/her Practicum class qualitatively and quantitatively.
2. **Benefit to the University and the Agency**  
The student's placement provides a real benefit to the agency comparable in value to the student's educational gain. The placement aligns with research, practicum and/or other scholarly endeavors already engaged in or under development by the social work program, and the agency's relationship with the social work program and the student has the potential to be of lasting benefit to the clients and purpose of the agency. The most desired working relationships are those that can provide

sustained mutual benefit and uniquely compelling learning opportunities not necessarily found in the U.S.

3. Feasibility

The student will be able to communicate at a proficient level with agency staff, clients and University faculty. This requires sufficient language skills for the population and reliable internet access for the student's long-distance learning courses. Feasibility includes responsible use of the University's fiscal resources, i.e., placing multiple students at one site or clustering locations/travel. It is each student's responsibility to ensure proper funding for flights, lodging, and any other unforeseen expenses throughout the entire international practicum placement.

- Language requirements of the population
- Reliable internet access
- Fiscal responsibility/resource allocation

4. Safety

Recognizing that 100% safety is never a guarantee, the social work program, Office of Academic Affairs, and Office of Student Development seeks to identify risks and ameliorating factors by assessing the site(s)/city/region/country's: security, crime, infrastructure, medical issues/resources and transportation issues.

BSW international placements require additional levels of infrastructure such as the benefit of an exchange program or matching agency with additional resources available in country. Students seeking to establish an international placement options should inform the Director of Practicum Education at least 6 months prior to Practicum to learn more about those processes.

**Changing Agency Placements**

Students stay in the same placement for the length of their practicum. However, unusual circumstances may necessitate a change in agency placements. This change may be initiated by the student, the Practicum Supervisor, or the Director of Practicum Education. All the parties must discuss this change. The Director of Practicum Education will then initiate the change of placement if necessary.

**Termination of student in field**

If a student during the course of practicum is not meeting standards related to professional behavior, he/she will be terminated from the program. These professional standards are clearly outlined in the NASW Code of Ethics. The Code is not meant to be exhaustive, but exemplary and includes among others, conflict of interest, privacy and confidentiality, sexual relations, sexual harassment, and personal impairments when they interfere with professional performance. In addition, at the conclusion of practicum, students must also have demonstrated academic competence in the nine program core competencies as outlined in the CSWE Curriculum Policy.

Expectations of practicum also demand that students fulfill workplace responsibilities and interact with clients and staff to solve problems. Students are expected to exhibit professional

behavior throughout their practicum placement. A student can be removed from a Practicum Placement for improper conduct.

If for any reason, the practicum site agency determines that a student's conduct is inappropriate, or if a student has violated the NASW Code of Ethics, the Practicum Instructor/Supervisor should notify both the student and the Director of Practicum Education immediately by telephone and in writing. At this time, the student will be asked to discontinue Practicum Placement until a full investigation of the incident can be completed. The outcome may vary based on evaluation of the results of the investigation.

If an incident is considered minor, consultation with the Director of Practicum Education should be made and a meeting should be held with the student and the Practicum Supervisor to discuss the incident and to remedy the situation.

If an incident is considered to be of serious nature, the Director of Practicum Education may immediately remove the student from the Practicum Placement site. A grade of "W", "F", or "I" will be assigned for the course for the semester. The Director of Practicum Education will notify the BSW Department Chair of the incident in writing. A meeting with the Director of Practicum Education, BSW Department Chair, and the student to discuss the student's advancement in the program.

If the decision to terminate the student from practicum is upheld, every effort will be made to assist the student in choosing an interdepartmental or a multidisciplinary major (see **University Catalog**) so that the student can graduate as expeditiously as possible.

Students who wish to appeal a decision made under this policy should follow the appeals procedure outlined in the Social Work Department Student Handbook.

### **Criminal Background**

The Department of Social Work at Briar Cliff University does not perform background checks on students prior to their practicum work, however agencies may have their own requirements with which students are expected to comply. Agencies may review databases such as the child abuse registry and sex offender registry. Agencies may require students undergo immunizations, drug testing and Background Criminal Investigation (BCI) checks. Any costs associated with immunizations and background checks are the responsibility of the agency or the student.

### **Reporting Pending Criminal Charges**

Students who have been convicted of or have pending misdemeanor or felony charges against them that occur during the time of their practicum placement, are required to report these to the Chair of the Social Work Department and the Director of Practicum Education within 72 hours of their occurrence. Failure to do so may result in termination of the student from the social work major.

