Social Work Program
Bachelor of Arts

CCSU
Social Work Department

Student Handbook & Field Education Manual
2005 - 2014
(Revised - 2014)

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

Sections I-III of this handbook provide detailed information on the context of the social work program within the university policies, the mission of the program, the faculty, advisory board members the required curriculum and professional development requirements for students. Section IV provides detailed information on the role of the student as a beginning learner in the profession of social work and how to make transition into the major. Section V discusses the responsibilities of the student in the major. Sections VI-XIX present the Field Education Manual: The Signature Pedagogy of the social work generalist practitioner. Our program model is intended to provide a base for the generalist social work practitioner, as opposed to the specialist. It sets the foundation for both academic and initial field practicum experience that serve as the underlying principles of knowledge and practice experience for social workers. It seeks to provide a framework that makes apparent the essential unity and cohesiveness of the academy and the social work profession integrating the required Educational Policy and Accreditation Standards (EPAS) outlined by the Council on Social Work Education (2008) and the professional standards established by the National Association of Social workers (2007) to provide the basis for professional skill and identity development for those who practice social work. It ties together the knowledge, skills, values and underlying methods of the general principles with a strengths focus on the relationship of people to the planned change effort. The leadership of the generalist social worker in the change effort is determined by the nature of the task at hand.

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

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

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

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

Finally, we are grateful to the administration for years of guidance, and support on the CCSU campus. Administrators throughout the years, are also partners in learning have offered both strong criticism, and enthusiasm yet strove to keep us close to reality in order to grow the program efficiently and effectively. One example is the enthusiastic support for the development of the ‘weekend program’ now the “Evening Weekend Program,” to enable adult learners, working full-time with family obligations to fulfill their dreams to access higher education learning opportunities and become a professional social worker.
All of us involved in the Bachelor of Arts program are excited about your decision to obtain your generalist social work education at Central Connecticut State University. We are committed to developing your social work education into a compelling, meaningful and professional training experience that will provide you with the foundation knowledge necessary for you to move forward into your next social work professional development learning opportunity. We expect that your academic education will provide you with a transformative experience that will prepare you to increase your social work skills and competencies to either enter beginning generalist practice in social work positions and or to prepare you for admission into graduate schools of social work.

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

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

We expect that you as a partner in learning will remain resolute to work hard, to enjoy the learning experience and to be challenged at each step of your undergraduate work. The CCSU social work program emphasizes beginning skill competency development in 10-core specific competencies required by the Council on Social Work Education. Additionally, the National Association of Social Workers (NASW) Code of Ethics and the Indicators for the Achievement of the NASW Standards for Cultural Competence in Social Work Practice (2007) provide the required standard which our program adheres to in order to ensure students are receiving training in diversity within the professional mandate.

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

The social work program engages traditional and non-traditional adult learners at each step by soliciting student feedback on both the implicit (learning environment) and explicit (syllabus and course content) curriculum.
Additionally, the program combines assessment of students in four 70-hour volunteer field learning experiences beginning in the pre-major level to the final 2-semesters each with 200–hour, senior field internship. By graduation most students have acquired close to 700 hours of field experience. Students in the program are encouraged to develop collegial relationships by becoming members of the social work club and strive to reach scholarship eligibility in CCSU Chi Upsilon Chapter of Phi Alpha Social Work National Honor Society. Inductions to Phi Alpha are held each spring semester. Students are also encouraged to become student members of NASW attend NASW, and other professional conferences on and off campus to enhance learning.

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

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

The generalist perspective includes teaching students core values of professional collaboration, strengths perspective, values and ethics, social justice, client self-determination, human rights, the dignity and worth of persons, evidenced-based practice, cultural competence, and policy practice. The structure of the CCSU social work program provides students with an explicit and implicit curriculum in multiple levels of field practicum learning opportunities. The program is designed to assess student demonstrated learning outcomes based on the Council on Social Work Education Educational Policy and Accreditation Standards (EPAS) 10-core practice competencies. Students are assessed on the student demonstrated learning outcomes at the pre-major, major and senior level. Student learning outcome assessments are completed at strategic points in the social work curriculum,
preparing graduates for generalist practice consistent with the program mission and goals, or higher education opportunities at the graduate level.

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

Best wishes to you as you embark on your social work academic journey with us.

Delia J. González Sanders, PhD, MSSW, LCSW - Program Director & Department Chairperson

Social Work Department Website:  www.ccsu.edu/socialwork
Section I. The Policies & Procedures for the Social Work Program within the Connecticut State University System, CCSU, SEPS, CSWE & NASW

1. Administrative Structure - EPAS 1.0

Welcome to Connecticut State Colleges and Universities System (ConnSCU), Central Connecticut State University (CCSU), School of Education and Professional Studies, (SEPS) Department of Social Work. The department of social work is located within the School of Education and Professional Studies at Central Connecticut State University, which is part of the Connecticut 4-state university system, hence, the following mission and policy statements for ConnSCU, CCSU, SEPS and the social work program. “ConnSCU provides affordable, innovative and rigorous programs in settings that permit an ever increasing number of students to achieve their personal and career goals as well as contribute to the economic growth of the state of Connecticut.”

http://www.ct.edu/
http://www.ct.edu/connscu#map
Connecticut State Colleges and Universities

2. Connecticut State Universities (ConnSCU) Mission Statement

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


- Central Connecticut State University (CCSU)

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

3. Central Connecticut State University (CCSU) Mission Statement
Central Connecticut State University is a community of learners dedicated to teaching and scholarship that emphasizes development and application of knowledge and ideas through research and outreach, and prepares students to be thoughtful, responsible and successful citizens. As a comprehensive public university, we provide broad access to quality degree programs at the baccalaureate, master’s and doctoral levels. [http://www.ccsu.edu/page.cfm?p=10](http://www.ccsu.edu/page.cfm?p=10) 2/9/2014

- **CCSU Policies to Support the Implicit Curriculum in the Social Work Program**

**Nondiscrimination in Education and Employment Policy**

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

**AMERICANS WITH DISABILITIES ACT (ADA) POLICY STATEMENT**

Central Connecticut State University does not discriminate on the basis of disability in the administration of, or access to, its programs, services or activities. Under this policy, a person with a disability is defined as “a person who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having an impairment.”

As President, I have designated the following individual to coordinate the University’s compliance with the non-discrimination requirements of Section 35.1067 of the Department of Justice regulations:

Ms. Rosa Rodríguez  
Office of Diversity and Equity  
Central Connecticut State University  
1615 Stanley Street New Britain, CT 06050

Should you wish to notify us of barriers that may exist in equal access to any program, service, or activity offered by Central Connecticut State University or to obtain information regarding the provisions of the Americans with Disabilities Act and your rights, you are encouraged to contact one of the ADA Coordinators listed above. If you feel that you need a reasonable accommodation as a result of your disability to allow you to perform the essential functions of your position, please follow the attached ADA procedure for requesting a reasonable accommodation. John W. Miller President June 10, 2013
Policy for Academic Misconduct

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

Sexual Misconduct and Intimate Partner Violence Policy Statement

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

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

The faculty of the School of Education and Professional Studies constitute a professional school dedicated to the quality preparation of professionals in education and other human service settings. As an integral part of Central Connecticut State University’s history and traditions, the faculty in the school embraces the university’s mission and commitment to “encourage the development and application of knowledge and ideas through research and outreach activities.” Guided by the purpose of preparing leaders for service in diverse communities, it is our mission to provide leadership for:
• Preparing beginning teachers to serve in the region, the state, and the nation
• Preparing entry level, culturally competent, generalist social workers for practice
• Providing advanced preparation to administrators, teachers, counselors, specialists, and other educational leaders
• Providing advanced preparation to specialists in physical education, counseling, and nursing
• Applying principles of learning and assessment through a variety of technologies to guide our own best practice and that of practitioners in the professions
• Developing knowledge, skills, and dispositions necessary for professional practice and community service through learning experiences that are rich in diversity of perspectives, values, attitudes, and beliefs and that are enhanced by active reflection
• Influencing educational and social policies at the local, State, and national levels [http://www.education.ccsu.edu/Departments/SEPS/About_Us.asp](http://www.education.ccsu.edu/Departments/SEPS/About_Us.asp) 2/9/2014

5. Department of Social Work Mission Statement - EPAS Standard 1.0

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

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

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

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

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


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 and environment construct, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, social work’s purpose 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.

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, and the exercise of leadership within the professional community.

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 of curriculum design by balancing requirements that promote comparability 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 Accreditation Standards are conceptually linked. Educational Policy describes each curriculum feature. Accreditation Standards (in italics) 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.

1. Program Mission and Goals

Educational Policy 1.0—Program Mission and Goals

The mission and goals of each social work program address the profession’s purpose, are grounded in core professional values (EP 1.1), and are informed by context (EP 1.2).

Educational Policy 1.1—Values

Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work. These values underpin the explicit and implicit curriculum and frame the profession’s commitment to
respect for all people and the quest for social and economic justice.


**Educational Policy 1.2—Program Context**

Context encompasses the mission of the institution in which the program is located and the needs and opportunities associated with the setting. Programs are further influenced by their historical, political, economic, social, cultural, demographic, 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 and practice.

**Accreditation Standard 1.0—Mission and Goals**

The social work program’s mission and goals reflect the profession’s purpose and values and the program’s context.

1.0.1 The program submits its mission statement and describes how it is consistent with the profession’s purpose and values and the program’s context.

1.0.2 The program identifies its goals and demonstrates how they are derived from the program’s mission.

**2. Explicit Curriculum**

**Educational Policy 2.0—The Social Work Curriculum and Professional Practice**

The explicit curriculum constitutes the program’s formal educational structure and includes the courses and the curriculum. Social work education is grounded in the liberal arts, which provide the intellectual basis for the professional curriculum and inform its design. The explicit curriculum achieves the program’s competencies through an intentional design that includes the foundation offered at the baccalaureate and master’s levels and the advanced curriculum offered at the master’s level. The BSW curriculum prepares its graduates for generalist practice through mastery of the core competencies. The MSW curriculum prepares its graduates for advanced practice through mastery of the core competencies augmented by knowledge and practice behaviors specific to a concentration.

**Educational Policy 2.1—Core Competencies**

Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities. The ten core competencies are listed below [EP 2.1.1–EP 2.1.10(d)], followed by a description of characteristic knowledge, values, skills, and the resulting practice behaviors that may be used to operationalize the curriculum and assessment methods. Programs may add competencies consistent with their missions and goals.

**Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly**
Social workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth. Social workers

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

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

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

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


**Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional Judgments.**

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

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

**Educational Policy 2.1.4—Engage diversity and difference in practice.**
Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers

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

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

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

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

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

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

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

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

Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers
- utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
- critique and apply knowledge to understand person and environment.

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

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers
- analyze, formulate, and advocate for policies that advance social well-being; and
- collaborate with colleagues and clients for effective policy action.

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

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers
- continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and
- provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

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

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

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

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

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

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

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

Social workers

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

**Educational Policy 2.1.10(d)—Evaluation**

Social workers critically analyze, monitor, and evaluate interventions.

**Educational Policy B2.2—Generalist Practice**

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

**Educational Policy M2.2—Advanced Practice**

Advanced practitioners refine and advance the quality of social work practice and that of the larger social work profession. They synthesize and apply a broad range of interdisciplinary and multidisciplinary knowledge and skills. In areas of specialization, advanced practitioners assess, intervene, and evaluate to promote human and social well-being.

**Educational Policy 2.3—Signature Pedagogy: Field Education**

Signature pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner. Professionals have pedagogical norms with which they connect and integrate theory and practice. In social work, the signature pedagogy is field education. The intent of field education is to connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised,
coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies.


**Accreditation Standard B2.0 Curriculum**
The 10 core competencies are used to design the professional curriculum. The program

**B2.0.1** Discusses how its mission and goals are consistent with generalist practice as defined in EP B.2.2

**B2.0.2** Identifies its competencies consistent with EP 2.1 through 2.1.10(d)

**B2.0.3** Provides an operational definition for each of its competencies used in its curriculum design and its assessment [EP 2.1 through 2.1.10d].

**B2.0.4** Provides a rationale for its formal curriculum design demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field (EP 2.0)

**B2.0.5** Describes and explains how its curriculum content (knowledge, values, and skills) implements the operational definition of each of its competencies.

**Accreditation Standard M2.0—Curriculum**
The 10 core competencies are used to design the foundation and advanced curriculum. The advanced curriculum builds on and applies the core competencies in an area(s) of concentration. The program

**M2.0.1** Identifies its concentration(s) (EP M2.2).

**M2.0.2** Discusses how its mission and goals are consistent with advanced practice (EP M2.2).

**M2.0.3** Identifies its program competencies consistent with EP 2.1 through 2.1.10(d) and EP M2.2.

**M2.0.4** Provides an operational definition for each of the competencies used in its curriculum design and its assessment [EP 2.1 through 2.1.10(d); EP M2.2].

**M2.0.5** Provides a rationale for its formal curriculum design (foundation and advanced), demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field (EP 2.0).

**M2.0.6** Describes and explains how its curriculum content (relevant theories and conceptual frameworks, values, and skills) implements the operational definition of each of its competencies.

**Accreditation Standard 2.1—Field Education**
The program discusses how its field education program

**2.1.1** Connects the theoretical and conceptual contribution of the classroom with the practice setting, fostering the implementation of evidence-informed practice.

**B2.1.2** Provides generalist practice opportunities for students to demonstrate the core competencies.

**M2.1.2** Provides advanced practice opportunities for students to demonstrate the program’s competencies.
2.1.3 Provides a minimum of 400 hours of field education for baccalaureate programs and 900 hours for master's programs.

2.1.4 Admits only those students who have met the program's specified criteria for field education.

2.1.5 Specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; maintaining field liaison contacts with field education settings; and evaluating student learning and field setting effectiveness congruent with the program’s competencies.

2.1.6 Specifies the credentials and practice experience of its field instructors necessary to design field-learning opportunities for students to demonstrate program competencies. Field instructors for baccalaureate students hold a baccalaureate or master's degree in social work from a CSWE-accredited program. Field instructors for master's students hold a master's degree in social work from a CSWE-accredited program. For cases in which a field instructor does not hold a CSWE-accredited social work degree, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.

2.1.7 Provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.

2.1.8 Develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student’s employment.

3. Implicit Curriculum

Educational Policy 3.0—Implicit Curriculum: The Learning Environment

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

Educational Policy 3.1—Diversity

The program’s commitment to diversity—including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation—is reflected in its learning environment (institutional setting; selection of field education settings and their clientele;
composition of program advisory or field committees; educational and social resources; resource allocation; program leadership; speaker series, seminars, and special programs; support groups; research and other initiatives; and the demographic make-up of its faculty, staff, and student body).


**Accreditation Standard 3.1—Diversity**

3.1.1 The program describes the specific and continuous efforts it makes to provide a learning environment in which respect for all persons and understanding of diversity and difference are practiced.

3.1.2 The program describes how its learning environment models affirmation and respect for diversity and difference.

3.1.3 The program discusses specific plans to improve the learning environment to affirm and support persons with diverse identities.

**Educational Policy 3.2—Student Development**

Educational preparation and commitment to the profession are essential qualities in the admission and development of students for professional practice. To promote the social work education continuum, BSW graduates admitted to MSW programs are presented with an articulated pathway toward a concentration. Student participation in formulating and modifying policies affecting academic and student affairs are important for the student’s professional development.

**Accreditation Standard 3.2—Student Development: Admissions; Advisement, Retention, and Termination; and Student Participation**

**Admissions**

B3.2.1 The program identifies the criteria it uses for admission.

M3.2.1 The program identifies the criteria it uses for admission. The criteria for admission to the master’s program must include an earned bachelor’s degree from a college or university accredited by a recognized regional accrediting association.

3.2.2 The program describes the process and procedures for evaluating applications and notifying applicants of the decision and any contingent conditions associated with admission.

M3.2.3 BSW graduates entering MSW programs are not to repeat what has been mastered in their BSW programs. MSW programs describe the policies and procedures used for awarding 12 advanced-standing. These policies and procedures should be explicit and unambiguous.

Advanced standing is awarded only to graduates holding degrees from baccalaureate social work programs accredited by CSWE, those recognized through its International Social Work Degree Recognition and
Evaluation Service, or covered under a memorandum of understanding with international social work accreditors.

3.2.4 The program describes its policies and procedures concerning the transfer of credits.

3.2.5 The program submits its written policy indicating that it does not grant social work course credit for life experience or previous work experience. The program documents how it informs applicants and other constituents of this policy.

**Advisement, retention, and termination**

3.2.6 The program describes its academic and professional advising policies and procedures. Professional advising is provided by social work program faculty, staff, or both.

3.2.7 The program spells out how it informs students of its criteria for evaluating their academic and professional performance, including policies and procedures for grievance.

3.2.8 The program submits its policies and procedures for terminating a student's enrollment in the social work program for reasons of academic and professional performance.

**Student participation**

3.2.9 The program describes its policies and procedures specifying students’ rights and responsibilities to participate in formulating and modifying policies affecting academic and student affairs.

3.2.10 The program demonstrates how it provides opportunities and encourages students to organize in their interests.

**Educational Policy 3.3—Faculty**

Faculty qualifications, including experience related to the program’s competencies, and an appropriate student-faculty ratio are essential for developing an educational environment that promotes, emulates, and teaches students the knowledge, values, and skills expected of professional social workers. Through their teaching, scholarship, and service—as well as their interactions with one another, administration, students, and community—the program’s faculty models the behavior and values expected of professional social workers.

**Accreditation Standard 3.3—Faculty**

3.3.1 The program identifies each full and part-time social work faculty member and discusses her/his qualifications, competence, expertise in social work education and practice, and years of service to the program. Faculty who teach social work practice courses have a master's degree in social work from a CSWE-accredited program and at least two years of social work practice experience.

3.3.2 The program discusses how faculty size is commensurate with the number and type of curricular offerings in class and field; class size; number of students; and the faculty's teaching, scholarly, and service
responsibilities. To carry out the ongoing functions of the program, the full-time equivalent faculty-to-student ratio is usually 1:25 for baccalaureate programs and 1:12 for master’s programs.

**B3.3.3** The baccalaureate social work program identifies no fewer than two full-time faculty assigned to the program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. The majority and no fewer than two of the full-time faculty has either a master’s degree in social work from a CSWE-accredited program, with a doctoral degree preferred, or a baccalaureate degree in social work from a CSWE-accredited program and a doctoral degree preferably in social work.

**M3.3.3** The master's social work program identifies no fewer than six full-time faculty with master's degrees in social work from a CSWE-accredited program and whose principal assignment is to the master's program. The majority of the full-time master's social work program faculty has a master's degree in social work and a doctoral degree preferably in social work.

3.3.4 The program describes its faculty workload policy and discusses how the policy supports the achievement of institutional priorities and the program's mission and goals.

3.3.5 Faculty demonstrate ongoing professional development as teachers, scholars, and practitioners through dissemination of research and scholarship, exchanges with external constituencies such as practitioners and agencies, and through other professionally relevant creative activities that support the achievement of institutional priorities and the program’s mission and goals.