## **Policy for Reporting Pending Criminal Charges**

1. A social work student has a continual obligation to report any criminal charges, (misdemeanors or felonies) with the exception of minor traffic violations, pending against him/her, which occur after the student has begun their practicum placement.
2. A written explanation of the pending charges should be submitted to the Chair of the Social Work Program and the Director of Practicum Education within 72 hours.
3. A decision regarding the student's continued participation in SRWK 445 Practicum Work and *Practicum Education Seminar*, will be made by the Chair of the Social Work Department and the Director of Practicum Education.
4. Continued enrollment in other social work courses may or may not be affected depending on the circumstances. If necessary, the Chair of the Department and Director of Practicum may call for a faculty review.
5. Failure to comply with any aspect of this policy may result in immediate referral for a faculty review which could conclude with dismissal from the Social Work Program.

### **Adjudication of student grievances**

Students are encouraged to register complaints of unfairness, rights infringement, or lack of clarity or evenness in faulty expectations directly to the faculty involved. If this is not possible or unsatisfactory, the student then presents the matter to the Director of the Department of Social Work. The Director then meets with the faculty person in question and the student involved. If the matter is still unresolved, the student may bring the grievance to the Vice President for Academic Affairs.

The Vice President for Academic Affairs will:

Bring in the faculty and student and listen to both views. If the matter cannot be resolved.....

The student selects two students and two faculty members outside the department who has not, thus far, been involved in the case.

This mediation panel hears both sides of the case and makes recommendation to the Vice President for Academic Affairs.

The Vice President for Academic Affairs then makes the final decision.

If the disagreement involves the Practicum Instructor and the student during the student's Practicum Education, the student is also encouraged to first resolve the matter directly with the Practicum Instructor. If no resolution is possible, the Director of Practicum Education meets at the agency with the Practicum Instructor and the student. If matters are still unsatisfactory, the student would use the procedure outlined above to bring the matter to the attention of the Director of the program.

**Student Use of Private Vehicle:** Students are not allowed to transport clients in their own private vehicles for their own protection and for the protection of clients and agencies. If students are required to use their own vehicle to complete Practicum tasks and assignments (other than getting to/from work site), agencies must inform students about liability or vehicle coverage available (or not available) to them through the agency and must provide mileage

reimbursement. If students use their own vehicle for practicum tasks – they are encouraged to contact their vehicle insurance company to see if additional coverage is required to cover professional/work, use of their vehicle.

**Student Professional Liability Insurance:** All social work practicum students are covered by Briar Cliff University’s General Liability insurance. The University’s liability coverage shall cover the actions of students while acting in the course and scope of practicum. Coverage is effective upon enrollment in the practicum/internship. The insurance coverage is provided by the liability limits are \$1,000,000 each claim and \$3,000,000 aggregate coverage.

### **Safety Issues**

Practicum agencies should be aware of safety issues related to the activities of the Practicum student. Students should not be expected to engage in any activity when there are undue safety concerns. Students should be thoroughly oriented to the agency’s policies and procedures to ensure their health and safety during their practicum. Students should be provided with instructions on how to contact their Practicum Instructor or another staff person should an emergency arise. Students will be provided basic Practicum safety information during their *Introduction to Social Work* course.

### **Social Media Considerations for Social Work Students:**

Social workers’ professional behavior is guided by the *National Association of Social Worker’s Code of Ethics*, *The NASW, ASWB, CSWE, and CSWA Standards for Technology in Social Work Practice*, and agency policy. Common issues that students need to understand and manage when utilizing social media include, but are not limited to, privacy and confidentiality (Section 1.07), conflicts of interest and dual relationships (Section 1.06), and informed consent (Section 1.03) in our relationships with clients, colleagues and in our practice settings. Utilizing social media communication tools as a social work professional requires ongoing attention to these ethical challenges. As closely as possible, students in Social Work are expected to model professional standards of behavior as they conduct themselves in any public forum, whether it be online or off. Students are also expected to abide by the *BSW Student Handbook*.

Social media includes many forms of communication and information sharing technologies such as Facebook, Instagram, Twitter, YouTube, Blogs and more that offer tremendous potential for positive change. The use of technology in professional practice is growing with the use of technology in crisis prevention, natural disaster response, or the advent of telehealth. Technology has dramatically transformed the world. It is now widespread practice to share daily experiences with friends and family through social media or text messaging. However, as a professional-in-training, your online persona should be managed as carefully as you would mind your actions, speech, and dress in the workplace. Professional social workers must be mindful of social media use because information shared on social media platforms can be used by clients, other professionals, and the general public to shape opinions about you, other social workers, and the profession. Maintaining primary social work values like client privacy and confidentiality are of utmost importance, and upholding one’s reputation is critical to competent, successful practice.

This is an opportunity for you to continue developing your professional persona as you move into professional spheres. Thinking critically about how you present yourself, the social work program, University, and profession via public platforms is part of that process. This includes considering privacy and confidentiality for yourself and those with whom you work – clients and colleagues. Given the frequency with which we now rely on technology to communicate, it is critical that our behavior aligns with our professional code of ethics and the *Standards for Technology in Social Work Practice*. Review the content of any communication prior to sending it and ensure it reflects these values and is the best representation of yourself.

We have distilled those standards down to a few key practices that should be kept in mind when using social media and digital technologies. The following guidelines can be used to help protect yourself and the clients who seek your services, along with your reputation and future livelihood as a social worker:

- **Assume that anything said or done online is public.** Do not post any content that you would be uncomfortable sharing with the entire world. There have been instances where private user data has become unintentionally visible to all users during a service upgrade or change. Users have also reported the reappearance of deleted data on some sites.
- **Negative comments** about clients, your Practicum Placement, or work environment are inappropriate and disrespectful.
- **Discussions about clients are always off-limit**, even when speaking generally. Such discussions are a breach of confidentiality, a primary professional value of social workers. Additionally, your group of friends could easily include an acquaintance of your client, especially in our increasingly interconnected world.
- **Avoid taking and sharing photographs or content that could violate client confidentiality.** Observe all state and federal regulations such as HIPAA as well as agency, department, and university policies.
- **Avoid using social media during class or in practicum settings** unless part of the curriculum or the agency placement. In general, your time in the practicum and the resources provided to you in your Practicum Placement are to be used for practicum related matters. Before using social media communication tools on behalf of your agency, be sure to seek approval of any messages or posts. Be careful not to endorse or promote a product, cause or position without prior approval of the agency. If you have personal sites, it is best to maintain them on your own time using your own computer.

Privacy is also of utmost importance when using social media as a professional. It is highly recommended that when utilizing social media sites students take precautions to keep personal information private, out of a concern for both professionalism and personal safety. Precautions can include:

- **Manage social media account settings** by checking them often and ensuring they are up to date. Be cautious about what you share online and think about your digital professional identity.
- **Do not “friend” or adding a client to your personal social networks;** Allowing clients, former clients, or others in your professional circle to cross into your personal life may complicate and blur your professional boundaries. Consider how to manage friend requests from clients, your own level of self-disclosure whether online or off, and how you will manage interactions with others on your social media accounts. Remember that it is your responsibility as a professional social worker to abide by the Code of Ethics, including virtual communications and using social work values and principles to guide your interactions.
- **Consider what you share online and avoid posting photographs or content** that imply unprofessional behavior, such as photographs that could suggest to the viewer binge drinking, gambling, sexual behavior, etc.
- **Refrain from listing or sharing personal information**, such as home address, cell phone number, or intimate details about your personal life online.
- **Turn off automatic location check in** on social media posts. Sharing the location of specific agencies or clients publicly could be a direct violation of confidentiality.
- **Consider Practicum Placement Policies and** ask if your practicum site has a policy on social media. If so, review this policy with your Practicum Instructor. If not, what expectation does the agency have regarding the use of social media?

Following these guidelines can help to avoid consequences ranging from negative impact on the reputation and career of individual students, to undermining the reputation of the social work program or public trust in the social work profession. Take some time to review these guidelines and seek to identify other ethical standards that are applicable in your practice setting. As a social work student, you are continually developing a professional identity and you must be cognizant that your private world has a greater likelihood of becoming public when using social media. Practicum Instructors, colleagues, and even clients may have access to information via the Internet that you would otherwise limit to your friends and families so we encourage you to consider the personal versus professional role of social media in your life and your Practicum setting.