3.3.6 The program describes how its faculty models the behavior and values of the profession in the program’s educational environment.

**Educational Policy 3.4—Administrative Structure**

Social work faculty and administrators, based on their education, knowledge, and skills, are best suited to make decisions regarding the delivery of social work education. They exercise autonomy in designing an administrative and leadership structure, developing curriculum, and formulating and implementing policies that support the education of competent social workers.

**Accreditation Standard 3.4—Administrative Structure**

3.4.1 The program describes its administrative structure and shows how it provides the necessary autonomy to achieve the program’s mission and goals.

3.4.2 The program describes how the social work faculty has responsibility for defining program curriculum consistent with the Educational Policy and Accreditation Standards and the institution’s policies.

3.4.3 The program describes how the administration and faculty of the social work program participate in formulating and implementing policies related to the recruitment, hiring, retention, promotion, and tenure of program personnel.
3.4.4 The program identifies the social work program director. Institutions with accredited BSW and MSW programs appoint a separate director for each.

B3.4.4(a) The program describes the BSW program director’s leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master’s degree in social work from a CSWE-accredited program with a doctoral degree preferred or a baccalaureate degree in social work from a CSWE-accredited program and a doctoral degree, preferably in social work.

B3.4.4(b) The program provides documentation that the director has a full-time appointment to the social work program.

B3.4.4(c) The program describes the procedures for determining the program director’s assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions of the program, a minimum of 25% assigned time is required at the baccalaureate level. The program demonstrates this time is sufficient.

M3.4.4(a) The program describes the MSW program director’s leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master’s degree in social work from a CSWE-accredited program. In addition, it is preferred that the MSW program director have a doctoral degree, preferably in social work.

M3.4.4(b) The program provides documentation that the director has a full-time appointment to the social work program.

M3.4.4(c) The program describes the procedures for determining the program director’s assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions of the program, a minimum of 50% assigned time is required at the master’s level. The program demonstrates this time is sufficient.

3.4.5 The program identifies the field education director.

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

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

B3.4.5(c) The program describes the procedures for determining the field director’s assigned time to provide educational and administrative leadership for field education. To carry out the
administrative functions of the field at least 25% assigned time is required for baccalaureate programs. The program demonstrates this time is sufficient.

M3.4.5(c) The program describes the procedures for determining the field director’s assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field at least 50% assigned time is required for master’s programs. The program demonstrates this time is sufficient.

Educational Policy 3.5—Resources
Adequate resources are fundamental to creating, maintaining, and improving an educational environment that supports the development of competent social work practitioners. Social work programs have the necessary resources to support learning and professionalization of students and program improvement.

Accreditation Standard 3.5—Resources
3.5.1 The program describes the procedures for budget development and administration it uses to achieve its mission and goals. The program submits the budget form to demonstrate sufficient and stable financial supports that permit program planning and faculty development.

3.5.2 The program describes how it uses resources to continuously improve the program and address challenges in the program’s context.

3.5.3 The program demonstrates sufficient support staff, other personnel, and technological resources to support itself.

3.5.4 The program submits the library form to demonstrate comprehensive library holdings and/or electronic access and other informational and educational resources necessary for achieving its mission and goals.

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

3.5.6 The program describes its access to assistive technology, including materials in alternative formats (e.g., Braille, large print, books on tape, assistive learning systems).

4. Assessment

Educational Policy 4.0—Assessment
Assessment is an integral component of competency-based education. To evaluate the extent to which the competencies have been met, a system of assessment is central to this model of education. Data from assessment continuously inform and promote change in the explicit and implicit curriculum to enhance attainment of program competencies.
Accreditation Standard 4.0—Assessment

4.0.1 The program presents its plan to assess the attainment of each of its competencies. The plan specifies procedures, multiple measures of each practice behavior, and benchmarks employed to assess the attainment of each of the program’s competencies (AS B2.0.3; ASM2.0.4).

4.0.2 The program provides summary data and outcomes for the assessment of each of its competencies, identifying the percentage of students achieving each benchmark.

4.0.3 The program describes the procedures it employs to evaluate the outcomes and their implications for program renewal. It discusses specific changes it has made in the program based on specific assessment outcomes.

4.0.4 The program uses Form AS 4 (B) and/or Form AS4 (M) to report its most recent assessment outcomes to constituents and the public on its website and routinely updates (minimally every 2 years) these postings.

4.0.5 The program appends copies of all assessment instruments used to assess the program competencies.


b. CCSU Social Work Program Generalist Social Work

The Central Connecticut State University (CCSU) Social Work Program’s definition of generalist social work practice is informed by the Educational Policies of The Council on Social Work Education and is anchored in the National Association of Social workers (NASW) mission.

CSWE Educational Policy B2.2—Generalist Practice

Generalist practice is grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on 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. BSW practice incorporates all of the core competencies. www.cswe.org http://www.cswe.org/File.aspx?id=13780
C. NASW Mission Statement

The primary Mission of the social work profession is to enhance well-being and help meet the basic needs of all people, with particular attention to the needs of those who are vulnerable, oppressed and living in poverty.


The National Association of Social Workers (NASW) is a national organization that represents all professional social workers and mandates social work program adherence to the Code of Ethics and the Standards for Cultural Competence in the organization. Hence, the CCSU social work program is also obligated to adhere to the National Association of Social Workers Code of Ethics and Standards for Cultural Competence promulgated by the National Association of Social Workers (NASW, 2006) and to incorporate the ethical codes and cultural competence standards within the curriculum design and to measure student learning outcomes in order to assess student learned and demonstrated professional ethics and cultural competence linked directly to the curriculum content in the classroom and/or in the field agency setting. Social work students are required to learn and apply NASW (2006) ethics and NASW (2007) cultural standards and indicators for cultural competence in social work practice. Students please see: www.socialworkers.org

The Department of Social Work at Central Connecticut State University (CCSU) is part of the School of Education and Professional Studies (SEPS). The mission of SEPS is to prepare professionals for service in our communities. Therefore the social work program places strong emphasis on demonstrated student learning outcomes based on competencies and professional mandates required by the Council on Social Work Education (CSWE) and the National Association of Social Workers, (NASW). A Commitment to excellence in professionalism is the hallmark of the social work program at CCSU. The social work program places strong emphasis on the importance of culturally competent social work and trains students in the 10 standards and indicators for cultural competence in social work practice developed by the National Association of Social Workers (2007). Students are expected to learn, practice and demonstrate the NASW (2007) indicators as they progress from pre-major, to major, senior and graduation status in the program.

Students are assessed using the Professional Social Work Dispositions Rubric. The 10 standards indicators for cultural competence are:

1. Ethics and Values
2. Self-Awareness
3. Cross-Cultural Knowledge
4. Cross-Cultural Skills
5. Service Delivery
6. Empowerment and Advocacy
d. Implicit Curriculum EPAS 3.0 Demonstrated Professionalism & EPAS 3.2 Student Development

Student professional behavior is an important part of their commitment to becoming a social worker. Pre-Social Work and Social Work majors are expected to adhere to the professional performance standards of the profession. These include the National Association of Social Workers (NASW) Code of Ethics (1996) and the NASW Indicators for Standards of Cultural Competence (2007).

Therefore, in both the classroom and the field practice settings, all students are expected to act in a professionally responsible manner by demonstrating adherence to program policies in attendance, promptness, behavior, respect for the diverse opinions of others, as well as tolerance for difference. To assist student in learning self-awareness in these and other essential professional behaviors, the Professional Social Work Disposition Scale was developed by the department to measure student professional behavior and attitude. At the start of each semester the “Dispositions” are discussed in each course to ensure student understanding, and each student signs the student signature review page attached to the course syllabi acknowledging having been reviewed.

Faculty rate students using a 3-point likert scale rubric: 1-Does not meet expectations, 2-Meets expectations, or 3-Exceeds expectations. Students rated “Does not meeting expectations” in most categories will meet with faculty to determine a course of action to ensure professional development in deficient rated categories. The six categories of student demonstrated learning evaluated are “Habits of thinking and Action: (1.) Toward Learning, (2.) Toward Clients, (3.) Toward Professional Social Work Conduct, (4.) Toward Interpersonal Relationships, (5.) Toward Communication, and (6) Toward Self-Awareness.” Please see Professional Social Work Dispositions Rubric that follows.
### Habits of Thinking and Action toward LEARNING are Appropriate . . .

#### Professional Disposition toward LEARNING

<table>
<thead>
<tr>
<th>Potential Indicators:</th>
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<tbody>
<tr>
<td>- Initiates acquiring content knowledge and agency expertise.</td>
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<tr>
<td>- Seeks and participates in formal and informal professional growth opportunities.</td>
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<tr>
<td>- Demonstrates an awareness of the need for on-going self-development.</td>
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<tr>
<td>- Demonstrates the ability to apply concepts to practice at appropriate level.</td>
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<tr>
<td>- Demonstrates awareness of their ability to apply critical thinking skills to practice.</td>
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</tbody>
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### Habits of Thinking and Action toward Clients are Appropriate . . .

#### Professional Disposition toward Social Work

<table>
<thead>
<tr>
<th>Potential Indicators:</th>
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</thead>
<tbody>
<tr>
<td>- Demonstrates the belief that all clients have strengths.</td>
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<tr>
<td>- Maintains appropriate boundaries and expectations for clients.</td>
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<tr>
<td>- Creates an environment that conveys empathy and acceptance.</td>
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<tr>
<td>- Initiates strategies to motivate clients.</td>
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<tr>
<td>- Is committed to working with populations at risk.</td>
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</table>

### Habits of Thinking and Action toward PROFESSIONAL Social work CONDUCT are Appropriate . . .

#### Professional Disposition toward PROFESSIONAL CONDUCT

<table>
<thead>
<tr>
<th>Potential Indicators:</th>
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<tbody>
<tr>
<td>- Accepts responsibility for one’s own actions.</td>
</tr>
<tr>
<td>- Demonstrates academic and professional honesty and makes ethical decisions.</td>
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<tr>
<td>- Maintains a client-centered approach to decision making.</td>
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<tr>
<td>- Follows NASW Code of Ethics.</td>
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<tr>
<td>- Follows NASW Cultural Competencies.</td>
</tr>
<tr>
<td>- Demonstrates qualities of treating all clients with respect and dignity.</td>
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</table>

### Habits of Thinking and Action toward INTERPERSONAL RELATIONSHIPS are Appropriate . . .

#### Professional Disposition toward INTERPERSONAL RELATIONSHIPS

<table>
<thead>
<tr>
<th>Potential Indicators:</th>
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</thead>
<tbody>
<tr>
<td>- Shows respect in interactions with others including supervisors.</td>
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<tr>
<td>- Demonstrates sensitivity to diversity and cultural differences.</td>
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<tr>
<td>- Interacts appropriately with a wide variety of individuals.</td>
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<tr>
<td>- Works well in collaboration with others.</td>
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<tr>
<td>- Demonstrates awareness of one’s impact on others and accepts feedback.</td>
</tr>
<tr>
<td>- Demonstrates the ability to maintain appropriate social boundaries.</td>
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</tbody>
</table>

### Habits of Thinking and Action toward COMMUNICATION are Appropriate . . .

#### Professional Disposition toward COMMUNICATION

<table>
<thead>
<tr>
<th>Potential Indicators:</th>
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</thead>
<tbody>
<tr>
<td>- Seeks opportunities for contact and interactions with clients.</td>
</tr>
<tr>
<td>- Committed to using oral language (listening and speaking) appropriate to purpose and audience.</td>
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<tr>
<td>- Uses written language appropriate to purpose and audience.</td>
</tr>
<tr>
<td>- Uses written language appropriate to agency and professional guidelines.</td>
</tr>
<tr>
<td>- Employ the language of the profession.</td>
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### Habits of Thinking and Action toward SELF REFLECTION are Appropriate . . .

#### Professional Disposition Toward SELF AWARENESS

<table>
<thead>
<tr>
<th>Potential Indicators:</th>
</tr>
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<tbody>
<tr>
<td>- Maintains high standards and expectations for self and consistently demonstrates pride in work.</td>
</tr>
<tr>
<td>- Demonstrates awareness of own values and how they may impact on others.</td>
</tr>
<tr>
<td>- Is willing and able to recognize own difficulties and generate potential solutions.</td>
</tr>
<tr>
<td>- Seeks and uses feedback to make changes.</td>
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I have been given a copy of the Professional Dispositions Rubric (above), as well as a copy of the **NASW Code of Ethics and Cultural Competence Standards**. I understand that these are standards I must adhere to as a student in Social Work.

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

| Printed Name | Signature | Date |
6. What is social work?


**Important Qualities for Social Workers**

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

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

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

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

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

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

**What do social workers do?**

**Social Workers and the Work Environment**

According to the Bureau of Labor Statistics Occupational outlook Handbook, social workers held about 607, 300 jobs in 2012 working in the following settings:

- Hospitals, primary care settings, and clinics, including veterans clinics
- Nursing Homes
- Community mental health clinics
- Private practices
- State and local governments
- Schools
- Colleges and universities
- Substance abuse clinics
- Military bases and hospitals
- Correctional facilities
- Child welfare agencies
Although most social workers work in an office, they may spend time visiting clients. School social workers may be assigned to multiple schools and travel around the school district to see students.

The industries that employed the most child, family and school social workers in 2012 were as follows:

- State and local government, excluding education and hospitals: 41%
- Health care and social assistance: 36%
- Educational services; state, local and private: 15%
- Religious, grant making, civic, professional, similar organizations: 5%

Job Outlook

Employment of social workers is projected to grow 19 percent from 2012 to 2022, faster than the average for all occupations. Employment growth will be driven by increased demand for health care and social services, but will vary by specialty.

How to Become a Social Worker?

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

Education

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

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

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

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

The Council on Social Work Education offers a Directory of Accredited Programs that lists all accredited bachelor’s and master’s degree programs.

**Licenses, Certifications, and Registrations**

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

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

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

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

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

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

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

In the second and final senior semester students must achieve and earned grade of C or 2.5 in all social work explicit and implicit curriculum core courses and an overall minimum mean benchmark of 3.0 in all CSWE
core competencies. The 7th step or last professional development assessment occurs when senior students submit their professional portfolio for the final faculty review and assessment. Students meet with the senior seminar course instructor to review and assess their professional development trajectory from step 1 to step 7 to preparation for exit from the social work program. Students meet with the senior seminar instructor for a minimum of 30 minutes. This is the termination milestone for students as they move forward as emerging professionals with an earned baccalaureate of art degree in social work. The CCSI Social Work Program Student Pathway Through Courses & Professional Development Assessments Conceptual Model Appendix posted on the social work website illustrates the student developmental and professional assessment process through the CCSI social work program. www.ccsu.edu/socialwork
Section II. Social Work Program Faculty, Advisory Board and History

1. Faculty – CSWE - EPAS 3.3

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Vincenza (Vinnie) Testa, Department Secretary
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www.ccsu.edu/socialwork

Emeritus Faculty

Stanley F. Battle, Ph.D. MSW, MPH
Ph.D. & MPH University of Pittsburgh
MSW University of Connecticut

Dr. Barbara A. Candáles, Ph.D. MSW, MPH
MSW & MPH, University of Connecticut

Patricia Henry Hensley, Ph.D., LCSW
Ph.D., Smith College School for Social Work
MSW, University of Connecticut

Dr. Barbara G. Sosnowitz, Ph.D., MA, MSW
Ph.D., & MA, University of Connecticut
MSW, Columbia University
Adjunct Faculty

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Patti Zuccarelli, MSW
MSW, University of Connecticut
pz4942@mail.ccsu.edu
# CCSU Social Work Program - Advisory Board

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Affiliation</th>
</tr>
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<tbody>
<tr>
<td>President</td>
<td>Patti Zuccaralli, MSW</td>
<td>DCF Waterbury Regional Manager</td>
</tr>
<tr>
<td>Raul Banos, LCSW</td>
<td>Slade Middle School, New Britain, CT</td>
<td></td>
</tr>
<tr>
<td>Dr. Stanley Battle, MPH, MSW</td>
<td>Emeritus Faculty CCSU Social Work Program &amp; Professor &amp; Director MSW Program University of Saint Joseph</td>
<td></td>
</tr>
<tr>
<td>Joyce Betts, MSW, MBA</td>
<td>Families in Crisis. CEO</td>
<td></td>
</tr>
<tr>
<td>Vanessa Dorantes, MSW</td>
<td>DCF Torrington Manager</td>
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<tr>
<td>Dr. Diane Freedman</td>
<td>Manchester Community College</td>
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</tr>
<tr>
<td>Catherine Gentile-Doyle, LCSW</td>
<td>CCSU Social Work Program Adjunct Faculty</td>
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<td>Dr. Pat H. Hensley, LCSW</td>
<td>Emeritus Faculty CCSU Social Work Program</td>
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<tr>
<td>Steve Karp, MSW</td>
<td>National Association of Social Workers, CT Chapter</td>
<td></td>
</tr>
<tr>
<td>Karen Futoma, MSW</td>
<td>Town of Newington, Human Resources</td>
<td></td>
</tr>
<tr>
<td>Katherine Nazzario, MSW</td>
<td>Opportunity High School Hartford, CT</td>
<td></td>
</tr>
<tr>
<td>Irene Rodriquez Martin E.D.</td>
<td>Assoc. Dean Adm/Grad/Enr/Cnt Ed. Smith College School for SW</td>
<td></td>
</tr>
<tr>
<td>Ruth Sales, MSW</td>
<td>Hartford, CT</td>
<td></td>
</tr>
<tr>
<td>Kathy Service, MSW</td>
<td>Klingberg Family Services, Hartford, CT</td>
<td></td>
</tr>
<tr>
<td>Kristine Stickney, MSW</td>
<td>Department of children &amp; families, New Britain Office</td>
<td></td>
</tr>
</tbody>
</table>

Social Work Major Student (selected by Phi Alpha National Honor Society & Social Work Club officers)
2. History of the Social Work Department

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

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

In June 1994, the CCSU social work program received the first accreditation by the Council on Social Work Education, (CSWE). The years since the initial accreditation have been productive years. The faculty in keeping with the philosophy of CSWE, engaged in an on-going process of self-appraisal, improvement and renewal. The Department name was changed to the “Department of Sociology and Social Work in 1998.” During the fall 2000 semester, the Social Work program relocated to new facilities in the Robert C. Vance Academic Center on the CCSU campus. In May 2004, the Social Work Program strategically separated from the department of Sociology, in the School of Arts and Sciences, becoming a separate department, the “Department of Social Work,” and was placed with other academic professions in the School of Education and Professional Studies (SEPS) In 2006 the program the social work program received reaccreditation status from CSWE. The Department of Social Work is fully accredited by the New England Association of Schools and Colleges and the Council on Social Work Education.