Ref: School of Social Work, University of Wisconsin-Madison  
 (2013) <https://socwork.wisc.edu/using-social-media-social-work-stude>





COUNCIL ON SOCIAL WORK EDUCATION

**Educational Policy and Accreditation Standards<sup>2</sup>**

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

**Final 2022 Educational Policy (EP)**

**Developed by CSWE Commission on Educational Policy (COEP)**

**Approved by the CSWE Board of Directors**

COUNCIL ON SOCIAL WORK EDUCATION EPAS

Council on Social Work Education

2022 Educational Policy and Accreditation Standards 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

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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 2022 EPAS, was developed by COEP and approved by the CSWE Board of Directors. The accreditation standards were developed and approved by the COA. Programs that have reaffirmation reviews in October 2017 or later will use the 2022 EPAS to prepare their self-studies, please visit [www.cswe.org/Accreditation](http://www.cswe.org/Accreditation) or send an e-mail to [accreditation@cswe.org](mailto:accreditation@cswe.org).

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

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

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

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

EPAS describe four features of an integrated curriculum design: (1) program mission and goals, (2) explicit curriculum, (3) implicit curriculum, and (4) assessment. The educational policy and the accreditation standards are conceptually linked to each other. Educational Policy describes each curriculum feature. Accreditation standards are derived from the Educational policy and specify the requirements used to develop and maintain an accredited social work program at the baccalaureate (B) or master's (M) level. It permits programs to use traditional and emerging models and methods of curriculum design by balancing requirements that promote comparable outcomes across programs with a level of flexibility that encourages programs to differentiate.

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.

### **Competency-Based Education**

Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being.

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

### **Competency 1: Demonstrate Ethical and Professional Behavior**

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the

distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior.

Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, antiracist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

Social workers:

- a. make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context
- b. demonstrate professional behavior; appearance; and oral, written, and electronic communication
- c. use technology ethically and appropriately to facilitate practice outcomes; and
- d. use supervision and consultation to guide professional judgment and behavior.

## **Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice**

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.

Social workers:

- a. advocate for human rights at the individual, family, group, organizational, and community system levels; and
- b. engage in practices that advance human rights to promote social, racial, economic, and environmental justice

## **Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice**

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion.

The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power.

Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power, resulting in systemic oppression.

Social workers:

- a. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
- b. demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

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

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision-making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective.

Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

Social workers:

- a. apply research findings to inform and improve practice, policy, and programs; and
- b. identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

#### **Competency 5: Engage in Policy Practice**

Social workers identify social policies at the local, state, federal, and global level that affects wellbeing, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights-based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers

actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.

Social workers:

- a. use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and
- b. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, 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 individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities.

Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:

- a. apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and
- b. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with 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. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan.

Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision-making.

Social workers:

- a. apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and
- b. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

### **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. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities.

Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

Social workers:

- a. engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
- b. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

### **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 evaluate processes and outcomes to

increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks,



and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social workers:

- a. select and use culturally responsive methods for evaluation of outcomes; and
- b. critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

## **Educational And Accreditation Policies**

### **Educational Policy 1.0: Program Mission**

The program mission reflects a process informed by a commitment to student attainment of the nine social work competencies. It is grounded in the profession's purpose and in the core values of the social work profession and informed by the program's context.

#### **Purpose**

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, racial, economic, and environmental justice; the creation of conditions that facilitate the realization of human rights; the elimination of poverty; and the enhancement of life for all people, locally and globally.

#### **Values**

Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work. These values, along with an anti-racist and anti-oppressive perspective, underpin the explicit and implicit curriculum and frame the profession's commitment to respect all people and the quest for social, racial, economic, and environmental justice.

#### **Program Context**

Program context encompasses the needs and opportunities of practice communities, which are informed by their historical, political, economic, environmental, social, cultural, demographic, institutional, local, regional, and global contexts and by the ways they elect to engage these factors. Additional factors include new knowledge, technology, and ideas that may have a bearing on contemporary and future social work education, practice, and research.

## Accreditation Standard 1.0: Program Mission

1.0.1 The program has a program-level mission statement that is consistent with the profession's purpose and values. Institutions with accredited baccalaureate and master's programs have a separate mission statement for each program.

- a. The program provides the program-level mission statement.
- b. The program describes how the program's mission statement is consistent with the profession's purpose and values, as described in Educational Policy 1.0.
- c. The program addresses all program options.

1.0.2 The program's mission statement is consistent with the program's context.

- a. The program describes its context, including a description of its program options.
- b. The program describes how the program mission statement is consistent with the program's context, as described in Educational Policy 1.0.
- c. The program addresses all program options.

## Educational Policy 2.0: Anti-Racism, Diversity, Equity, and Inclusion (A DEI)

Social work programs integrate anti-racism, diversity, equity, and inclusion (A DEI) approaches across the curriculum. Programs provide the context through which students learn about their positionality, power, privilege, and difference and develop a commitment to dismantling systems of oppression, such as racism, that affect diverse populations.

Programs recognize the pervasive impact of White supremacy and privilege and prepare students to have the knowledge, awareness, and skills necessary to engage in anti-racist practice. The dimensions of diversity, equity, and inclusion are understood as the intersectionality of multiple factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational religion/spirituality, sex, sexual orientation, and tribal sovereign status.

Faculty and administrators model anti-racist and anti-oppressive practice and respect for diversity and difference. Faculty and administrators also foster an equitable and inclusive learning environment by facilitating important A DEI discourse.

The program's commitment to A DEI is reflected in its explicit and implicit curriculum. Together the implicit and explicit curricula are informed by the program context and learning environment. The program recognizes the important role of the learning environment in the education of program participants, especially with respect to the value and meaning of anti-racism, diversity, equity, and inclusion, and the development of cultural humility. The program has an inclusive approach to

addressing the vast range of student learning needs, including intentional planning and implementation of inclusive practices and pedagogies in the explicit curriculum that reduce barriers while optimizing accessibility and equity for students. Students are responsible for their learning, collaborating with peers and colleagues, and practicing with historically and currently oppressed populations through an anti-racist lens.

#### Accreditation Standard 2.0: Anti-Racism, Diversity, Equity, and Inclusion (ADEI)

2.0.1 The program engages in specific and continuous efforts within the explicit curriculum related to anti-racism, diversity, equity, and inclusion.

- a. The program provides examples of its specific and continuous efforts within the explicit curriculum related to ADEI, as described in Educational Policy 2.0.
- b. The program addresses all program options.

2.0.2 The program engages in specific and continuous efforts within the implicit curriculum related to anti-racism, diversity, equity, and inclusion.

- a. The program provides examples of its specific and continuous efforts within the implicit curriculum related to ADEI, as described in Educational Policy 2.0.
- b. The program addresses all program options.

#### Educational Policy 3.0: Explicit Curriculum

The explicit curriculum is the program's design and delivery of formal education to students, and it includes the curriculum design, courses, course content, and field education curriculum used for each of its program options. Social work education is grounded in the liberal arts and a commitment to anti-racism, diversity, equity, and inclusion, which together provide the intellectual basis for the professional curriculum and inform its design.

The integration of anti-racism, diversity, equity, and inclusion principles across the explicit curriculum includes anti-oppression and global positionality, interdisciplinary perspectives, and comparative analysis regarding policy, practice, and research.

Using a competency-based education framework, the explicit curriculum prepares students for professional social work practice at the baccalaureate and master's levels. Baccalaureate programs provide students with strong generalist practice knowledge, values, skills, and cognitive and affective processes that prepare them for professional practice with individuals, families, groups, organizations, and communities. Master's programs provide students with knowledge, values, skills, and cognitive and affective processes at both generalist and specialized levels that prepare them for professional practice with individuals, families, groups, organizations, and communities.

The explicit curriculum, including field education, fosters a learning environment and engaged learning methods informed by guidance from the professional practice community. Design and delivery of the explicit curriculum incorporate experientially based learning opportunities informed by teaching that includes digital and information literacy and technology-supported learning. The program's commitment to continuous curriculum improvement is guided by evolving contemporary science and interprofessional research.

### Educational Policy 3.1: Generalist Practice

The baccalaureate and master's programs in social work prepare students for professional practice at a generalist level. The descriptions of the nine social work competencies presented in the EPAS identify the knowledge, values, skills, and cognitive and affective processes that are subsequently demonstrated in students' observable behaviors indicative of competence at a generalist level of practice.

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

### Accreditation Standard 3.1: Generalist Practice

3.1.1 The program's generalist practice curriculum integrates the classroom and field and is informed by the professional practice community.

- a. The program provides a rationale for its generalist practice curriculum design.
- b. The program describes how its generalist practice curriculum integrates classroom and field.
- c. The program describes how its generalist practice curriculum is informed by the professional practice community.
- d. The program addresses all program options.

3.1.2 The program's generalist practice curriculum content implements the nine social work competencies (and any additional competencies added by the program).

- a. The program identifies and provides any additional competencies and corresponding behaviors added by the program (if applicable).

- b. The program submits Form AS 3.1.2.
- c. The program provides a syllabus in Volume 2 for each course listed on Form AS 3.1.2 to illustrate how its curriculum content implements the nine social work competencies (and any additional competencies added by the program) to prepare students for generalist practice.
- d. The program addresses all program options.