The history of the Evening/Weekend program begins in 2008, and is based on an invitation extended by the Central Connecticut Statue University’s (CCSU) President Jack Miller for departments to propose entrepreneurial programs the Department of Social work faculty surveyed human service agencies, wrote a proposal and developed an extension of its own social work program on weekend. The initial goal of the weekend program was ‘to enhance work-force needs of the state through work force development.’ The BSW program noted a direct connection to and supported at a minimum 6 of the 7 goals of the CCSU 2008 Strategic Plan, (http://www.ccsu.edu/page.cfm?p=278)

1. Promote student learning
2. Increase persistence, satisfaction and success rates for students
3. Prepare students for productive lives as professionals and citizens and support economic development
4. Enhance and sustain faculty/staff satisfaction
5. Promote global awareness and respect for diversity
6. Gain financial support necessary for a highly regarded public university
The program was a direct contributor to the success of the Strategic Plan’s distinctive elements: Workforce development and community engagement. Carl Lovitt, Provost and Vice President of Academic Affairs submitted the proposal. Following the program acceptance, two part-time staff members (a faculty to teach and a weekend program coordinator) were hired in 6/2008 to support program development and recruitment. The Baccalaureate of Art in social work ‘Weekend Program’ at CCSU began enrolling students in September 2008. The program graduated the first student in May 2011. The initial vision for the weekend program was to provide a path for individuals “working in human services agencies” with the knowledge that most would have basic human service work knowledge. However, the vision expanded to include all interested adult learners perhaps working full-time or part-time. Community colleges found the CCSU social work weekend program an appropriate ‘next step’ for students graduating with an Associates Degree in human services from the community colleges and who work full-time jobs therefore need the weekend courses. Another initial weekend program vision was that pre-major and eventually major courses would be offered on Saturday and Sunday. The vision changed as more and more students requested and opted for evening courses.

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

As noted, the Evening/Weekend Program is an extension of the current social work program. The same full-time and part-time faculty teaches courses in the regular day program and the evening/weekend program. The same CSWE educational standards are adhered to in all courses. The master course syllabi requirements, assignments, 70-Hour volunteer and senior field work education requirements are structured into the demonstrated learning outcomes. It is important to clarify that students in the regular day program are not restricted from enrolling in the Evening/Weekend courses nor are Evening/Weekend students restricted from enrolling in the regular day program courses. Allowing for student advancement in both programs result having students from each program in the same course session while having options for learning that works best for the individual student.

The Evening/Weekend program is now earning funds for the department of social work to be used in supporting and insuring overall program growth, sustainability and inclusion of a diverse state and community agency work force in social work. The social work program is mindful that many of the adult learners and workers in human service agencies are ethnic minorities in need of support for continuation of education. (Appendix Z)
Currently, the social work program is preparing to submit the 2014 self-study for re-accreditation to the Commission on Accreditation for review and action by CSWE. The CSWE re-accreditation site visit is scheduled for December 2014. The CCSU Department of Social Work has evolved over a thirty-seven year period. It has become an exceptional social work undergraduate major in the Connecticut State Colleges and University system (ConnSCU). The social work faculty and staff continue committed to excellence in social work research, scholarship and Council on Social Work Education (CSWE) and National Association of Social Work (NASW) skill development and competency learning relevant to the social work profession.

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

**Current and Past Social Work Program Directors & Department Chairs**

Delia J. González Sanders, Ph.D. MSSW, LCSW  
Associate Professor  
Program Director & Social Work Department Chair 2012-Present  
Field Education Coordinator 2010-2012

Catherine R. Baratta, Ph.D., MSW, MPIA  
Associate Professor  
Department Chair 2007-2012

Patricia Henry Hensley, Ph.D., LCSW  
Professor Emeritus  
Acting Associate Dean (SEPS) 2006-2007  
Field Education Coordinator 2007-2010  
Department Chair 2004-2007

Barbara A. Candáles, Ph.D., LCSW, MPH  
Professor Emeritus  
Field Education Coordinator, 1995 -1997  
Social Work Program Director & Chair 1997-2003

Barbara Sosnowitz, Ph.D., LCSW  
Professor Emeritus  
Social Work Program Director 1982-1996
Section III Social Work Program Curriculum EPAS 2.0

1. Generalist Social Work Definition

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

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

The CCSU social work program mission and goals, explicit, implicit curriculum, and assessment are derived from the course requirements established by the Council on Social Work Education and are integrated into the curriculum content to ensure the generalist social work definition and content are present in teaching, scholarship and service to foster the development of competent social work professionals that will be able to exercise future leadership within the profession.
2. The 4-Year Academic Map - Social Work Program Effective Fall Term - 2012

Explicit Curriculum - EPAS 2.0

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

<table>
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<th>Semester 1</th>
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<td>SW 100 FYE or</td>
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<td>SW 100 OR SOC 111</td>
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<tr>
<td>SOC 110 or ANTH 140</td>
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<td>Math (Skill Area II) course</td>
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<td>An SAT score or CCSU placement determines placement in mathematics &amp; English courses</td>
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<td>SW 225</td>
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<tr>
<td>SW 226 (Students will begin application portfolio)</td>
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<td>70-Hour Volunteer field work required</td>
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<td>SW 227 (Students will continue to build application portfolio)</td>
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<td>70-Hour Volunteer field work required Pre-major students may apply to the social work major during their 2nd pre-social work course on Oct 1, or March 1, or August 1</td>
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<td>SOC110 or ANTH140</td>
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<td>General Education</td>
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<td>General Education Study Area IV lab credit</td>
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**Students cannot proceed further until students have been fully accepted into the social work major**
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<thead>
<tr>
<th>Semester 5</th>
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<th>Maintain Minimum cumulative GPA &gt;2.0 Maintain GPA in SW Major &gt;2.5</th>
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<td>SW Elective</td>
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<td>Elective</td>
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<td>Maintain Minimum cumulative GPA &gt;2.0 Maintain GPA in SW Major &gt;2.5</td>
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<td>SW Admission requirements &gt;2.5 GPA 70-Hour Volunteer field work required</td>
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<tr>
<td>SW 368, SW 374</td>
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<td>Attend Senior Field Orientation Submit Application to Senior Field &amp; Portfolio October 1 or March 1</td>
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<td>Semester 7</td>
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<td>Min. Gr.</td>
<td>Maintain Minimum cumulative GPA &gt;2.0 Maintain GPA in SW Major &gt;2.5</td>
</tr>
<tr>
<td>SW 362 OR SW 426</td>
<td>3</td>
<td>C</td>
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<tr>
<td>SW 450</td>
<td>3</td>
<td>C</td>
<td>200-Hrs Senior Internship Field Required</td>
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<tr>
<td>SW 451</td>
<td>3</td>
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<tr>
<td>SW Elective 400 level</td>
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<td>C</td>
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<tr>
<td>Elective</td>
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<tr>
<td><strong>MINIMUM Credit Total</strong></td>
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<tr>
<td>Semester 8</td>
<td>Cr.</td>
<td>Min. Gr.</td>
<td>Maintain Minimum cumulative GPA &gt;2.0 Maintain GPA in SW Major &gt;2.5</td>
</tr>
<tr>
<td>SW 362 OR SW 426</td>
<td>3</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>SW 452</td>
<td>3</td>
<td>C</td>
<td>200-Hrs Senior Internship Field Required</td>
</tr>
<tr>
<td>SW 453</td>
<td>3</td>
<td>C</td>
<td>Submit Final Portfolio</td>
</tr>
<tr>
<td>SW Elective 400 level</td>
<td>3</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>Elective</td>
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<tr>
<td><strong>MINIMUM Credit Total</strong></td>
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</table>

**Total 122 Credits for BA in Social Work**
Major in Social Work, BA 54.0 Credits as follows:

a. Social Work Core Courses (45.0 credits)

SW225 Writing for the Social Work Profession  
Prereq.: ENG 110. Coreq.: SW 226 or SW 227. Prepares generalist social work students to write for the profession; emphasis is on professional reports, assessments, research, case notes, courtroom, and writing agency-based documents. Restricted to pre-social work majors and must be taken concurrently with SW 226 or SW 227. Skill Area I in general education credits.

SW226 Social Welfare Policy & Services I  
Prereq.: SW 100, SOC 110 or ANTH 140, SOC 111 and PS 110 or 230. Pre-Social Work majors only. Exploration of the historical background of social work and social welfare institutions in the United States and around the world; knowledge, values, and practice skills that distinguish social work as a discipline Fieldwork required. Pre-Social Work majors only.

SW227 Human Behavior & the Social Environment I  
Prereq.: BIO 111 or BMS 111, SOC 233. Examination of individuals, families, and communities, taking an ecological perspective of the life span; various cultural, economic, and ethnic factors that influence lives; application of social work values and how these relate to developmental tasks in a socio-political environment. Fieldwork required. Pre-Social work majors only.

SW360 Generalist Social Work Practice with Individuals & Families  
Prereq.: Admission to Social Work major, SW 226, and SW 227. Study of delivery of direct service to individuals and families interacting within groups and communities; tasks and skills necessary for generalist social workers to empower clients to modify and change their situations. Fieldwork required.

SW361 Generalist Social Work Practice with Small Groups  
Prereq.: Admission to Social Work major, SW 226, and SW 227. Use of the small group as a resource for delivering direct service in generalist social work practice; tasks and skills necessary for the social worker to use group process to empower clients, Fieldwork required.

SW362 Generalists Social Work Practice with Organizations & Communities  
Prereq.: Admissions to Social Work major, SW 360, and SW 361. Interventions and strategies for assisting families, organizations, and communities in the context of generalist social work practice; tasks and skills necessary to bring about change in large systems. Recommend SW 450 and 451 or SW 452 and 453 be taken concurrently.
SW368 Human Behavior & the Social Environment II 3.0
Prereq.: SW 360 (may be taken concurrently) and admission to the Social Work major. Using ecosystems framework provides the perspective to examine macro systems. Special attention given to the impact of human diversity, globalization, discrimination, and oppression in the context of these social systems

SW374 Introduction to Social Work Research 3.0
Prereq.: Admission to Social Work major, and STAT 215. Research knowledge, values, and skills essential for beginning social work research practice Application of scientific method in social work research, hypothesis testing, research design, sampling, data collection techniques, and ethical issues germane to social workers including evidence based research practice. Quantitative and qualitative design, the problem-solving model, a research proposal applicable to social work research will be developed.

SW426 Social Welfare Policy & Services II 3.0
Prereq.: Admission to Social Work major, SW 360, SW 361, and ECON 200. Uses of policy analysis and planning as intervention strategies in generalist social work practice Recommended that SW 450 and 451 or SW 452 and 453 be taken concurrently

SW450 Field Education Experience I 3.0
Prereq.: Admission to Social Work major and all other requirements for the major except SW 362 and SW 426 (may be taken concurrently with this course); completed field application and permission of field coordinator. Placement in a social work agency in the community for a minimum of 200 hour Students are engaged in social work roles and activities which help them to develop generalist practice skills and knowledge. Must be taken concurrently with SW 451.

SW451 Field Education Seminar I 3.0
Prereq.: Admission to Social Work major and all other requirements for the major except SW 362 and SW 426 (may be taken concurrently with this course); completed field application and permission of field coordinator. Shared learning experience among all students placed in a community social work agency to provide an opportunity for information exchange in depth. Case processes and agency analysis are required. Social work philosophies, values, and ethics in the social service delivery system are reinforced. Relevant readings, assignments, and projects to help students integrate theory, values, and ethics with practice. Must be taken concurrently with SW 450.

SW452 Field Education Experience II 3.0
Prereq.: Admission to Social Work major, SW 450, SW 451, and permission of field coordinator. Continued placement in a social work agency in the community for a minimum of 200 hours. Students are engaged in social work roles and activities to develop generalist practice skills, values, and knowledge. Must be taken concurrently with SW 453.

SW453 Field Education Seminar II 3.0
Prereq.: Admission to Social Work major, SW 450, SW 451 and permission of field coordinator. Shared learning experience among all students placed in a community social work agency to provide an opportunity for information exchange in depth. Evaluation of practice and organized community outreach in the social service delivery system are reinforced. Relevant readings, assignments, and projects help students integrate theory, values, and ethics with practice. Must be taken concurrently with SW 452.
Social work electives at the 400-level a minimum of 6.0 credits required

SW 436 Health and Social Work  
Prereq.: Admission to Social Work major, SW 226, and SW 227. Examination of health issues such as cancer, AIDS, Alzheimer's, and other disabilities; prevention, treatment, and attitudes; policies and programs in both public and private sectors which impinge upon the lives of clients with health problems. Irregular. [GR]

SW 437 Child Welfare I  
Prereq.: Admission to Social Work major, SW 226, and SW 227. Examination of the role of the social worker in meeting the needs and protecting the rights of children Irregular [GR]

SW 438 Child Welfare II  
Prereq.: Admission to Social Work major, SW 226, and SW 227. Examination of current social issues, such as war, poverty, and divorce, that impact the lives of children, Irregular. [GR]

SW 440 Social Work Practice with African Populations  
Prereq.: Admission to Social Work major, SW 226, and SW 227. Critical aspects in understanding the African American community and how culture relates to social work, in micro and macro approaches to help students develop strength-based CSWE social work competencies while learning to apply culturally relevant interventions. Irregular. [I]

SW 441 Social Work Practice with Latinos  
Prereq.: Admission to Social Work major. Critical aspects in understanding the Latino community and how they relate to social work Micro, mezzo and macro approaches to providing strength-based culturally relevant interventions are highlighted. Irregular. [I] [GR]

SW 442 The Social Consequences of Immigration  
Prereq.: Admission to Social Work major. Explores the development of immigration policies, social service delivery structures, and practices that help social workers provide services to immigrants and refugees. Irregular. [I] [GR]

SW 478 Current Topics in Social Work  
Prereq.: Admission to Social Work major. Analysis and evaluation of special topics in the general field of social work Topics will vary from year to year. If topics vary, may be taken more than once. Irregular. [GR]

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

Social Work in the Military  
This course is an introduction for social work students to examine the field of social work and its intersection with the military, includes working with active duty, reservists, and veterans of armed forces and their families, ethical challenges of providing services in a regiment setting
Social Work Practice with Lesbian, Gay, Bisexual, and Transgender (LGBT) Populations
Designed to provide the social work student with a basic understanding of societal attitudes and prejudices, both overt and subtle, toward the lesbian, gay, bisexual, transgender, (LGBT) populations

b. Related Courses (9.0 credits)

SOC 110 Introductory Sociology 3.0
Major theoretical models and research methodologies used by sociologists in examining the institutions of societies and everyday lives of individuals. Topics include social stratification, ethnic relations, race, poverty, gender roles, aging, the family, population, and urban/suburban communities. CSUS Common Course Study Area III

Or

ANTH 140 Introduction to Anthropology 3.0
Major fields of anthropology, prehistory, and ethnology, with emphasis on the distinctive perspectives of anthropology as a cultural and human science. Cannot be used for credit toward the major in Anthropology. Study Area III [I]

SW 100 Exploration in Social Work 3.0
For students with a strong desire to help people and facilitate social change to determine if they wish to pursue a career in social work. Students will be introduced to the full range of client and practice settings in the global context. Limited to students with 45 credits or less or permission of the instructor Study Area III

Or

SOC 111 Social Problems 3.0
Conditions or patterns of behavior that are considered to be harmful to society or its members, about which it is considered that something should be done. Included as possible topics are sexism, physical and mental health, drug and alcohol abuse, sexuality, inequality, discrimination, environmental problems and abuses of power. Study Area III

SOC 233 The Family 3.0
The family in its social context, including cross-cultural perspectives and theories of family structure and change. The contemporary American family and its emerging alternatives will be studied, with special reference to the family life cycle and current issues in family studies. Study Area III

c. Required General Education - Courses (12.0 credits)

BIO 111 Introductory Biology 3.0
Humans and the biological world, with emphasis on structure and function of the human organism, including topics on disease, heredity and evolution

Or

BMS 111 Cells & the Human Body 3.0
An overview of the structure and function of the cell and its metabolism. Topics include genetics and molecular mechanisms underlying cellular structure and function, and the need for and generation of multiple cell types and organ systems in the human body. Covers the workings of the major organ systems in maintaining the overall
health of an individual. No credit given to students with credit for BIO 111. Cannot be used to meet requirements for major or minor in biomolecular sciences. Study Area IV

**PS 110 American Government & Politics**  
3.0  
Structure, functions, services, and problems of government and politics at the national level CSUS Common Course, Study Area II

Or

**PS 230 American State and local Government**  
3.0  
Organization and major problems of state and local government in the United States, with attention to intergovernmental relations, federalism, and contemporary issues, Study Area II

**ECON 200 Macro Economics**  
3.0  
Study Area II Macroeconomics. Introduction to the prevailing pattern of American economic institutions, the theory of income, employment and investment in the national economy, and public policies that affect them

**STATS 215 Statistics for Behavioral Sciences**  
3.0  
Prereq.: MATH 101 (C- or higher) or placement exam. Introductory treatment of research statistics used in behavioral sciences, Quantitative descriptive statistics, including frequency distributions, measures of central tendency and variability, correlation, and regression. A treatment of probability distributions including binomial and normal Introduction to the idea of hypothesis testing, No credit given to students with credit for STAT 104, 108, 200, 314 or 315. Skill Area II

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

As noted previously in this handbook, in 2008, the Commission for Accreditation (COA) and the Commission for Curriculum and Educational Innovation (COCEI) Council on Social Work Education (CSWE) outlined core competencies that are common to all social work practice and revised the Educational Policy and Accreditation Standards (EPAS) required for the department of social work (CSWE, 2008b). In adherence to the CSWE mandates the CCSU social work program applies a competency-based outcome approach to curriculum design. Hence the syllabi describe and explain how each competency is linked to component practice behaviors. Competency-based education is an outcome performance approach to curriculum design and assessment focused on student outcomes based on practice behaviors that a student must learn and be able to demonstrate both in the classroom and in the field agency settings (CSWE, 2008). All syllabi contain a “Connecting CSWE Core Competencies by Assignment Matrix. Also, most syllabi also contain a “Connecting CSWE core Competencies by Chapter Matrix linking the student demonstrated learning of core competencies in the explicit curriculum in the social work program.
Additionally assessment of individual student learning outcomes is heavily emphasized. The social work student competencies are measurable practice behaviors that are composed of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in generalist practice with individuals, families, groups, organizations, and communities (CSWE, 2008). Student demonstrated learning outcomes are assessed in each core course each semester in the explicit and implicit curriculum. Students also engage in self-assessments in the explicit and implicit curriculum in most core courses each semester. All students complete self-assessments of their fieldwork as 70-hour volunteers in the pre-major status, and as new majors. The agency field instructors at semester end also assess the student. Senior students in senior field 400-hour internship during the senior academic year self-assess each semester and are also assessed at semester end by their assigned field instructor in the agency.