#### Accreditation Standard M3.2: Specialized Practice

M3.2.1 The program has at least one area of specialized practice. For each area of specialized practice, the program extends and enhances the nine social work competencies (and any additional competencies added by the program).

- a. The program provides its area(s) of specialized practice, as described in Educational Policy M3.2.
- b. The program provides its extended and enhanced nine social work competencies and corresponding behaviors (and any additional competencies added by the program) for each area of specialized practice.
- c. The program addresses all program options.

M3.2.2 The program's area(s) of specialized practice builds on elements of generalist practice.

- a. The program explains how each area of specialized practice, as described in Educational Policy M3.2, builds on the elements of generalist practice, as described in Educational Policy 3.1.
- b. The program addresses all program options.

M3.2.3 The program's specialized practice curriculum integrates classroom and field and is informed by the professional practice community.

- a. For each area of specialized practice, the program provides a rationale for its specialized practice curriculum design.
- b. For each area of specialized practice, the program describes how its specialized practice curriculum integrates classroom and field.
- c. For each area of specialized practice, the program describes how its specialized practice curriculum is informed by the professional practice community.

d. The program addresses all program options.

M3.2.4 The program's specialized practice curriculum content implements the nine social work competencies (and any additional competencies added by the program).

a. For each area of specialized practice, the program submits Form AS M3.2.4.

b. The program provides a syllabus in Volume 2 for each course listed on Form AS M3.2.4 to illustrate how its curriculum content implements its extended and enhanced nine social work competencies (and any additional competencies added by the program) to prepare students for specialized practice.

c. The program addresses all program options.

### Educational Policy 3.3: Signature Pedagogy—Field Education

Field education is the signature pedagogy for social work. Signature pedagogies are elements of instruction and socialization that teach future practitioners the fundamental dimensions of professional work in their discipline: to think, to perform, and to act intentionally, ethically, and with integrity.

The field setting is where students apply human rights principles from global and national social work ethical codes to advance social, racial, economic, and environmental justice. It fosters a learning

environment where anti-racism, diversity, equity, and inclusion are valued. Field education is designed to integrate the theoretical and conceptual contributions of the explicit curriculum in the field setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria and measures of student acquisition and demonstration of the nine social work competencies. Responding to the changing nature of the practice world and student demographics and characteristics, field education programs articulate how they maintain or enhance students' access to high-quality field practicum experiences.

Field education programs develop field models to prepare students for contemporary and interprofessional social work practice, including the use of various forms of technology.

The program's field education director serves as an essential contributor to the curricular development, administration, and governance of field education.

### Accreditation Standard 3.3: Field Education

3.3.1 The field education program ensures generalist practice opportunities for all students to demonstrate the nine social work competencies (and any additional competencies added by the

program) with all system levels: individuals, families, groups, organizations, and communities in field settings.

a. The program describes how its field education program ensures that generalist practice opportunities are provided to all students to demonstrate the nine social work competencies in field settings with all system levels:

i. individuals,

ii. families,

iii. groups,

iv. organizations, and

v. communities.

b. The program addresses all program options.

M3.3.2 The field education program ensures specialized practice opportunities for all students to demonstrate the nine social work competencies (and any additional competencies added by the program) with one or more relevant system levels in field settings for each area of specialized practice.

a. The program identifies the relevant system level(s) for each area of specialized practice.

b. For each area of specialized practice, the program describes how its field education program ensures that specialized practice opportunities are provided to students to demonstrate social work competencies within each area of specialized practice in field settings with each identified system level.

c. The program addresses all program options.

3.3.3 The field education program provides a minimum of 400 hours of field education for baccalaureate programs and a minimum of 900 hours of field education for master's programs.

a. The program describes how it ensures the accrual of a minimum of 400 hours of field education for baccalaureate programs or a minimum of 900 hours of field education for master's programs.

b. The program describes how its field hour requirement is articulated to students and field personnel.

c. The program addresses all program options.

3.3.4 The field education program has a process for identifying, approving, and engaging with field education settings. The field education program has a process for orienting and engaging with field instructors. The field education program has a process for evaluating field instructor and field education setting effectiveness.

- a. The program describes the field education program's process for:
  - i. identifying, approving, and engaging with field education settings;
  - ii. orienting and engaging with field instructors; and
  - iii. evaluating field instructor and field education setting effectiveness.
- b. The program describes how these processes are articulated to students and field personnel.
- c. The program addresses all program options.