-Concept Map-

Student Learning Outcome

The following content presents the Council on Social Work Education (CSWE) Social Work Education Educational Policy and Accreditation Standards Core Competencies and practice learning outcomes as mandated for student professional competency. An illustration of the demonstrated behavior learning outcomes for each competency is provided following the narrative on the educational policy. The social work program at CCSU seeks to develop specialized competency training for social work students in the undergraduate program consistent with the CSWE social work education standards, and to promote student learning of the required CSWE standards hence, the inclusion of the CSWE Education Policy and Accreditation Standards in this student program handbook for student reference, use and to enhance student understanding of the emphasis on the importance of social work practice, education, policy and accreditation standards.
a. Explicit & Implicit Curriculum Expected Learning Outcome for Student Professional
Development included in all course syllabi, fieldwork assessments

<table>
<thead>
<tr>
<th>Competency 2.1.1</th>
<th>Practice Behavior Student Learning Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify as a professional social worker and conduct oneself accordingly</td>
<td>Advocate for client access to services</td>
</tr>
<tr>
<td></td>
<td>Personal reflection and self-correction for professional development</td>
</tr>
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<td></td>
<td>Attend to professional roles and boundaries</td>
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<tr>
<td></td>
<td>Demonstrate professional demeanor</td>
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<tr>
<td></td>
<td>Engage in career-long learning</td>
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<td></td>
<td>Use supervision and consultation</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Competency 2.1.2</th>
<th>Practice Behavior Learning Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply social work ethical principles to guide professional practice</td>
<td>Recognize and manage personal values to allow professional values to guide practice</td>
</tr>
<tr>
<td></td>
<td>Make ethical decisions by applying NASW Code of Ethics and, as applicable, IFSW/IASSW ethical principles</td>
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<tr>
<td></td>
<td>Tolerate ambiguity in resolving ethical dilemmas</td>
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<tr>
<td></td>
<td>Apply strategies of ethical reasoning to arrive at principled decisions</td>
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</tbody>
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<thead>
<tr>
<th>Competency 2.1.3</th>
<th>Practice Behavior Learning Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply critical thinking to inform and communicate professional judgments</td>
<td>Draw on multiple sources of knowledge</td>
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<tr>
<td></td>
<td>Analyze models of assessment, prevention, intervention, and evaluation</td>
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<td></td>
<td>Demonstrate effective oral and written communication</td>
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<thead>
<tr>
<th>Competency 2.1.4</th>
<th>Practice Behavior Learning Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engage diversity and difference in practice</td>
<td>Recognize how a culture’s structure and values may impact privilege and power</td>
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<tr>
<td></td>
<td>Gain self-awareness to eliminate the influence of personal biases and values in working with diverse groups</td>
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<tr>
<td></td>
<td>Recognize and communicate understanding of the importance of difference in shaping life experiences</td>
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<tr>
<td></td>
<td>View selves as learners and engage those with whom they work as informants</td>
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<table>
<thead>
<tr>
<th>Competency 2.1.5</th>
<th>Practice Behavior Learning Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advance human rights and social and economic justice</td>
<td>Understand the forms and mechanisms of oppression and discrimination</td>
</tr>
<tr>
<td></td>
<td>Advocate for human rights and social and economic justice</td>
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<tr>
<td></td>
<td>Engage in practices that advance social and economic justice</td>
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</table>

<table>
<thead>
<tr>
<th>Competency 2.1.6</th>
<th>Practice Behavior Learning Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engage in research-informed practice and practice informed research</td>
<td>Use practice experiences to inform scientific inquiry</td>
</tr>
<tr>
<td></td>
<td>Use research evidence to inform practice</td>
</tr>
<tr>
<td>Competency 2.1.7</td>
<td>Practice Behavior Learning Outcome – Field Seminar</td>
</tr>
<tr>
<td>-----------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>Competency 2.1.7</td>
<td>Practice Behavior Learning Outcome – Field Seminar</td>
</tr>
<tr>
<td>Competency 2.1.8</td>
<td>Practice Behavior Learning Outcome</td>
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<tr>
<td>Competency 2.1.9</td>
<td>Practice Behavior Learning Outcome - Field Seminar</td>
</tr>
<tr>
<td>Competency 2.1.10a</td>
<td>Practice Behavior Learning Outcome</td>
</tr>
<tr>
<td>Competency 2.1.10b</td>
<td>Practice Behavior Learning Outcome</td>
</tr>
<tr>
<td>Competency 2.1.10c</td>
<td>Practice Behavior Learning Outcome</td>
</tr>
<tr>
<td>Competency 2.1.10d</td>
<td>Practice Behavior Learning Outcome</td>
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</tbody>
</table>

**Competency 2.1.7**

**Practice Behavior Learning Outcome**

- **Apply knowledge of human behavior and the social environment**
  - Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation
  - Critique and apply knowledge to understand person and environment

**Competency 2.1.8**

**Practice Behavior Learning Outcome**

- **Engage in policy practice to advance well-being and deliver services**
  - Analyze, formulate, and advocate for policies that advance social well-being
  - Collaborate with colleagues and clients for effective policy action

**Competency 2.1.9**

**Practice Behavior Learning Outcome - Field Seminar**

- **Respond to contexts that shape practice**
  - Discover, appraise, and attend to changing contexts to provide relevant services
  - Provide leadership in promoting changes in service delivery and practice to improve service quality

**Competency 2.1.10a**

**Practice Behavior Learning Outcome**

- **Engagement**
  - Substantively and affectively prepare for action at all levels of practice
  - Use empathy and other interpersonal skills
  - Develop a mutually agreed-on focus and desired outcomes

**Competency 2.1.10b**

**Practice Behavior Learning Outcome**

- **Assessment**
  - Collect, organize, and interpret client data
  - Assess client strengths and limitations
  - Develop mutually agreed-on intervention goals and objectives
  - Select appropriate intervention strategies

**Competency 2.1.10c**

**Practice Behavior Learning Outcome**

- **Intervention**
  - Initiate actions to achieve organizational goals
  - Implement preventions intervention that enhances client capacities
  - Help clients resolve problems
  - Negotiate, mediate and advocate for clients
  - Facilitate transitions and endings

**Competency 2.1.10d**

**Practice Behavior Learning Outcome**

- **Evaluation**
  - Critically analyze, monitor, and evaluate intervention

Section IV. Social Work Program Policies and Procedures

1. The Pre-Major Social Work Student

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

2. Setting up CCSU email

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

3. Advising Requirements

a. New Incoming Pre-Social Work Major Freshman Student Procedure

Applying to Central Connecticut State University

*Incoming new first-time full-time students (Pre-social work Major)*

Apply to CCSU

1st - Early in the fall or spring semester (the semester prior to attending CCSU) and or while still enrolled in high school, or the community college students should apply to CCSU. Students can apply on line by going to the CCSU website and selecting the letter A from the A-Z menu. Then select “Apply online.” The window that opens will lead students through the entire application procedure. Students should arrange for all transcripts from high school, other colleges and or universities to be sent directly to CCSU registrar office.
When applying to CCSU it is important not to delay applying. Apply ASAP.

2nd After receiving the CCSU acceptance letter/information, the student will receive detailed instructions on orientation and advising for new freshman and other important new student information. All first-time full-time students receive advising from the Center for Advising and Career Exploration (CACE). All first-time full-time students will be assigned and meet with their CACE Advisor as part of the application process and acceptance to CCSU. Students declaring a pre-social work major are transitioned to the social work department for advising at the start of their second semester and are assigned a faculty adviser for the duration of their academic journey in the social work program. The number for CACE is (860) 832-1615.

http://web.ccsu.edu/cace/about.asp

Students who initially met with the Center for Advising and Career Exploration (CACE) for initial advising are transitioned to the social work department faculty for course advising during their first semester of classes. The transfer student’s advising file is forwarded from the Center for Advising and Career Exploration (CACE) to the social work department located in R. C. Vance Academic Center #324 in advance of the Fall (October) or Spring (March) official two (2) week CCSU advising period. Students are required to check with the department secretary via email at: v.testa@ccsu.edu or phone 860-832-3129 to determine the date the social work faculty advising schedule will be posted. Once the faculty schedules are posted, students are required to come to the department to signup for a specific course advising session time with their assigned faculty. The assigned social work faculty course advisor is listed in each students banner account. Students are also required to check the master list provided on the social work bulletin board to identify their faculty adviser. If there is no advisor assigned to the student the student may check with the secretary to determine the assigned faculty advisor.

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

During the first advising session with the social work faculty advisor reviews students on several required advising forms and also helps students complete required forms kept in the student advising file. Students are also reviewed on the advising procedure, the social work curriculum sheet and the Student Social Work Advising Contract. Advising procedures are established in order to help students navigate through the required courses in an efficient, effective manner. A copy of the completed, signed ‘Student Social Work Advising Contract’ is given to the student with the student ‘personal identification number’ (PIN). Students are strongly encouraged to adhere to
the contract. If students are not able to register for the agreed upon courses, students are to contact their faculty advisor to discuss course enrollment options to amend the advising contract.

b. New Incoming Pre-Social Work Major Transfer Student Procedure

Transferring to Central Connecticut State University

Incoming Transfer Students (Pre-Social Work Majors)

Apply to CCSU

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

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

2nd After receiving the CCSU acceptance letter/information, the student must contact the School of Education & Professional Studies (SEPS), Transfer Advising Center office for Incoming transfer students Pre-Social Work Majors. The number to phone to establish a transfer student advising session is (860) 832-2370.

Prepare for Advising

3rd Bring the Transfer Credit Evaluation form sent by CCSU along with the acceptance letter and a list of current courses if currently enrolled in any (an unofficial transcript is acceptable). Without this information, students cannot be fully advised.

If the Transfer Credit Evaluation is not in the packet of information sent from CCSU Admissions, the student must contact Admissions for a copy of it PRIOR to the meeting with Advising Center staff. Without the Transfer Credit Evaluation, students will have to reschedule advising appointment.

At the advising session, student will be provided with a list of courses to register for, and a Personal Identification Number (PIN) which will allow students to access registration at the credit level specified time.

Registration

4th Register for courses: All registration is online. Students will be assisted to activate the Pipeline account to access registration. Information is available on line regarding how to utilize Pipeline and Registration. The Advising Center can also answer questions regarding this process.

The Social Work Program at CCSU has a selective admissions policy. The policy is based on the need to maintain a program of excellence based on the mandates of the Council of Social Work Education (CSWE).
Acceptance to the Social Work Program is based upon successful completion of specific courses (see below), successful volunteer experience, potential for professional competence, and demonstrated competence in writing skills. In addition, students must have (and maintain) a GPA of 2.5 in all required pre-requisites and major courses, and 2.0 overall for CCSU. Please consult The Student Handbook available online (CCSU Social Work) for detailed information.

Courses Required for Admission to the Social Work Program, each with a grade of ‘C’ or higher

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

PS 110 American Government or PS 230 State and Local Government

SOC 110 Introductory Sociology or ANTH 140 Introduction to Anthropology

SOC 111 Social Problems or SW 100 Exploration in Social Work

SOC 233 The Family

ECON 200 Principles of Economics I

STATS 215 Statistics for Behavioral Sciences

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

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

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

Students Interested International Social Work experiences Might Consider Course Abroad for Credit

The Social Work Program offers 2 course abroad/volunteer programs.

1. Building a Multiracial, Multiethnic Society, Cape Town, South Africa Winter (6 credits)
2. Resiliency and Citizen Participation: Experiential Learning in Villa El Salvador, Peru Summer (3 credits)

Please see CCSU Center on International Education website: http://www.ccsu.edu/page.cfm?p=546 for more information on course abroad programs, and other study abroad opportunities.

This ‘Transferring to Central Connecticut State University Incoming transfer students (Pre-Social Work majors)’ form is available on the social work website: www.ccsu.edu/socialwork
Students who transferred and met with the SEPS Transfer Advising Center Office for initial advising are transitioned to the social work department faculty for advising during their first semester of classes. The transfer student’s advising file is forwarded from the SEPS Transfer Advising Center Office to the social work department located in R. C. Vance Academic Center #324 in advance of the Fall (October) or Spring (March) official two (2) week CCSU advising period. Students are required to check with the department secretary via email at: v.testa@ccsu.edu or phone 860-832-3129 to determine the date the social work faculty advising schedule will be posted. Once the faculty schedules are posted, students are required to come to the department to signup for a specific course advising session time with their assigned faculty. The assigned social work faculty advisor is listed in each students banner account. Students are also required to check the master list provided on the social work bulletin board to identify their faculty adviser. If there is no advisor assigned to the student the student may check with the secretary to determine the assigned faculty advisor.

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

c. Pre-Major Student Advising Procedure for Students Already in the Pipeline

Pre-major social work students in the pipeline will meet with their assigned social work faculty in the social work department located in R. C. Vance Academic Center #324 in advance of the Fall (October) or Spring (March) official two (2) week CCSU advising period. Students are required to check with the department secretary via email at: v.testa@ccsu.edu or phone 860-832-3129 to determine the date the social work faculty advising schedule will be posted. Once the faculty schedules are posted, students are required to come to the department to signup for a specific course advising session time with their assigned faculty. The assigned social work faculty advisor is listed in each students banner account. Students are also required to check the master list provided on the social work bulletin board to identify their faculty adviser. If there is no advisor assigned to the student the student may check with the secretary to determine the assigned faculty advisor.

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

During the first advising session with the social work faculty advisor reviews students on several required advising forms and also helps students complete required forms kept in the student advising file. Students are also reviewed on the advising procedure, Social Work Program Advising Contract (Appendix A), and the social work
curriculum sheet (Appendix B). Advising procedures are established in order to help students navigate through the required courses in an efficient, effective manner. Faculty advisors are also available to students in the event that students have difficulty with course requirements. A copy of the completed, signed Social Work Program Advising Contract (Appendix A) is given to the student with the student ‘personal identification number’ (PIN). Students are strongly encouraged to adhere to the established signed advising contract. If students are not able to register for the agreed upon courses, students are to contact their faculty advisor to discuss course options and to modify the advising contract. A sample of the social work Program Advising Contract (Appendix A) follows. A copy of the form is also available in the Appendix Section of this handbook.
Central Connecticut State University  
Social Work Program  
Advising Contract

Name: __________________________________________ ID# _____________________

Today’s Date: ____________________ Semester for Course Advising:  FA _____ SP _____ SU _____ WT ___

Student Schedule:

<table>
<thead>
<tr>
<th>Course</th>
<th>Department</th>
<th>Day &amp; Time</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

Student has agreed to the following:
____________________________________________________________________________________________
____________________________________________________________________________________________
____________________________________________________________________________________________
____________________________________________________________________________________________

* IT IS THE STUDENTS RESPONSIBILITY TO KNOW REQUIREMENTS AND MONITOR THEIR OWN PROGRESS TOWARDS GRADUATION (i.e., total number of credits, etc.)

Student's Signature: ________________________________________________________________

Student’s Personal Identification Number (PIN) _________________________________

Faculty Advisor’s Signature: ________________________________________________
Student advising files are kept in a locked cabinet in the social work department office. The student’s course advising file is available for the student’s review during the advising sessions with the faculty advisor. Students may request to review their file at anytime by simply contacting their faculty adviser and establishing an appointment. Advising files are kept throughout the student’s academic journey in the program. By journey end, the file will contain copies of the student 70-hour evaluations, transcripts, transfer equivalency forms and other forms that have been part of the student academic journey.

4. Procedure to Change Major to Social Work

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


Or Students can go the CCSU Pipeline website select the letter R for registrar from the A-Z menu at the top right. When the new window opens, students select: FORMS on the left menu. A list of available forms will open. Select Undergraduate Change of Major Degree or Advisor form. Print a copy, fill out the top of the form and email or phone the department secretary at 860 832-3129 to set up an appointment to meet with the department chairperson, to discuss change of major. Or the student may email the department chairperson for an appointment. Advising files housed in the social work department for three years post graduation. Files are then forwarded to the CCSU student file storage area.

5. Pre-requisite courses

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Or</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 111 Introductory Biology</td>
<td>or</td>
<td>BMS 111 Cells and the Human Body</td>
</tr>
<tr>
<td>PS 110 American Govt. &amp; Politics</td>
<td>or</td>
<td>PS 230 State and Local Government</td>
</tr>
<tr>
<td>SOC 110 Introductory Sociology</td>
<td>or</td>
<td>ANTH 140 Introduction to Anthropology</td>
</tr>
<tr>
<td>SOC 111 Social Problems</td>
<td>or</td>
<td>SW 100 Exploration in Social Work</td>
</tr>
<tr>
<td>SOC 233 The Family</td>
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<td></td>
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<tr>
<td>ECON 200 Principles of Economics I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>STATS 215 Statistics for Behavioral Sciences</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
6. Pre-Social Work Core Courses

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

SW 225 Writing for the Social Work Profession  (co-requisite with either SW226 or SW227)
SW 226 Social Welfare Policy and Services I  (2 prerequisites: SOC 110 or ANTH 140 and Soc 111 or SW 100)
SW 227 Human Behavior and Social Environment I  (2 prerequisites: SOC 233 AND either BIO 111 or BMS 111)

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

7. The Social Work Program Curriculum Sheet - Effective Fall 2012– Appendix B

Next is a copy of the Central Connecticut State University School of Education and Professional Studies Social Work Program Curriculum Sheet 122 credits required Identifying the particular study, skill, elective, pre-requisite, related and social work course areas needed to earn a Generalist Bachelor of Arts degree in the social work program. This is the curriculum sheet used for advising when student meet with their assigned course advisor. Time the student meets with their advisor the curriculum sheet is updated from the completed courses added to the degree evaluation provided by the student. During advising the advisor adds the courses the student contracts to enroll in for the following semester.
## Appendix B

**CENTRAL CONNECTICUT STATE UNIVERSITY**  
*School of Education and Professional Studies*  
**SOCIAL WORK**  
**B.A. 122 Credits**

### STUDY AREAS

<table>
<thead>
<tr>
<th>Study Area I</th>
<th>Arts &amp; Humanities (9 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG literature</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>3</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Study Area II</th>
<th>Social Sciences (9 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST</td>
<td>3</td>
</tr>
<tr>
<td>*PS 110 Am. Gov’t &amp; Politics or 230 Am. State &amp; Local Gov’t</td>
<td>X X</td>
</tr>
<tr>
<td>*ECON 200 Principles of Economics I</td>
<td>X X</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Study Area III</th>
<th>Behavioral Sciences (6 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Study Area IV</th>
<th>Natural Sciences (6 or 7 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(lab credit)</td>
<td>3 or 4</td>
</tr>
<tr>
<td>*BIO 111 Introductory Biology or BMS 111</td>
<td>X X</td>
</tr>
</tbody>
</table>

### SKILL AREAS

<table>
<thead>
<tr>
<th>Skill Area I</th>
<th>Communication Skills (6 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 110 Freshman Composition</td>
<td>3</td>
</tr>
<tr>
<td>*SW 225 Writing for the Social Work Profession</td>
<td>X X</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Skill Area II</th>
<th>Mathematics Requirement (6 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>*STAT 215 Statistics for Behavioral Sciences I</td>
<td>3</td>
</tr>
</tbody>
</table>

### Skill Area III | Foreign Language Proficiency Requirement (check one) |

- 3 sequential years of one foreign language at the high school level
- passed a standardized foreign language exam
- completion of 112 or 114 foreign language course
- successful completion of an upper level foreign language course
- demonstration of native proficiency in a language other than English

### Skill Area IV | University Requirement (2 or 3 credits) |

| PE 144 required for students matriculating with fewer than 15 credits | 2 or 3 |

### GENERAL EDUCATION (44-46 credits)

### SOCIAL WORK MAJOR (54 credits)

*Requires a C or better*

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Crs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>*SOC 110 Introductory Sociology or ANTH 140 Intro. to Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>*SOC 111 Social Problems or SW 100 Explor. in Social Work</td>
<td>3</td>
</tr>
<tr>
<td>*SOC 233 The Family</td>
<td>3</td>
</tr>
<tr>
<td>*SW 225 Writing for the Social Work Profession</td>
<td>3</td>
</tr>
<tr>
<td>*SW 226 Social Welfare Policy and Services I</td>
<td>3</td>
</tr>
<tr>
<td>*SW 227 Human Behavior and the Social Environment I</td>
<td>3</td>
</tr>
<tr>
<td>SW 360 Generalist Social Work Practice with Individuals and Families</td>
<td>3</td>
</tr>
<tr>
<td>SW 361 Generalist Social Work Practice with Small Groups</td>
<td>3</td>
</tr>
<tr>
<td>SW 362 Generalist SW Practice w/ Families, Organizations &amp; Comm</td>
<td>3</td>
</tr>
<tr>
<td>SW 368 Human Behavior and the Social Environment II</td>
<td>3</td>
</tr>
<tr>
<td>SW 374 Introduction to Social Work Research</td>
<td>3</td>
</tr>
<tr>
<td>SW 426 Social Welfare Policy and Services II</td>
<td>3</td>
</tr>
<tr>
<td>SW 440 Field Education Experience</td>
<td>3</td>
</tr>
<tr>
<td>SW 451 Field Education Seminar I</td>
<td>3</td>
</tr>
<tr>
<td>SW 452 Field Education Experience II</td>
<td>3</td>
</tr>
<tr>
<td>SW 453 Field Education Seminar II</td>
<td>3</td>
</tr>
<tr>
<td>electives 400 level</td>
<td>3</td>
</tr>
<tr>
<td>electives 400 level</td>
<td>3</td>
</tr>
</tbody>
</table>

### RELATED REQUIREMENTS (12 credits)

*Required for the Program & can also fulfill General Education*

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Crs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>*BIO 111 Introductory Biology or BMS 111 (ST IV)</td>
<td>3</td>
</tr>
<tr>
<td>*PS 110 Am. Gov’t &amp; Politics or 230 Am. State &amp; Local Gov’t (ST II)</td>
<td>3</td>
</tr>
<tr>
<td>*ECON 200 Principles of Economics I (ST II)</td>
<td>3</td>
</tr>
<tr>
<td>*STAT 215 Statistics for Behavioral Sciences I (SK II)</td>
<td>3</td>
</tr>
</tbody>
</table>

### ELECTIVES (as necessary to reach 122 credits)

| Elective Description | Crs. |

### Prerequisite to the Social Work Program

*4/2/2012 Effective Fall 2012*
8. 70-hour Volunteer Generalist Practice Field Work Requirements

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

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

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

Helping students make meaning of their initial social work experiences helps to assure continual professional development. Guided by course instructors in the classroom and field instructors in the agency, students learn self-reflection and self-correction as they take the initial step in learning demonstrating mastery of the CSWE core competencies 2.1 - 2.7. Finally, the 70-hour field work at the pre-major level assists students to discover whether social work is the profession they are meant for while they are operationalizing or putting into action their beginning skills in real life social work settings in an agency setting under supervision by a field agency instructor.

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

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

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

- Selecting Field Agency

It is the pre-major student student’s responsibility to select and confirm the 70-hour volunteer field work agency. By the third week of class students must begin volunteering at the agency therefore identifying and confirming the agency volunteer placement before the semester is highly recommended. By the fourth week of class pre-major students are contacted via CCSU email by the School of Education (SEPS) assessment team to submit agency information, field instructor name, contact information including phone number and email address to the (SEPS) assessment team. This is not only to confirm the 70-hour placement but also to enable the SEPS assessment team to prepare for the required student assessments required for each student later in the semester.

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

- Student Responsibilities and Safety Policy

Once the student has selected the field agency, it is the student’s responsibility to learn about the agency. It is highly recommended that students select agencies where social workers either with a Baccalaureate or Masters degree are present in order for students to begin to develop professional social work competency skills.
• It is the student’s responsibility to contact the agency, identify the field instructor and request an interview for the 70-Hour Generalist Practice Experience.

• It is the student’s responsibility to prepare for the interview by learning about the agency, to dress professionally, and to arrive promptly for the interview. It is important for the student to be aware of the amount of time the field agency supervisor has for the interview so that the student can present himself or herself professionally within the required timeframe for the interview.

• It is the student’s responsibility to comply with the field agency requirements for acceptance as a volunteer. Most agencies require background checks, and or finger printing. Many also require orientation prior to beginning volunteer work. Others require training. It is the student’s responsibility to schedule what is required in order to comply with, and to complete all the requirements of the agency to secure the placement and be ready to begin the placement the first day of class.

• It is the student’s responsibilities to establish a minimum of 5-hours per week of volunteer field work with the field instructor at the agency. Once the hours are established it is the student’s responsibility to dress professionally and arrive promptly on the scheduled days.

• It is the student’s responsibility to provide the agency field instructor with a copy of the course syllabus so that the field instructor will be aware of the learning requirements of the student in the field.

• It is the student’s responsibility to provide the SEPS assessment team with the correct name and contact information for the agency field instructor

• It is the student’s responsibility to keep a Field Work Time Log to document the field work time weekly and review assignments and work time with supervisor. This is to ensure time and assignments are completed promptly and efficiently. Students must keep the field instructor informed of learning needs, obstacles to learning, and provide learning feedback to the instructor in both required pre-major courses SW226 & SW227.

• It is the student’s responsibility to manage their time efficiently in order to balance their course requirements, the 70-Hour placement, other academic, work or family commitments.

• It is the student’s responsibility to request assistance from the field instructor on how to best terminate with the agency clients, staff and how to transition their duties to others.
• Students are reminded that they represent the social work program and CCSU while in their 70-Hour Volunteer Generalist Practice placement. It is the student’s responsibility to demonstrate professional demeanor in behavior, appearance and communication.

• It is the student’s responsibility to keep the social work course instructor informed of 70-Hour placement progress and or concerns. This is especially true if the student needs assistance to complete course requirements.

• It is the student’s responsibility to be safe and remain safe while in field work agency. Students are encouraged to be aware and alert in the field work placements. Discuss the agency safety policy and safety plan with the field instructor the first day of volunteer field work. Students are responsible for asking questions regarding the safety procedures and the potential for violence in the work place. Social work professionals often work with individuals, families and groups that are in need of health, mental health, and behavioral health assistance. Therefore when students select the volunteer placement, it is the student’s responsibility to learn the appropriate student volunteer safety boundaries and to adhere to the boundaries.

• If a student is concerned about personal safety, it is the student’s responsibility to discuss the concerns with the agency field work instructor, the course instructor, and the department chairperson.

• Additionally student field work volunteers should:
  o **Be alert**, be aware of both verbal and non-verbal cues that might indicate an at risk situation in the agency
  o **Exercise appropriate professional judgment**
  o **Always be aware of your surroundings**
  o **Trust your (gut feeling) or instincts**
  o **Report any safety concerns at the agency to your field work instructor at the agency, the agency director or personnel, CCSU social work course instructor, field education coordinator, and department chairperson**

• **Vehicle Policy**

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

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

### 70-Hour Volunteer Generalist Practice (Self) Evaluation

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

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

9. Applying to the Social Work Major

As noted throughout this handbook, the Council on Social Work Education (CSWE) accredits the CCSU social work program at the undergraduate level. The purpose of the Social Work major is to prepare students for beginning generalist social work practice. Social Work is a profession that deals extensively with sensitive social issues and the well being of human beings, therefore, students are carefully evaluated not only academically but also for demonstrated professional competency skill development.

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

The Department of Social Work Admission Policy and a description of the application requirements and procedures will be discussed next. There are three application opportunities for pre-major students to apply to the major. Student applications are submitted October 1st, or March 1, or in the summer August 1st. Additional required forms are included in the appendix section of this handbook, and are available on the Department of Social Work website as well as in the Department of Social Work office in Vance Academic.
Center, Room 3240500. Students are urged to read the student handbook and field manual as all these documents are meant to clarify the student requirements at each step of the journey in the program. Pre-major students must be fully accepted into the social work major prior to enrolling in the advanced 300 or 400 level social work courses.

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

- **Professionalism**

  Student professional behavior is an important part of their commitment to becoming a social worker. Students Pre-Social Work and Social Work majors are expected to adhere to the professional performance standard of the profession throughout their academic journey. These include the National Association of Social Workers (NASW) Code of Ethics (2006) and the NASW Indicators for the Achievement of Cultural Competence in Social Work Practice (2007). Therefore, in both the classroom and the field students are expected to act in a professionally responsible manner, including promptness, class attendance, and respect for the diverse opinions as well as tolerance for differences. “Therefore, cultural competence in social work practice implies a heightened consciousness of how clients experience their uniqueness and deal with their differences and similarities within a larger context. The achievement of cultural competence is an ongoing process,” (NASW 2007 p. 8).

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

  10a. POLICY NOTE: Life experience and previous coursework experience CANNOT be used to fulfill course requirements or get credit for courses. Included in this, life experience cannot be used to meet requirements of 70-HOUR VOLUNTEER FIELD EXPERIENCES or SENIOR
FIELD INTERNSHIPS in the program. The Council on Social Work Education Accreditation Standard 2.1.8 (2008) mandates that the employment role must be separate from the field education learning experience.

11. Portfolio Requirements

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

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

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

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

Pre-Major Application to Social Work Major Portfolio Guidelines

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

• Student Name on the outside cover and spine of binder
• Table of Contents
• Cover page
• Application to the Social Work Major / Students are required to complete a Social Work Major Application form Please see Appendix E
• Application to Social Work Major - Pledge Please see Appendix F
• Personal Narrative (see list of questions) – two copies (see narrative requirements Appendix G)
• Academic Transcripts - including transcripts from other colleges and universities previously attended (unofficial copies of CCSU transcripts are acceptable)
• Evidence of participation in campus/community, volunteer events or activities
• Social Work Course Syllabi
• Social Work Course Graded Assignments
• 70-Hour Volunteer Generalist Practice Experience Evaluations Please see Appendix C (please include evaluations from other colleges/universities if applicable)
• Documentation of workshops, training, and/or conferences attended
• Current Resume
• NASW Code of Ethics (2006)
• References (2)

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

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

12. Statements of Understanding – Please see Appendix J
Please note: Students enrolled in the pre-social work program curriculum must be cognizant of the fact that past or future criminal conduct may limit or prevent placement in a field work agency for the 70-Hour Volunteer field work courses (and for Senior Field Education Experience I & II internships). Because field work for the 70-Hour Volunteer courses (and Senior Field Education Experience I and Senior Field Education Experience II) are a Bachelor of Arts curriculum imperative, the social work degree is awarded only after successful completion of all social work program requirements.

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

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

Print Name __________________________________________________CCSU ID# _________________

Statements of Understanding - Read Before Signing!

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

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

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

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

I further understand that

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

I further understand that

• it is my responsibility to provide up-to-date, official transcripts (transcripts marked “issued to student” are acceptable) from all colleges/universities that I have attended
• it is my responsibility to identify, interview and establish the required 70-hour volunteer field experiences for the required courses by the course due date
• a maximum of two senior field placement referrals will be made by the field education coordinator
• it is my responsibility to receive the recommended field placement, interview, accept and meet the requirements of the senior field education setting as agreed upon with the agency supervisor and the field experience supervisor to meet the established senior field experience learning competencies

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

**Statement of Criminal Background**

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

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

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13. Incoming Students to Social Work Major/Orientation Meeting

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

a. **Attending a mandatory incoming students/orientation meeting**

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

- Social Work Professional Dispositions completed by Instructors
- Assessments of Specified Competencies in Course Assignments
- SW Implicit Curriculum mid-course Evaluation
- 70-Hour Experiential Placement Evaluation
- 70-Hour Experiential Placement Evaluation
- End of Course Evaluations
- Sustain overall GPA of 2.0 for CCSU and GPA of 2.5 in the Social Work major to remain in the major
- Student responsibility to meet all social work major course requirements in the classroom and in field work
- Portfolio requirements moving forward
- Steps Required to Attain Application to Senior Field
- Introduce incoming students to current officers in the CCSU Social Work Club
- Introduce incoming students to current officers in CCSU Chi Upsilon Phi Alpha Social Work National Honor Society
- Incoming Students SWEAP Survey
Near the end of the orientation new majors will complete their first assessment as majors by completing the entrance to the major SWEAP Survey.

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

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

**14. The Social Work Club**

The Social Work Club is the social work student organization recognized and funded by the University. All pre-major students are eligible to be members and are encouraged to meet other social work students by actively participating in the club meetings and activities. The faculty advisor works with the club officers and members providing guidance, information and support as needed throughout the academic year. The faculty advisor represents the club at the faculty meetings and communicates with the department chair and faculty the minutes of the meetings and the agenda for the academic year. The faculty advisor is also available to help the leadership clarify the vision for the academic year, review the club expenditures and activities to ensure the club functions within the guidelines of the university policy.

The club members vote the new incoming club officers into office in the spring semester generally in May. The officers remain in office until the following spring when new officers are voted into office. The club officers include a president, vice-president, secretary and treasurer. However members may vote to elect two co-presidents if the members agree. Officers assume the club leadership role establishing the meeting calendar, identifying social service projects, and organizing fund raising activities. Officers also maintain the social work club facebook page, update and maintain the social work club bulletin board located in R. C. Vance Academic Center third floor, recruit new club members, communicate activities to pre-majors and majors via email, in social work course and serve as informal mentors for pre-majors and new majors as they journey through the major. Social work club members are encouraged to become involved in social work sponsored events, conference and activities on campus. Students are encouraged to activate and use their assigned CCSU email in order to be in communication with the club leadership and to stay informed on the social work club activities. Members are also encouraged to review the social work club bulletin board for project information, activities and for social work job postings. Social Work Club officers in collaboration with Phi Alpha officers are encouraged to select an officer to serve on the Social Work Program Advisory Board.
15. Chi Upsilon Chapter Phi Alpha Honor Society

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

Qualifications: An overall GPA of 3.0, and a GPA of 3.25 in core social work courses must be maintained-in eight (8) semester credit hours or 12 quarter hours required in major and must be completed for honor society. Students begin to apply each fall semester. The application deadline is February 1st. The induction into the Chi Upsilon Chapter of Phi Alpha Honor Society is once an academic year during the month of April. A one-time fee of $20.00 is required with the application. Checks or money orders (only must be submitted, no cash) made out to Phi Alpha Honor Society and submitted to the social work office no later than the due date February 1st. The check or money order must be stapled to the application and both must be placed in a sealed envelope with the name and address of the student applicant on the outside return address area. The envelope must be addressed to the Phi Alpha Application and submitted to the social work department secretary by the February 1 deadline. Interested students should review the Chi Upsilon Chapter of Phi Alpha Honor Society bulletin board outside the social work office in Vance #324 for the names of the current contact information of current chapter officers if they have questions about Phi Alpha. Please see Appendix L, the Chi Upsilon Chapter of Phi Alpha Honor Society application in the appendices section of this student handbook and field work manual. Phi Alpha officers in collaboration with Social Work Club officers with are encouraged to select an officer to serve on the Social Work Program Advisory Board.

16. Student Rights and Opportunities in Policy Formulation & Modification EPAS 3.2.9 & 3.2.10

The Council on Social Work Education Accreditation Standards (EPAS) 3.2.9 mandates, “The program describes its policies and procedures specifying students ‘rights and responsibilities to participate in formulating and modifying policies affecting academic and student affairs. Also, the Council on Social Work Education Accreditation Standards (EPAS) 3.2.10 mandates, “The program demonstrates how it provides opportunities and encourages student to organize in their interests” (CSWE 2008, p. 12).

The (CCSU) Student Handbook identifies the many campus committees and advisory boards which provide a path for CCSU students to become involved and participate in the development and implementation of CCSU policy. One pathway is by becoming a student representative in the CCSU Student Government Association.
The Department of Social Work faculty also encourages pre-major and major students to participate in formulating and/or modifying policies that impact students as pre-social work and social work majors. Participation in this process can be accomplished by providing oral or written feedback, suggestions, or feedback through the Social Work Club, the Phi Alpha Honor Society to faculty advisors, by meeting with the department chairperson or with faculty. Students can also request to meet with the department faculty during a department faculty meeting. Another pathway is for students to communicate through the student representative to the Department of Social Work Advisory Board. Both student social work organizations are strongly encouraged to identify a member of their organization to serve as the student representative to the social work department advisory board.

New policies or procedures under consideration are reviewed by the department chairperson and faculty and include officers and/or students involved with the social work club, and officers and students in Phi Alpha Honor Society which ever group decides to participate. If there are major changes to the existing program an open forum may be held and an invitation extended for students to attend. This will enable full student participation and understanding of the proposed policy or program procedural changes in order to elicit student responses and enable students to be part of the policy-making functions of the department of social work. Students can also advocate for new policies and procedures to be considered in the program using the same communication pathway options noted above. Policies and procedures that may be of interest to social work students may include but are not limited to the following:

- Academic and Professional Policy Expectations
- Academic Advising Procedure
- Application to the Major Policy and Procedure
- Application for Acceptance into the Field Education/Seminar
- Field Education Component of the Program
- Grade Appeal Policy and Procedure for CCSU
- Policy for Credit for Life or Work Experience
- Policy for the Use of Employment as Field Education
- Social Work Program Procedure
- Safety Policy
- Student Course Advising File
Section V. The Social Work Major Student

1. Advising Requirements

Social work full major students in the pipeline will meet with their assigned social work faculty in the social work department located in R. C. Vance Academic Center #324 in advance of the Fall (October) or Spring (March) official two (2) week CCSU advising period. Students are required to check with the department secretary via email at: v.testa@ccsu.edu or phone 860-832-3129 to determine the date the social work faculty advising schedule will be posted. Once the faculty schedules are posted, students are required to come to the department to signup for a specific course advising session time with their assigned faculty. The assigned social work faculty advisor is listed in each students banner account. Students are also required to check the master list provided on the social work bulletin board to identify their faculty adviser. If there is no advisor assigned to the student the student may check with the secretary to determine the assigned faculty advisor.

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

During the first advising session with the social work faculty advisor reviews students on several required advising forms and also helps students complete required forms kept in the student advising file. Students are also reviewed on the advising procedure, the social work curriculum sheet and the Social Work Program Advising Contract. Advising procedures are established in order to help students navigate through the required courses in an efficient, effective manner. Faculty advisors are available to students in the event that students have difficulty with course requirements. A copy of the completed, signed ‘Social Work Program Advising Contract’ is given to the student with the student ‘personal identification number’ (PIN). Students are strongly encouraged to adhere to the contract. If students are not able to register for the agreed upon courses, students are to contact their faculty advisor to discuss course options. A sample of the social work Program Advising Contract Appendix A is available in the appendix Section of this handbook.