3.3.5 The field education program has a process for orienting students, placing students, monitoring and supporting student learning, implementing student safety protocols, and evaluating student learning congruent with the nine social work competencies (and any additional competencies added by the program).

- a. The program describes the field education program's process for:
  - i. orienting students;
  - ii. placing students;
  - iii. monitoring and supporting student learning;
  - iv. implementing student safety protocols; and
  - v. evaluating student learning congruent with the nine social work competencies (and any additional competencies added by the program).
- b. The program describes how these processes are articulated to students and field personnel.
- c. The program addresses all program options.

B3.3.6 The program ensures that all baccalaureate students receive field supervision from an individual who holds a baccalaureate or master's degree in social work from a CSWE- accredited program<sup>1</sup> and who has at least two years of post-social work degree practice experience in social work.

- a. The program describes its process for ensuring that field supervision is provided by an individual with the required degree and practice experience.



- b. The program describes its process for assigning a qualified field instructor to provide supervision when an individual with the required degree and practice experience is unavailable in the field setting.
- c. The program describes how these processes are articulated to students and field personnel.
- d. The program addresses all program options.

M3.3.6 The program ensures that all master's students receive field supervision from an individual who holds a master's degree in social work from a CSWE-accredited program and who has at least two years of post-master's social work degree practice experience in social work.

- a. The program describes its process for ensuring that field supervision is provided by an individual with the required degree and practice experience.

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

- b. The program describes its process for assigning a qualified field instructor to provide supervision when an individual with the required degree and practice experience is unavailable in the field setting.
- c. The program describes how these processes are articulated to students and field personnel.
- d. The program addresses all program options.

3.3.7 The program has a policy documenting whether it permits field placements in an organization in which the student is also employed. If permitted, student assignments and employee tasks may qualify as field hours when directly linked to the nine social work competencies (and any additional competencies added by the program) and level of practice (generalist or specialized). Field education supervision may be provided by the same supervisor if field education supervision is distinct from employment supervision and the supervisor meets the requirements of Accreditation Standard 3.3.6. The policy documents how the program assists students with field education continuation or change in situations where a student becomes unemployed in an organization where field education has co-occurred with employment.

- a. The program provides its policy related to field placements in an organization in which the student is also employed. If permitted, the program's policy includes:

- i. how the program ensures that student assignments are directly linked to the nine social work competencies (and any additional competencies added by the program) and level of practice (generalist or specialized);
  - ii. how field education supervision is distinct from employment supervision time, even when provided by the same supervisor; and
  - iii. how the program assists students with field education continuation or change in situations where a student becomes unemployed in an organization where field education has co-occurred with employment.
- b. The program describes how these policies are articulated to students and field personnel.
  - c. The program addresses all program options.

#### Educational Policy 4.0: Implicit Curriculum

The implicit curriculum consists of the student learning experience and the program context or environment. The implicit curriculum includes the following elements: student development, admissions, advising, retention, and termination; student participation in governance; faculty; administrative and governance structure; and resources. All elements of the implicit curriculum are expected to demonstrate the program's commitment to anti-racism, diversity, equity, and inclusion (ADEI). The culture of human interchange, the spirit of inquiry, the support for difference and diversity, and the values and priorities in the educational environment, including the field setting, inform the student's learning and development. These elements are manifested through policies that are equitable and transparent in substance and implementation, the qualifications of the faculty, and the distribution of resources. The student learning experience and environment are as important as the academic curriculum in shaping the professional character and competence of the program's graduates.

#### Educational Policy 4.1: Student Development

Programs recognize the need to support student development both in and out of the classroom.

Both aspects of the learning environment manifest holistic characteristics that communicate the values, commitments, priorities, and culture of the program and the institution. Thus, a program's commitment to student development includes program structures and resources that facilitate student participation and input into the development and delivery of the explicit and implicit curriculum.

The professional development of the student requires a program's commitment to adequate resources from admission through graduation. These resources include clear admissions, advising, retention, and termination policies that reflect the program's commitment to ADEI. Programs also recognize the need to resource student-centered activities and initiatives designed

to further student professional identity and comportment as well as student preparation for professional practice. These resources include but are not limited to academic advising, career services, alumni services, networking and mentoring opportunities, licensure preparation, and community engagement and advocacy opportunities.

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### *Code of Ethics of the National Association of Social Workers*

Briar Cliff University's social work program is required by the Council on Social Work Education to foster and evaluate the development of professional behavior for all students in the social work program. The social work program bears a responsibility to the community at large to produce professional social workers who consciously exhibit the knowledge, values, and skills of the profession of social work appropriate to their level of education.