2. 70-Hour Volunteer Generalist Practice Field Work Requirements

The social work program requires major students enrolled in major courses SW360 Generalist Social Work Practice with Individuals and Families and SW361 Generalist Social Work Practice with Small Groups,
to complete a minimum of 70-hours of volunteer work for each course concurrent with the course during the semester. The minimum of 70-hours averages to approximately 5-hours of volunteer field work per week in a human service agency. By requiring major students in the program continue to commit themselves to actual social work in the core major courses students tend to build stronger ethical practice habits and tend to gain more professional confidence, to engage in more hands-on experiences in human services agencies. The fieldwork provides students with more time to gain insight into self-awareness in terms of professional development. Students at the major level are encouraged to engage in more direct client work by completing course assignments with social workers or other human service personnel who are providing assistance to individuals, families, organizations and communities in need. They are also encouraged to build a supervisee/supervisor relationship with the field instructor to better develop their professional role in fieldwork. The advanced volunteer work benefits student’s professional development in a variety of ways.

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

Second, students should demonstrate the competency 2.1.1, identify as a professional social worker and conduct one’s self accordingly. Students should demonstrate practice self-reflection and self-correction by recognizing their own deficiencies and strengths in developing generalist practice and engage in discourse with field instructors and course instructors to enhance their professional development. At this level it is also necessary for students to be able to demonstrate professional demeanor in behavior, appearance and communication. Demonstrating an ability to critically think about the core competencies discussed in the classroom and how competencies are applied to and demonstrated in the practice setting is a key factor in learning practice dynamics.

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

Helping students make meaning of their practice experiences helps to assure continual professional development. Guided by course instructors in the classroom and field instructors in the agency, students learn
continue learning and demonstrating mastery of the CSWE core competencies 2.1 - 2.7. Finally, the 70-hour field work at the pre-major level assists students to discover whether they are making progress in the engaging diversity and difference in practice, Educational Policy 2.1.4, Advancing human rights and social and economic justice, Educational Policy 2.1.5 and engaging in research-informed practice and practice informed research, Educational Policy 2.1.6. Applying knowledge of human behavior and the social environment by operationalizing or putting into action the conceptual framework, intervention and assessment in real life social work settings in an agency setting (Educational Policy 2.1.7) with supervision by a field agency instructor helps students build professional confidence, collaborate with colleagues to assist clients in order to advance social and economic well-being and deliver effective social work services (Educational Policies 2.1.8 & 2.1.9).

2a. POLICY NOTE: Life experience and previous coursework experience CANNOT be used to fulfill course requirements or get credit for courses. Included in this, life experience cannot be used to meet requirements of 70-HOUR VOLUNTEER FIELD EXPERIENCES or SENIOR FIELD INTERNSHIPS in the program. The Council on Social Work Education Accreditation Standard 2.1.8 (2008) mandates that the employment role must be separate from the field education learning experience.

Selecting Field Agency

Similar to the pre-major student procedure, selecting the field agency is the student’s responsibility. By the third week of class students must begin volunteering at the agency therefore identifying and confirming the agency volunteer placement before the semester is highly recommended. By the fourth week of class students are contacted via CCSU email by the School of Education (SEPS) assessment team to submit agency information, field instructor name, contact information including phone number and email address to the (SEPS) assessment team. This is not only to confirm the 70-hour placement but also to enable the SEPS assessment team to prepare for the required student assessments required for each student later in the semester.

How do student locate an agency? Again the steps are similar to the pre-major procedure. Most agencies post their agency mission statements online. Many students go online and review the mission statements. Students should explore the mission an agency before making a decision. Others talk to social work students who are in the social work club, in Phi Alpha National Honor or who are in their class. Some students ask their course instructor to recommend an agency. Students can also contact faculty members, the Field Education coordinator or the Department Chair. Sometimes agencies contact faculty to request student volunteers. Each volunteer experience needs to be "hands on" and meaningful, as opposed
to "desk work" and mere observation. Students are encouraged to discuss their field work placement opportunities to help other students understand the field work opportunities provided by the different agencies. There is also a list of agencies on the social work website. [www.ccsu.edu/socialwork](http://www.ccsu.edu/socialwork)

### Student Responsibilities & Student Safety Policy

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

- It is the student’s responsibility to contact the agency, identify the field instructor and request an interview for the 70-Hour Generalist Practice Experience.

- It is the student’s responsibility to prepare for the interview by learning about the agency, to dress professionally, and to arrive promptly for the interview. It is important for the student to be aware of the amount of time the field agency supervisor has for the interview so that the student can present himself or herself professionally within the required timeframe for the interview.

- It is the student’s responsibility to comply with the field agency requirements for acceptance as a volunteer. Most agencies require background checks, and or finger printing. Many also require orientation prior to beginning volunteer work. Others require training. It is the student’s responsibility to comply and to complete all the requirements of the agency in order to secure the placement and be ready to begin the placement the first day of class.

- It is the student’s responsibilities to establish the volunteer hours of field work with the field instructor at the agency. Once the hours are established it is the student’s responsibility to dress professionally and arrive promptly on the scheduled days.

- It is the student’s responsibility to provide the agency field instructor with a copy of the course syllabus so that the field instructor will be aware of the learning requirements of the student in the field required by the course instructor in the classroom.
• It is the student’s responsibility to provide the SEPS assessment team with the correct name and contact information, phone number and email address for the agency field instructor.

• It is the student’s responsibility to keep a Field Work Time Log to document the field work time weekly and review assignments and work time with supervisor. This is to ensure time and assignments are completed promptly and efficiently. Students must keep the field instructor informed of learning needs, obstacles to learning and also provide learning feedback in required social work practice courses SW360 & SW361.

• It is the student’s responsibility to manage their time efficiently in order to balance their course requirements, the 70-Hour placement, other academic, work or family commitments.

• It is the student’s responsibility to request assistance from the field instructor on how to best terminate with the agency clients, staff and how to transition their duties to others.

• Students are reminded that they represent the social work program and CCSU while in their 70-Hour Volunteer Generalist Practice placement. Students are encouraged to demonstrate professional demeanor in behavior, appearance and communication. Additionally, students should keep the course instructor informed of placement progress as well as placement concerns especially if students need assistance to learn and demonstrate professional competencies.

• It is the student’s responsibility to keep the social work course instructor informed of 70-Hour placement progress and or concerns. This is especially true if the student needs assistance to complete course requirements.

• It is the student’s responsibility to be safe and remain safe while in field work agency. Students are encouraged to be aware and alert in the field work placements. Discuss the agency safety policy and safety plan with the field instructor the first day of volunteer field work. Students are responsible for asking questions regarding the safety procedures and the potential for violence in the work place. Social work professionals often work with individuals, families and groups that are in need of health, mental health, and behavioral health assistance. Therefore when students select the volunteer placement, it is the student’s responsibility to learn the appropriate student volunteer safety boundaries and to adhere to the boundaries.

• If a student is concerned about personal safety, it is the student’s responsibility to discuss the concerns with the agency field work instructor, the course instructor, and the department chairperson.

• Additionally student field work volunteers should:
- Be alert, be aware of both verbal and non-verbal cues that might indicate an at risk situation in the agency
- Exercise appropriate professional judgment
- Always be aware of your surroundings
- Trust your (gut feeling) or instincts
- Report any safety concerns at the agency to your field work instructor at the agency, the agency director or personnel, CCSU social work course instructor, field education coordinator, and department chairperson

**Vehicle Policy**

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

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

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

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

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

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

Section VI. Field Education Manual: Signature Pedagogy Field Education CSWE Educational Policy 2.3

1. Application to Senior Field Education
In the senior year, students in the CCSU Social Work program major are required to complete advanced courses to learn and to demonstrate skill competencies in the generalist field education experience (SW450 Field Education Experience I and SW452 Field Education Experience II), by working in field work agencies completing a minimum of 400-hours of senior internship over two semesters. The senior student works with agency field instructors in “hands on” field work in order to continue professional development and mastery of the CSWE core competencies as listed in the CSWE Educational Policy and Accreditation Standards.

To ensure student have met all requirements and are ready to advance to the finish line, there is a separate application and admissions process with specific eligibility requirements for students applying to senior field education, seminar courses, the final policy, and the macro practice core course, required in order to graduate.

The final 9.0 credit hour courses per semester required senior year are: SW450 Field Education Experience I and Field Education Seminar I taken concurrently with SW362 Generalist Social work Practice with Families, Organizations and Communities, OR SW426 Social Welfare and Policy and Services II. The second and final semester of senior core courses are SW452 Field Education Experience II, SW453 Field Education Seminar II, enrolled in concurrent with SW362 Generalist Social work Practice with Families, Organizations and Communities, OR SW426 Social Welfare and Policy and Services II. If the student has completed the required two social work electives, these are the final courses required. However the student may add more social work electives if the student desires to attend full-time and enroll in 12.0 credit hours. This field Education section of the student handbook outlines the path for students who are ready to apply for the final academic year of senior field work and core course work.

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

1a. POLICY NOTE: Life experience and previous coursework experience CANNOT be used to fulfill course requirements or get credit for courses. Included in this, life experience cannot be used to meet requirements of 70-HOUR VOLUNTEER FIELD EXPERIENCES or SENIOR FIELD INTERNSHIPS in the program. The Council on Social Work Education Accreditation Standard 2.1.8 (2008) mandates that the employment role must be separate from the field education learning experience.

- Eligibility Requirements for Application to Senior Field Work Education

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

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

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

- **Step 1 - Senior Field Orientation**

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

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

  - communicating the social work program policy
  - reviewing student eligibility requirements (noted above)
portfolio preparation
• procedures for submitting materials to the field education coordinator
• assessment process
• steps leading to the placement in an agency setting when students are determined eligible

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

- **Step 2 Portfolio Requirements - Appendix M**

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

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

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

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

- **Explicit Curriculum Course Requirements First Senior Semester**

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

SW450 Field Education Experience I
SW451 Field Education Seminar I
SW362 Generalist Practice with Families, Organizations & Communities OR SW426 Social Welfare Policy and Services II

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

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

- **Explicit Curriculum Course Requirements Second Senior Semester**

In the second and final semester of senior year students are required to enroll in the following three senior level courses concurrently.
SW452 Field Education Experience II
SW453 Field Education Seminar II
SW362 Generalist Practice with Families, Organizations & Communities OR SW426 Social Welfare Policy and Services II (which ever course was not completed the first senior semester)
Again if the student has not yet completed the required social work electives, or if the student needs to be full time, the senior student may add any of the senior electives in this semester for a 12.0 credit semester.

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

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

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

- **Procedure for Senior Student when the student is Ineligible for Admission to Senior Field Education based on C- or lower Social Work Course grades, below 2.5 benchmark overall mean in 70-Hour volunteer evaluations, or below GPA of 2.5 in the Major**
When students are determined ineligible to move forward into senior seminar and senior field students will be informed during advising interview with the Field Education Coordinator. Students who are found ineligible to move forward into senior seminar and senior field work are informed of the areas that need work and a plan is established to help the student move forward. Together the student and Field Education Coordinator strategize to create a plan of action to target areas and requirements that are preventing the student from advancing in order to help the student advance. The plan will include use of campus support resources to assist the student. Once the plan is established the student is given a specific time frame to complete the requirements. The areas in need of work determine whether the senior student will need to reapply to senior field or if the student simply has to submit additional material. The Field Education Coordinator will make the decision. Advancement is dependant on the areas of work and the ability of the student to complete the requirements. If the student and Field Education Coordinator are unable to identify a plan for advancement, the Field Education Coordinator will refer the student need to the department chairperson. Together the student, Field Education Coordinator and Department Chairperson will identify the most appropriate course of action to enable the student to move forward and be successful at CCSU.

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

2. Preparing for the Advising Interview with Field Education Coordinator

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

- Assignment of Field Work Experience Setting

It is the student’s responsibility to contact the assigned field work agency within a week of having received the agency interview assignment from the Field Education Coordinator in order to set up an interview with the agency field instructor. Students are to prepare for the telephone call to the field agency as they would for the actual face-to-face interview. Students should have reviewed the website for the agency and familiarized themselves on the mission of the agency and the various services the agency provides. First impressions make a difference especially when a student is seeking an internship. Therefore students should phone the agency to speak directly to the field instructor.
Students should **not text or email** the agency unless the field education coordinator has specifically instructed the student to do so based on the field instructors’ request.

### Preparing for the Field Agency Field Instructor Interview

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

### Review of Statement of Understanding & FERPA Release

Students eligible for senior field placement must submit a signed copy of Appendix J the Statement of Understanding and Appendix O the CCSU School of Education & Professional Studies Social Work FERPA Release, to ensure all individuals are informed of student requirements and responsibilities, and agency requirements and responsibilities and CCSU, School of Education and Professional Studies Social Work Department requirements and responsibilities.

### Confirming Placement

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

- **Student Responsibilities & Student Safety Policy**

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

Other student responsibilities:

- Establish days and hours of senior internship and field education experience in collaboration with agency requirements and needs as outlined by the Field Instructor
- Arrive promptly each day of senior internship and field education experience
- Establish the schedule for the entire semester
- Work with Field Instructor to set up time log for senior internship and field education and the procedure for the field instructor to review and sign log
- Complete all documents require by the agency as part of the internship
- Establish weekly a minimum of 1-hour weekly supervisory time with field instructor
- Establish a work journal documenting professional skills and competencies student will focus on learning each semester
- Prepare for the 1-hour weekly supervisor time with notes, questions and a work journal
- Establish a learning contract with the field instructor in collaboration with the senior seminar course instructor/faculty field liaison to ensure the 10-generalist social work practice competencies learned, demonstrated and assessed during the student’s senior academic year.

Please see the senior field work experience learning contract template **Appendix R**.
• Learn and demonstrate the 10-Council on Social Work Education professional practice learning outcome competencies (Appendix S).

• Complete ‘Senior Student Self-Evaluation’ Senior Student Self-Evaluation of SW450 & SW452 Senior Field Education Generalist Practice Experience Evaluation (Appendix T)

• Achieve an overall 2.5 mean benchmark in all competencies for the first academic semester of Senior/Internship/Field Education Experience as evidenced by the field instructor end of first semester SW450 &SW452 Senior Field Education Generalist Practice Experience Evaluation (Appendix U).

• Achieve a 3.0 overall mean benchmark for all practice competencies in the second semester of Senior/Internship/Field Education Experience as evidenced by the field instructor final semester SW450 &SW452 Senior Field Education Generalist Practice Experience Evaluation (Appendix U).

• It is the student’s responsibility to keep the social work course instructor informed of 70-Hour placement progress and or concerns. This is especially true if the student needs assistance to complete course requirements.

• It is the student’s responsibility to be safe and remain safe while in field work agency. Students are encouraged to be aware and alert in the field work placements. Discuss the agency safety policy and safety plan with the field instructor the first day of volunteer field work. Students are responsible for asking questions regarding the safety procedures and the potential for violence in the work place. Social work professionals often work with individuals, families and groups that are in need of health, mental health, and behavioral health assistance. Therefore when students are in senior field work internship, it is the student’s responsibility to learn the appropriate student intern safety boundaries and to adhere to the boundaries.

• If a student is concerned about personal safety, it is the student’s responsibility to discuss the concerns with the agency field work instructor, the senior seminar course instructor/faculty liaison, Field Educational Coordinator and the department chairperson.

• Additionally student field work volunteers should:
  o **Be alert**, be aware of both verbal and non-verbal cues that might indicate an at risk situation in the agency
  o **Exercise appropriate professional judgment**
  o **Always be aware of your surroundings**
- Trust your (gut feeling) or instincts
- Report any safety concerns at the agency to your field work instructor at the agency, the agency director or personnel, CCSU social work course instructor, field education coordinator, and department chairperson

- Vehicle Policy

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

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

- Policy for Senior Intern Hired at Senior Field Agency During Senior Field Education Experience CSWE Standard 2.1.8

Senior interns are required to notify the senior seminar course instructor/faculty field liaison, the Field Education Coordinator, the field instructor, and the department of social work chairperson when the student intern is offered an employment position at the agency. While the program will be supportive of the students desire to accept the employment, it is the decision of the student intern to either accept or decline the position. If the student is interested in accepting the position the student should notify their field instructor to determine how the employment might impact the senior interns senior field education learning experience. The student is also responsible for notifying senior seminar course instructor/faculty field liaison. The student, senior
The seminar course instructor/faculty field liaison need to discuss ways in which the student’s Senior Field Education Experience can continue forward by revising the learning contract to enable the student to take on additional, different activities and responsibilities that are challenging, skill enhancing and intentionally focused on learning and demonstrating the required CSWE 10-core competencies. **The Council on Social Work Education Accreditation Standard 2.1.8 (2008)** mandates that the employment role must be separate from the senior internship field education learning experience. Additionally, the field instructor for senior internship learning must be different from the employment supervisor. The student is still required to complete the required minimum of 400 internship hours for the full academic year. The Field Education Coordinator will notify the department of social work chairperson of the plan established to ensure the role of the student competency learning from the employment role at the agency. If the CSWE standard 2.1.8 is met, by the revised learning contract to ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student’s employment, the chairperson will approve the student revised learning contract and plan.

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

The Senior Field Education Seminar I & II course instructor and faculty liaison is a social work faculty member who is assigned to teach the two required seminar courses during senior year. In all instances, the faculty liaison is the same faculty member who teaches the students' senior field education seminar course. This faculty member is assigned to the individual students in the seminar and field for the purpose of connecting and coordinating coursework to the practice setting, monitoring student progress, and assisting the field instructor in teaching and learning strategies and activities that adhere to the CSWE core competencies (2008), NASW Code of Ethics (2006) and NASW Indicators for Standards of Cultural Competence (2007). In all instances, the faculty liaison is the same faculty member who teaches the students' senior field education seminar course. For learning consistency, quality of education, retention and graduation, the same faculty member is assigned for both senior semesters Senior Field Education Seminar I & II courses during the student senior academic year. There are currently three Senior Field Education Seminar I & II/faculty liaisons working with students in the field education program.

**The Faculty Liaison's Responsibilities Include:**

- Serve as the link between the CCSU Department of Social Work, the agency, the field instructor, and the student
- Collaborate with field instructor to develop field education contract and opportunities based on the individual learning needs of student
• Participate with field instructor and student in development of the Senior Field Education Generalist Practice Experience Evaluation form
• Visit the agency a minimum of once per academic semester to confer with field instructor and student on student demonstrated professional practice competencies, skills, values
• Assist the field instructor in dealing with challenges/problems
• Collaborate with field instructor in the evaluation and grading of student progress

4. The Role of a Field Agency Instructor

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

The Field Instructor's Responsibilities Include:

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

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

Process to Apply to Become a Senior Field Education Approved Agency

Additionally the social work professional and agencies must complete an agency assessment to determine if the agency meets the CSWE and social work program requirements by demonstrating the agency ability to provide CSWE competency and profession development learning opportunities in all 10-Core competencies for students. The Field Agency Assessment for SW450 & SW452 Senior Field Education Generalist Practice 10-Core Competency Student Learning Opportunities form must be submitted to the Field Education Coordinator for evaluation and assessment with the social work department chairperson. The agency will be approved if it meets a mean score of 5 or higher in the 10-core competency learning opportunities. Please see Appendix X.

5. Graduating Senior Terminating with Field Education Agency

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

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

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

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

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

Section VII. Student Awards & Scholarship Recognition

1. Department of Social Work Award

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

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

3. Sosnowitz Award

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

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

Academic scholarship while important in the profession of social work is not the sole consideration or required criteria. The person nominating the student must submit a narrative to the department chairperson and faculty describing the student contribution to the practice of social work. The Sosnowitz Award application form is (Appendix X) in the appendices section of this handbook and field work manual.

Section VIII. Appendices

Glossary

References
VIII Appendices

Appendix A   Advising Contract
Appendix B   Pre-Major Application to Social Work Major Portfolio Guidelines
Appendix C   70-Hour Volunteer Generalist Practice
Appendix D   Pre-Major Portfolio Guidelines
Appendix E   Social Work Major Application
Appendix F   Application to Social Work Major-Pledge
Appendix G   Application to the Social Work Major Personal Narrative Content Requirement
Appendix H   Transfer Student Field Experience and Service Learning Form
Appendix I   Transfer Student Reference Form
Appendix J   Statement of Understanding
Appendix K   CCSU Social Work Program Student Pathway Through Courses & Professional Development Assessment Conceptual Model
Appendix L   Chi Upsilon Chapter Phi Alpha Application
Appendix M   Application to Senior Seminar & Senior Field Work Portfolio Guidelines
Appendix N   Application to Senior Seminar & Senior Field
Appendix O   CCSU School of Education & Professional Studies Social Work FERPA Release
Appendix P   Professional Social Work Dispositions Rubric
Appendix Q   Senior Internship/Field Education Experience Confirmation Form
Appendix R   Senior Internship/Field Education Generalist Practice Experience Learning Contract
Appendix S   CSWE Competencies & Learning Outcomes Expected of CCSU Social Work Students
Appendix T   Senior Student Self-Evaluation of SW450 & SW452 Senior Field Education Generalist Practice Experience Evaluation
Appendix U   SW450 & SW452 Senior Field Education Generalist Practice Experience Evaluation
Appendix V   Implicit Curriculum Mid-Course Evaluation
Appendix W   Application for Agency Field Instructor
Appendix X   Field Agency Assessment for SW450 & SW452 Senior Field Education Generalist Practice 10-Core Competency Student Learning Opportunities
Appendix Y   Sosnowitz Award Application Process
Appendix Z   Evening/Weekend Program Brochure
Glossary
References

Appendix A
Central Connecticut State University  
Social Work Program  
Advising Contract

Name: ___________________________________________________________ ID# ____________________________

Today’s Date: ______ Enter Year for Semester for Course Advising: FA ___ SP ___ SU ___ WT ___

Student Schedule:

<table>
<thead>
<tr>
<th>Course</th>
<th>Department</th>
<th>Day &amp; Time</th>
<th>Credit</th>
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<tbody>
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Student has agreed to the following:

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

* It is the student responsibility to learn the course requirements for the social work major and to monitor progress toward graduation (total number 122 of credits, etc.). Checking your degree evaluation to ensure you are receiving the correct course credit for courses completed each semester is highly recommended.

Student's Signature: _______________________________________________________________________

Student’s Personal Identification Number (PIN) ________________________________________________

Faculty Advisor's Signature: __________________________________________________________________
## Appendix B

### CENTRAL CONNECTICUT STATE UNIVERSITY

**SOCIAL WORK**

**B.A. 122 Credits**

<table>
<thead>
<tr>
<th>Name:</th>
<th>ID#:</th>
<th>Matriculation Semester:</th>
<th>Date:</th>
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<tbody>
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### GENERAL EDUCATION (44-46 credits)

#### STUDY AREAS

<table>
<thead>
<tr>
<th>Study Area I</th>
<th>Arts &amp; Humanities (9 credits)</th>
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</thead>
<tbody>
<tr>
<td>ENG literature</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>3</td>
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</table>

<table>
<thead>
<tr>
<th>Study Area II</th>
<th>Social Sciences (9 credits)</th>
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<tbody>
<tr>
<td>HIST</td>
<td>3</td>
</tr>
<tr>
<td>*PS 110 Am. Gov't &amp; Politics or 230 Am. State &amp; Local Gov't</td>
<td>X X</td>
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<tr>
<td>*ECON 200 Principles of Economics I</td>
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### SOCIAL WORK MAJOR (54 credits)

#### Requires a C or better

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>*SOC 110 Introductory Sociology or ANTH 140 Intro. to Anthropolog</td>
<td>3</td>
</tr>
<tr>
<td>*SOC 111 Social Problems or SW 100 Explor. in Social Work</td>
<td>3</td>
</tr>
<tr>
<td>*SOC 233 The Family</td>
<td>3</td>
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<tr>
<td>*SW 225 Writing for the Social Work Profession</td>
<td>3</td>
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<tr>
<td>*SW 226 Social Welfare Policy and Services I</td>
<td>3</td>
</tr>
<tr>
<td>*SW 227 Human Behavior and the Social Environment I</td>
<td>3</td>
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<tr>
<td>SW 360 Generalist Social Work Practice with Individuals and Families</td>
<td>3</td>
</tr>
<tr>
<td>SW 361 Generalist Social Work Practice with Small Groups</td>
<td>3</td>
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<tr>
<td>SW 362 Generalist SW Practice w/ Families, Organizations &amp; Comm</td>
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<td>SW 368 Human Behavior and the Social Environment II</td>
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<tr>
<td>SW 374 Introduction to Social Work Research</td>
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<tr>
<td>SW 426 Social Welfare Policy and Services II</td>
<td>3</td>
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<td>SW 450 Field Education Experience I</td>
<td>3</td>
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<td>SW 451 Field Education Seminar I</td>
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#### Skill Areas

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<td>*SW 225</td>
<td>Writing for the Social Work Profession</td>
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<th>Skill Area II</th>
<th>Mathematics Requirement (6 credits)</th>
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<td>*STAT 215</td>
<td>Statistics for Behavioral Sciences I</td>
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<th>Skill Area III</th>
<th>Foreign Language Proficiency Requirement (check one)</th>
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<td>- 3 sequential years of one foreign language at the high school level</td>
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<tr>
<td>- passed a standardized foreign language exam</td>
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<tr>
<td>- completion of 112 or 114 foreign language course</td>
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<tr>
<td>- successful completion of an upper level foreign language course</td>
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<tr>
<td>- demonstration of native proficiency in a language other than English</td>
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<table>
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<tr>
<th>Skill Area IV</th>
<th>University Requirement (2 or 3 credits)</th>
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<tbody>
<tr>
<td>PE 144</td>
<td>required for students matriculating with fewer than 15 credits</td>
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### RELATED REQUIREMENTS (12 credits)

**Required for the Program & can also fulfill General Education**

<table>
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<tr>
<th>Course</th>
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<td>* BIO 111 Introductory Biology or BMS 111 (ST IV)</td>
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<tr>
<td>* PS 110 Am. Gov't &amp; Politics or 230 Am. State &amp; Local Gov't (ST II)</td>
<td>3</td>
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<tr>
<td>*ECON 200 Principles of Economics I (ST II)</td>
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<tr>
<td>* STAT 215 Statistics for Behavioral Sciences I (SK II)</td>
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### ELECTIVES (as necessary to reach 122 credits)

### EFFECTIVE FALL 2012

- 4/2/2012
- Effective Fall 2012

---

107
Appendix C

Central Connecticut State University
SOCIAL WORK PROGRAM
70 - Hour Volunteer Generalist Practice Evaluation

This social work program competency evaluation identifies demonstrated learning outcomes expected of CCSU students in 70-Hour volunteer placements and is to be completed jointly by student and volunteer hour supervisor.

Student Name: ___________________________  ID#_____________________

SW Course: ______________________ Professor________________________

Name of Agency/Program _____________________________

Name of Supervisor _____________________________

Semester Year: 20____
☐ Fall
☐ Spring
☐ Summer

Has student completed required hours (70 hours per semester)?
☐ Yes
☐ No
If no, please explain:

Part 1. Attitudes - Competencies 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.6 - Practice Behaviors Learning Outcome Demonstrated

How would you evaluate the student’s professional attitudes about work as evidenced by the following?

Scale: 4 = Always     3 = Almost Always     2 = Sometimes     1 = Almost Never

A. Conscientious about volunteer hours
   4  3  2  1

   1. Arrives on time
      4  3  2  1

   2. Leaves at allotted/assigned time
      4  3  2  1

B. Dresses appropriately for the agency
   4  3  2  1

C. Dependable in completing assignments
   4  3  2  1
D. Models common sense and good judgment in carrying out tasks
   4 3 2 1

E. Presents a positive attitude towards others (staff, clients, volunteers, etc.)
   4 3 2 1

F. Uses and responds positively to supervision
   4 3 2 1

G. Exhibits respect towards colleagues and clients
   4 3 2 1

H. Exhibits the belief that all clients have strengths
   4 3 2 1

I. Accepts responsibility for one’s own actions
   4 3 2 1

Part 2. Knowledge - Competencies 2.1.1, 2.1.2, 2.1.5, 2.1.6 Practice Behavior Learning Outcome Demonstrated

How would you evaluate the student’s professional social work beginning knowledge evidenced by the following?

Scale: 4 = Always 3 = Almost Always 2 = Sometimes 1 = Almost Never

A. Demonstrates beginning knowledge about agency
   4 3 2 1
   1. Describes mission and philosophy
      4 3 2 1
   2. Explains programs provided by agency
      4 3 2 1
   3. Identifies population served
      4 3 2 1
   4. Identifies community served
      4 3 2 1

B. Illustrates beginning understanding of eligibility, intake and referral procedures
   4 3 2 1

C. Exhibits understanding and respect for confidentiality and any exception related to it
   4 3 2 1
Part 3. Skills and Abilities - Competencies 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.6, 2.1.7 - Practice Behavior Learning Outcome Demonstrated

How would you evaluate the student’s professional skills and abilities evidenced by the following?

Scale: 4 = Always 3 = Almost Always 2 = Sometimes 1 = Almost Never

A. Uses beginning listening skills
   4  3  2  1

B. Demonstrates ability to be warm and accepting in assisting clients who may be uncooperative
   4  3  2  1

C. Adapts to new situations
   4  3  2  1
   1. Responds positively to unpredictable situations (or demonstrates flexibility)
      4  3  2  1

D. Exhibits sensitivity and awareness to ethnic and cultural differences
   4  3  2  1

E. Uses and responds positively to supervision
   4  3  2  1

F. Able to maintain appropriate social work boundaries
   4  3  2  1

G. Demonstrates a beginning recognition of clients’ right to self-determination
   4  3  2  1

H. Seeks opportunities for contact and interactions with clients
   4  3  2  1

I. Advocates on behalf of clients with agency, staff, supervisors and other agency resources
   4  3  2  1

Part 4. Supervisors are encouraged to provide written comments and may use the back of this sheet or additional sheets. Students are also encouraged to comment and may use the back of this sheet.

*Signature of Student *Signature & Title of Evaluator Date

• To be reviewed and signed jointly by student and evaluator at time of final evaluation meeting
Appendix D

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

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

Pre-Major Application to Social Work Major Portfolio Guidelines

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

• Student Name on the outside cover and spine of binder
• Table of Contents
• Cover page
• Application to the Social Work Major / Students are required to complete a Social Work Major Application form Please see Appendix E
• Social Work Major Pledge Please see Appendix F
• Personal Narrative (see list of questions) – two copies Please see Appendix G
• Academic Transcripts - including transcripts from other colleges and universities previously attended, (unofficial copies of CCSU transcripts are acceptable)
• Evidence of participation in campus/community, volunteer events or activities
• Social Work Course Syllabi
• Social Work Course Graded Assignments
• 70-Hour Volunteer Generalist Practice Experience Evaluations Please see Appendix C (please include evaluations from other colleges/universities if applicable)
• Documentation of workshops, training, and/or conferences attended
• Current Resume
• NASW Code of Ethics (2006)
• References (2)

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

Central Connecticut State University
The Department of Social Work
Application to Social Work Major

Application, social work major pledge, personal narrative and social work portfolio materials for the social work major must be received by: October 1 or March 1 or (summer application) August 1.

The Department of Social Work faculty will individually review applications and supporting documents to assess your potential for professional competence. Potential for professional competence includes the following: grade point average of 2.5 or higher in major, satisfactory voluntary field evaluation(s), awareness of diversity and populations-at-risk, writing skills, and self-awareness. Each of these areas will be rated using a five-point scale. Scale: 5 = Excellent  4 = Very Good  3 = Good  2 = Fair  1 = Poor

An interview with the social work faculty admissions committee may be scheduled once the application, personal narrative, and portfolio are submitted and reviewed by faculty.

Name:  __________________________________________   ID # ________________________

Permanent Address (street, town, state, zip code):
___________________________________________    Tele # (all):  ______________________
E-Mail:  __________________________

School Address:
___________________________________________    Tele #:  __________________________
E-Mail:  __________________________

I am a transfer student from:
___________________________________________    Tele #:  __________________________
E-Mail:  __________________________

Name of Program Director:
___________________________________________    Tele #:  __________________________
E-Mail:  __________________________
Social Work Major Pledge-Application to Major

I __________________________ agree to adhere to the professional performance standards of the social work profession upon acceptance into the Social Work major. This includes the National Association of Social Workers Code of Ethics (2006) and the National Association of Social Workers Standards of Cultural Competence (2007). These standards require students to act in a professional, responsible manner, including promptness, attendance, and respect for diverse opinions of colleagues both in class and in field work agencies.

_______________________________
Student Signature

_______________________________
Date
Appendix G

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

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

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

1. When you hear the words “professional social worker” what significance does it hold for you as a pre-major preparing to be a social work major? Discuss your commitment to social work referring to the Council on Social Work Education Professional Competencies from your course syllabi and include reference to the NASW Code of Ethics (2006).

2. What have you learned thus far from your 70- hour volunteer field work experiences about the social work professional competences required? Provide examples of ways you demonstrated practice behavior learning outcomes based on the CSWE competencies.

3. What have you discovered about yourself (self-awareness) as a developing social work professional in terms of CSWE competency 2.1.1 Identify as a professional social worker and conduct oneself accordingly?

4. What is the relevance of diversity, populations-at-risk, and cultural competence for social work practice? Provide two examples from class or from volunteer field experiences that demonstrate your beginning understanding CSWE competency 2.1.4 Engage diversity and difference in practice and NASW (2007) Indicators for Cultural Competence in Social Work Practice.

5. Identify personal and academic strengths and challenges and ways you engaged in critical thinking to overcome the challenges. Use CSWE competency 2.1.3 as your guide, “Apply Critical Thinking to Inform and Communicate Professional Judgments.” Note how do you plan to address these challenges? Please be specific.

6. Identify and describe three expectations you have regarding your vision of your professional development as you continue forward in the Social Work Program. You may refer to specific CSWE competencies

7. Provide additional information that you believe enhance your application to the social work program.
Appendix H

Central Connecticut State University
Social Work Program

Transfer Student Field Experience and Service Learning Form

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

I. Field Experiences

1. Agency Name: _____________________________________________________________
   Total Number of Hours: _____________________

2. Agency Name: _____________________________________________________________
   Total Number of Hours: _____________________

II. Service Learning Opportunities

1. Service Learning Topic: _____________________________________________________
   Service Learning Agency (if applicable): ________________________________________
   Total Number of Service Learning Hours: _______________________________________

2. Service Learning Topic: _____________________________________________________
   Service Learning Agency (if applicable): ________________________________________
   Total Number of Service Learning Hours: _______________________________________

3. Service Learning Topic: _____________________________________________________
   Service Learning Agency (if applicable): ________________________________________
   Total Number of Service Learning Hours: _______________________________________

4. Service Learning Topic: _____________________________________________________
   Service Learning Agency (if applicable): ________________________________________
   Total Number of Service Learning Hours: _______________________________________
Appendix I

Central Connecticut State University
Social Work Program
Transfer Student Reference Form

Student Name: ___________________________________________________________

College/University Attended: ______________________________________________

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

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

1. Demonstrates beginning knowledge about the field of social work/social welfare.

2. Demonstrates beginning listening skills.

3. Demonstrates ability to be warm and accepting

4. Demonstrates ability to adjust to a new situation.
   a. Able to respond to unpredictable situations/circumstances.
   b. Demonstrates flexibility.

5. Demonstrates sensitivity and awareness to ethnical and cultural differences.


7. Exhibits respect towards fellow students, co-workers and clients.

8. Student identifies with Social Work profession

9. Demonstrates good writing skills

Comments:
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

Name and Title of Evaluator:

___________________________________          _____________________________
Name                                                                  Title

___________________________________          _____________________________
Signature                                                                Date
Appendix J

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

Print Name __________________________________________________CCSU ID# ___________________

 Statements of Understanding - Read Before Signing!

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

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

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

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

I further understand that

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

I further understand that

• it is my responsibility to provide up-to-date, official transcripts (transcripts marked “issued to student” are acceptable) from all colleges/universities that I have attended
• it is my responsibility to identify, interview and establish the required 70-hour volunteer field experiences for the required courses by the course due date
• a maximum of two senior field placement referrals will be made by the field education coordinator
• it is my responsibility to receive the recommended field placement, interview, accept and meet the requirements of the senior field education setting as agreed upon with the agency supervisor and the field experience supervisor to meet the established senior field experience learning competencies
I understand and agree to abide by the above Statements of Understanding. I attest that the information provided by me in this portfolio and application contains no willful misrepresentation or falsification and that all of the information given by me is true, complete and accurate. I understand that this information may be verified and that any misrepresentation or falsification may result in the rejection of my application. I understand that admission to the CCSU Social Work Program major may be revoked by the Social Work Program Faculty and the Dean of Education and Professional Studies at Central Connecticut State University if I fail to continue to meet the Social Work Program academic course requirements, &/or 70-hour volunteer learning &/or senior internship field experience learning requirements.

Statement of Criminal Background

5. Have you ever been convicted of any crime, excluding minor traffic violations? □YES □NO

6. Have you ever been dismissed for cause from any position? (Paid or Volunteer) □YES □NO

7. Have you ever surrendered a professional certificate, license, permit or other credential (including, but not limited to, a social work credential); had one revoked, suspended, annulled, invalidated, rejected or denied for cause; or been the subject of any other adverse or disciplinary credential action? □YES □NO

8. Is there any other legal issue/pending case that might appear on a background report that you think you should discuss with the Assistant Dean? For instance, you must pass a criminal background check to participate in field experiences. Arrests and accelerated rehabilitation programs show on the report until the case is disposed or rehabilitation complete. These can impact our attempts to find field placements. □YES □NO

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

<table>
<thead>
<tr>
<th>Signature</th>
<th>Date</th>
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3/2013
Appendix L

Phi Alpha Honor Society
Central Connecticut State University
Chi Upsilon Chapter

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

Qualifications: An overall GPA of 3.00, and a GPA of 3.25 in core social work courses must be maintained— in eight (8) semester credit hours or 12 quarter hours required in major must be completed for honor society.