The values of the profession are codified in the NASW Code of Ethics. Given this context, all students enrolled in Baccalaureate level social work courses at BCU are expected to exhibit the standards of behavior outlined below, which are known as the Briar Cliff University's Social Work Program Professional Requirements. The professional requirements of Briar Cliff University's social work program and Practicum are designed to ensure that those individuals who graduate from the BSW program meet the requirements of a baccalaureate level prepared professional social worker. Attention to these standards will be paid by faculty responsible for assessing course performance, by practicum instructors, faculty advisors, staff, and by others with whom students interact within the Briar Cliff University Social Work community.

Please see the link below to review the National Association Social Work Ethics.

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

## APPENDIX I

### Competency Practice Behavior and Learning Plan

**To be developed at the beginning of the practicum experience with student and Practicum Instructor. Develop at least one activity that details how you will learn and practice each Core Competency. Describe your method of documentation that the activity/learning objective was accomplished. Add to grid as needed.**

Competency	Practice Behavior	Learning Strategies	Method of Documentation
1. Demonstrate Ethical and Professional Behavior	a. make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context	•	•
		•	•
		•	•
		•	•
	b. demonstrate professional behavior; appearance; and oral, written, and electronic communication	•	•
		•	•
	c. use technology ethically and appropriately to facilitate practice outcomes;	•	•
		•	•
	d. use supervision and consultation to guide professional judgment and behavior.	•	•
		•	•
			•

Competency	Practice Behaviors	Learning Strategies	Method of Documentation
2. Advance Human Rights and Social, Racial, Economic, and Environmental Justice	a. advocate for human rights at the individual, family, group, organizational, and community system levels	•	•
	b. engage in practices that advance human rights to promote social, racial, economic, and environmental justice	•	•
		•	•
		•	•
	c. Present themselves as learners and engage clients and constituencies as experts of their own experiences;	•	•
		•	•
		•	•
	d. apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	•	•
		•	•
		•	•

Competency	Practice Behaviors	Learning Strategies	Method of Documentation
		•	•

3. Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice	a. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels	•	•
		•	•
	b. demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experience	•	•
		•	•

Competency	Practice Behaviors	Learning Strategies	Method of Documentation
4. Engage In Practice-informed Research and Research-informed Practice	a. apply research findings to inform and improve practice, policy, and programs;	•	•
		•	•
	b. identifies ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.	•	•
		•	•
	c. use and translate research finding to inform and improve practice, policy, and service delivery	•	•
		•	•
	d. engage in critical analysis of quantitative and qualitative research methods and research findings;	•	•

<b>Competency</b>	<b>Practice Behaviors</b>	<b>Learning Strategies</b>	<b>Method of Documentation</b>
5. Engage in Policy Practice	a. use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services;	•	•
		•	•
	b. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.	•	•
		•	•
		•	•

<b>Competency</b>	<b>Practice Behaviors</b>	<b>Learning Strategies</b>	<b>Method of Documentation</b>
6. Engage with Individuals, Families, Groups, Organizations and Communities	a. apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies;	•	•
		•	•
	b. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.	•	•
		•	•

<b>Competency</b>	<b>Practice Behaviors</b>	<b>Learning Strategies</b>	<b>Method of Documentation</b>
7. Assess Individuals, Families, Groups, Organizations and Communities	a. Collect, organize, and critically analyze and interpret information from clients and constituencies;	•	•
		•	•

	b. apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies;	•	•
		•	•
	c. develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies;	•	•
		•	•
	d. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.	•	•

Competency	Practice Behaviors	Learning Strategies	Method of Documentation
8. Intervene with Individuals, Families, Groups, Organizations and Communities	a. engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals;	•	•
		•	•
	b. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.;	•	•
		•	•
		•	•



	c. use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;	•	•
	d. negotiate, mediate and advocate with and on behalf of clients and constituencies;	•	•
	e. facilitate effective transitions and endings that advance mutually agreed-on goals.	•	•

Competency	Practice Behaviors	Learning Strategies	Method of Documentation
9. Evaluate Practice with Individuals, Families, Groups, Organizations and Communities	a. select and use culturally responsive methods for evaluation of outcomes	•	•
	b. critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities	•	•
		•	•
	c. apply evaluation findings to improve practice effectiveness at the micro and macro levels.	•	•
		•	•