Student ID # _____________________

Name: _____________________________________________________

Street Address: ________________________________________________

State: ______ Zip Code: _____ Phone # ______________________

Email: ________________________

Semester Applying: ______ Year Applying: ________

Overall Grade Point Average: (GPA) ______

Grades in SW courses

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GPA in Core Social Work Courses ______

*A one-time fee of $20.00 is required with this application. CHECKS or Money orders (ONLY please no cash) made out to Phi Alpha Honor Society and submitted to SW office by due date. February 1. Please staple application and check place in an envelope and address the envelope to Phi Alpha Student Faculty advisors: Dr. Delia J. González Sanders, LCSW, Department Chair & Professor Elizabeth Johnson-Tyson, MSW Weekend/Evening Program Coordinator*
Appendix M

Application to Senior Seminar & Senior Field Work Portfolio Guidelines

Students submit a portfolio of application materials by October 1st or March 1st of the semester prior to the start of the field education experience. The portfolio is submitted to the Department of Social Work, R. C. Vance Academic Center #32405. The portfolio should include all materials required for the initial application to the major, plus all course materials and 70-hour volunteer evaluations acquired for courses completed while in the major. Additionally students should include updated documentation for workshops, training and conferences attended while a major. A current resume, and degree evaluation should also be included. Please make sure your portfolio includes all of the following portfolio materials.

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

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

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

CENTRAL CONNECTICUT STATE UNIVERSITY
SOCIAL WORK PROGRAM

APPLICATION FOR SENIOR FIELD EXPERIENCE

FOR SEMESTER __________________________

Name: ___________________________________________ Telephone: ______________

Academic Year Address: ________________________________________________________________

Summer Address: _____________________________________________________________________

E-mail Address: ____________________________ Student ID # ____________________________

Current Grade point Average CCSU: _______ Current Grade point Average Social Work Major: ______

Do you have a Connecticut Drivers License? ______________

Do you have access to transportation? ____________

Are you currently employed? ______________ Full Time Hrs. ________ Part-Time Hrs. ________

If yes, please indicate organization and current job description:

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

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

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
Central Connecticut State University
School of Education and Professional Studies

Background Information Release
Consent for Disclosure of Education Records

Name__________________________________________________ ID___________________

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

Student Signature_________________________________________ Date__________________
I have been given a copy of the Professional Dispositions Rubric (above), as well as a copy of the **NASW Code of Ethics and Cultural Competence Standards**. I understand that these are standards I must adhere to as a student in Social Work.

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

<table>
<thead>
<tr>
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<th>Professional Disposition toward LEARNING</th>
<th>Potential Indicators:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>• Initiates acquiring content knowledge and agency expertise</td>
</tr>
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<td></td>
<td></td>
<td>• Seeks and participates in formal and informal professional growth opportunities</td>
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<td></td>
<td></td>
<td>• Demonstrates an awareness of the need for on-going self-development.</td>
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<td></td>
<td></td>
<td>• Demonstrates the ability to apply concepts to practice at appropriate level</td>
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<tr>
<td></td>
<td></td>
<td>• Demonstrates awareness of their ability to apply critical thinking skills to practice</td>
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</table>

<table>
<thead>
<tr>
<th>#2</th>
<th>Professional Disposition toward Social Work</th>
<th>Potential Indicators:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>• Demonstrates the belief that all clients have strengths</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Maintains appropriate boundaries and expectations for clients</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Creates an environment that conveys empathy and acceptance</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Initiates strategies to motivate clients</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Is committed to working with populations at risk</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>#3</th>
<th>Professional Disposition toward PROFESSIONAL CONDUCT</th>
<th>Potential Indicators:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NASW Code of Ethics</td>
<td>• Accepts responsibility for one’s own actions</td>
</tr>
<tr>
<td></td>
<td>Cultural Competence Standards</td>
<td>• Demonstrates academic and professional honesty and makes ethical decisions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Maintains a client-centered approach to decision making.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Follows NASW Code of Ethics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Follows NASW Cultural Competencies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Demonstrates qualities of treating all clients with respect and dignity</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>#4</th>
<th>Professional Disposition toward INTERPERSONAL RELATIONSHIPS</th>
<th>Potential Indicators:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>• Shows respect in interactions with others including supervisors.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Demonstrates sensitivity to diversity and cultural differences.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Interacts appropriately with a wide variety of individuals.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Works well in collaboration with others.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Demonstrates awareness of one’s impact on others and accepts feedback</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Demonstrates the ability to maintain appropriate social boundaries.</td>
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<th>#5</th>
<th>Professional Disposition toward COMMUNICATION</th>
<th>Potential Indicators:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>• Seeks opportunities for contact and interactions with clients</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Committed to using oral language (listening and speaking) appropriate to purpose and audience.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Uses written language appropriate to purpose and audience.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Uses written language appropriate to agency and professional guidelines</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Employs the language of the profession.</td>
</tr>
</tbody>
</table>

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<tr>
<th>#6</th>
<th>Professional Disposition Toward SELF AWARENESS</th>
<th>Potential Indicators:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>• Maintains high standards and expectations for self and consistently demonstrates pride in work.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Demonstrates awareness of own values and how they may impact on others.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Is willing and able to recognize own difficulties and generate potential solutions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Seeks and uses feedback to make changes.</td>
</tr>
</tbody>
</table>
Appendix Q

Central Connecticut State University
Social Work Program

Senior Internship/Field Education Experience Confirmation Form

Fall Semester Year ____________  Spring Semester Year ____________

_________________________________________  ________________
Name of Student (please print)  Cell Telephone

Name of Agency: ________________________________________________

Agency Address: ________________________________________________

Street

________________________   ___________     __________
Town    State  Zip Code

Name of Field Instructor: _________________________________________

Phone Number: _________  E-mail Address: ___________  Fax Number: _________

_____________________________  ______________________________
Field Instructor's Signature   Social Work Student Signature

________________________      ________________________
Date       Date

________________________________  ________________
Social Work-Field Education Coordinator   Date
Appendix R

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

The purpose of the Field Education Experience learning contract is to enable the senior student, and the field instructor to establish an individualized educational plan in collaboration with the senior seminar course instructor/faculty field liaison. The contract should clarify the education requirements of the student as required by the social work program and communicated by seminar instructor/faculty liaison congruent with the mission statement of the agency and the field instructor expectations for the student. The contract should focus student learning to develop and maintain and master the Council on Education, (CSWE), 10-core competencies for generalist social work practice.

During this academic year seniors preparing to graduate with foundation baccalaureate level should demonstrate professional level in generalist social work values, knowledge and skills working with individuals families, groups, organizations and communities. Therefore the contract is intentionally designed to enable senior students to demonstrate the 10-core competencies. Assessments during the senior year seek demonstration of a more professional generalist level during the student’s senior academic year. The guide is for the basic components that should be included in the contract. The learning contract is to be submitted to the faculty seminar instructor/field experience liaison by the third (3rd) week of the first semester of seminar and field work. The contract is amended for the second semester of seminar and field work to enhance student opportunities as determined by the seminar instructor/faculty liaison, and the agency field instructor.

A. Semester Fall or Spring ___________ Year ____________

Student’s Name ___________ Student ID # ___________ Cell # ___________

Agency Name ____________________ Agency Address ____________________

Field Instructor’s Name __________ Email address ____________________

SW Seminar Instructor/Faculty Liaison __________ Email ________________

B. Field Placement Schedule

Semester Start Date ________________ Semester End Date ________________

Student’s Scheduled Field Work Education Days _____________ Hours ____________

Field Instructor Supervision Day _____________ Time _____________
C. CSWE 10-Core Competencies inform design of learning goals in professional practice

The student is to complete the learning contract by the date assigned by the seminar instructor/faculty liaison, and the agency field instructor. The student, and agency field instructor are to review and sign the contract. The student submits the copy signed by both the student, and agency field instructor to the seminar instructor/faculty liaison by the due date noted on the course syllabus.

**Learning goals are designed with the intent to learn and demonstrate 10-core competency areas:**

1. Professional Behavior (Social Work Practice) *EPAS 2.1.1, 2.1.2*
2. Personal and Professional Value System (Values and Ethics; Social Work Practice) *EPAS 2.1.1, 2.1.2, 2.1.3*
3. Policy/Human Behavior and Social Environment of Field Placement Agency (Social Welfare Policy and Services; Population-At Risk and Social and Economic Justice) *EPAS 2.1.4, 2.1.5, 2.1.7, 2.1.8*
4. Practice/Individuals and Families (Social Work Practice; Human Behavior and Social Environment; Populations-at-Risk and Social and Economic Justice; Research) *EPAS 2.1.4, 2.1.5, 2.1.6, 2.1.7, 2.1.8*
5. Practice/Groups (Social Work Practice; Human Behavior and Social Environment; Research) *EPAS 2.1.4, 2.1.6, 2.1.7, 2.1.8*
6. Practice/Communities (Social Work Practice; Populations-At-Risk and Social and Economic Justice; Research) *EPAS 2.1.6, 2.1.5, 2.1.8, 2.1.9, 2.1.10 a-d*
7. Diversity (Diversity; Social Work Practice; Populations-at-Risk and Social and Economic Justice; Values and Ethics) *EPAS 2.1.4, 2.1.5, 2.1.6, 2.1.8, 2.1.9, 2.1.10-a-d*
8. Field Instructor and Faculty Liaison Curriculum & Professional Practice focus *EPAS 2.0, & 2.1*
9. Core Competencies
10. Student are also expected demonstrate NASW Code of Ethics (2006) ethical responsibility to clients, colleagues and responsibilities to practice settings, professionals social work profession and the broader society. *EPAS 2.1.2*
11. Student also expected to demonstrate NASW Indicators for Cultural Competence Standards (2007) in social work practice. *EPAS 2.1.4*

E. First Semester review & assessment

The student and field instructor are to review the learning contract and the demonstrated learning outcomes at the end of the first semester of SW450 Field Education Experience I. To prepare for the supervisory meeting, the student is required to complete a *Senior Student Self-Evaluation of SW450 & SW452 Senior Field Education Generalist Practice Experience Evaluation (Appendix T)*. Field Instructors are to complete the *SW450 & SW452 Senior Field Education Generalist Practice Experience Evaluation (Appendix*
Students are to discuss their ‘self-evaluation’ of the first semester of field work practice experience with the field instructor during the end-of-semester evaluation meeting. The discourse should be structured to enhance development of student and supervisory relationship, *EPAS 2.1.1*, and *EPAS 2.1.2*.

____________________  ____________________
Senior Student                                Date

____________________  ____________________
Field Instructor                               Date

____________________  ____________________
Seminar Instructor/Faculty Liaison             Date

F. Second Semester contract revision

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

____________________  ____________________
Senior Student                                Date

____________________  ____________________
Field Instructor                               Date

____________________  ____________________
Seminar Instructor/Faculty Liaison             Date
## Appendix S

### CSWE Competencies & Learning Outcomes Expected of CCSU Social Work Students

<table>
<thead>
<tr>
<th>Competency 2.1.1</th>
<th>Practice Behavior Student Learning Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify as a professional social worker and conduct oneself accordingly</td>
<td>Advocate for client access to services</td>
</tr>
<tr>
<td></td>
<td>Personal reflection and self-correction for professional development</td>
</tr>
<tr>
<td></td>
<td>Attend to professional roles and boundaries</td>
</tr>
<tr>
<td></td>
<td>Demonstrate professional demeanor</td>
</tr>
<tr>
<td></td>
<td>Engage in career-long learning</td>
</tr>
<tr>
<td></td>
<td>Use supervision and consultation</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Competency 2.1.2</th>
<th>Practice Behavior Learning Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply social work ethical principles to guide professional practice</td>
<td>Recognize and manage personal values to allow professional values to guide practice</td>
</tr>
<tr>
<td></td>
<td>Make ethical decisions by applying NASW Code of Ethics and, as applicable, IFSW/IASSW ethical principles</td>
</tr>
<tr>
<td></td>
<td>Tolerate ambiguity in resolving ethical dilemmas</td>
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<tr>
<td></td>
<td>Apply strategies of ethical reasoning to arrive at principled decisions</td>
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<thead>
<tr>
<th>Competency 2.1.3</th>
<th>Practice Behavior Learning Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply critical thinking to inform and communicate professional judgments</td>
<td>Draw on multiple sources of knowledge</td>
</tr>
<tr>
<td></td>
<td>Analyze models of assessment, prevention, intervention, and evaluation</td>
</tr>
<tr>
<td></td>
<td>Demonstrate effective oral and written communication</td>
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</table>

<table>
<thead>
<tr>
<th>Competency 2.1.4</th>
<th>Practice Behavior Learning Outcome</th>
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</thead>
<tbody>
<tr>
<td>Engage diversity and difference in practice</td>
<td>Recognize how a culture’s structure and values may impact privilege and power</td>
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<tr>
<td></td>
<td>Gain self-awareness to eliminate the influence of personal biases and values in working with diverse groups</td>
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<tr>
<td></td>
<td>Recognize and communicate understanding of the importance of difference in shaping life experiences</td>
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<tr>
<td></td>
<td>View selves as learners and engage those with whom they work as informants</td>
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</table>

<table>
<thead>
<tr>
<th>Competency 2.1.5</th>
<th>Practice Behavior Learning Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advance human rights and social and economic justice</td>
<td>Understand the forms and mechanisms of oppression and discrimination</td>
</tr>
<tr>
<td></td>
<td>Advocate for human rights and social and economic justice</td>
</tr>
<tr>
<td></td>
<td>Engage in practices that advance social and economic justice</td>
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<table>
<thead>
<tr>
<th>Competency 2.1.6</th>
<th>Practice Behavior Learning Outcome</th>
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</thead>
<tbody>
<tr>
<td>Engage in research-informed practice and practice informed research</td>
<td>Use practice experiences to inform scientific inquiry</td>
</tr>
<tr>
<td></td>
<td>Use research evidence to inform practice</td>
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</table>

<table>
<thead>
<tr>
<th>Competency 2.1.7</th>
<th>Practice Behavior Learning Outcome – Field Seminar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply knowledge of human behavior and the social environment</td>
<td>Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation</td>
</tr>
<tr>
<td></td>
<td>Critique and apply knowledge to understand person and environment</td>
</tr>
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<td>Competency 2.1.8</td>
<td>Practice Behavior Learning Outcome</td>
</tr>
<tr>
<td>-----------------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td>Engage in policy practice to advance well-being and deliver services</td>
<td>Analyze, formulate, and advocate for policies that advance social well-being</td>
</tr>
<tr>
<td></td>
<td>Collaborate with colleagues and clients for effective policy action</td>
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<tr>
<th>Competency 2.1.9</th>
<th>Practice Behavior Learning Outcome - Field Seminar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respond to contexts that shape practice</td>
<td>Discover, appraise, and attend to changing contexts to provide relevant services</td>
</tr>
<tr>
<td></td>
<td>Provide leadership in promoting changes in service delivery and practice to improve service quality</td>
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<table>
<thead>
<tr>
<th>Competency 2.1.10a</th>
<th>Practice Behavior Learning Outcome</th>
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</thead>
<tbody>
<tr>
<td>Engagement</td>
<td>Substantively and affectively prepare for action at all levels of practice</td>
</tr>
<tr>
<td></td>
<td>Use empathy and other interpersonal skills</td>
</tr>
<tr>
<td></td>
<td>Develop a mutually agreed-on focus and desired outcomes</td>
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<table>
<thead>
<tr>
<th>Competency 2.1.10b</th>
<th>Practice Behavior Learning Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment</td>
<td>Collect, organize, and interpret client data</td>
</tr>
<tr>
<td></td>
<td>Assess client strengths and limitations</td>
</tr>
<tr>
<td></td>
<td>Develop mutually agreed-on intervention goals and objectives</td>
</tr>
<tr>
<td></td>
<td>Select appropriate intervention strategies</td>
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<table>
<thead>
<tr>
<th>Competency 2.1.10c</th>
<th>Practice Behavior Learning Outcome</th>
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</thead>
<tbody>
<tr>
<td>Intervention</td>
<td>Initiate actions to achieve organizational goals</td>
</tr>
<tr>
<td></td>
<td>Implement interventions that enhance client capacities</td>
</tr>
<tr>
<td></td>
<td>Help clients resolve problems</td>
</tr>
<tr>
<td></td>
<td>Negotiate, mediate and advocate for clients</td>
</tr>
<tr>
<td></td>
<td>Facilitate transitions and endings</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Competency 2.1.10d</th>
<th>Practice Behavior Learning Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluation</td>
<td>Critically analyze, monitor, and evaluate intervention</td>
</tr>
</tbody>
</table>

Appendix T

Department of Social Work

‘Senior Student Self-Evaluation’

SW450 & SW452 Senior Field Education Generalist Practice Experience Evaluation

CSWE Competencies, Field Instructor/Student Learning Plan & Practice Behavior

Learning Outcome Rubric

SW450 _____ or SW452 _____ Semester Fall _____ or Spring ______ Year ________

Minimum 200 Internship Hours - Yes ____ No ____

Student Name: _________________________________   Date: __________________

Field Agency/School/Hospital/Field Practice Setting: ______________________________________

Address ________________________________Town: __________________

Field Instructor: __________________________Telephone: ________________Email: ____________

CCSU Social Work Faculty Course Seminar I _____or Seminar II_______ Instructor &
Field Experience Liaison: _________________  Email: _________________

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

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

### Competency 2.1.1 Rubric:

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<thead>
<tr>
<th>4 - Exceptional</th>
<th>3 – Good</th>
<th>2 – Developing</th>
<th>1 – Deficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Exceptional</td>
<td>3 Good</td>
<td>2 Developing</td>
<td>1 Deficient</td>
</tr>
<tr>
<td>4 Exceptional</td>
<td>3 Good</td>
<td>2 Developing</td>
<td>1 Deficient</td>
</tr>
<tr>
<td>4 Exceptional</td>
<td>3 Good</td>
<td>2 Developing</td>
<td>1 Deficient</td>
</tr>
<tr>
<td>4 Exceptional</td>
<td>3 Good</td>
<td>2 Developing</td>
<td>1 Deficient</td>
</tr>
</tbody>
</table>

### Competency 2.1.2 Rubric:

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<th>3 – Good</th>
<th>2 – Developing</th>
<th>1 – Deficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Exceptional</td>
<td>3 Good</td>
<td>2 Developing</td>
<td>1 Deficient</td>
</tr>
<tr>
<td>4 Exceptional</td>
<td>3 Good</td>
<td>2 Developing</td>
<td>1 Deficient</td>
</tr>
<tr>
<td>4 Exceptional</td>
<td>3 Good</td>
<td>2 Developing</td>
<td>1 Deficient</td>
</tr>
<tr>
<td>4 Exceptional</td>
<td>3 Good</td>
<td>2 Developing</td>
<td>1 Deficient</td>
</tr>
</tbody>
</table>

### Competency 2.1.1 Rubric: Identifying as a Professional Social Worker and Conduct Oneself Accordingly

<table>
<thead>
<tr>
<th>Practice Behavior Student Learning Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Advocate for client access to services</td>
</tr>
<tr>
<td>b. Personal reflection and self-correction for professional development</td>
</tr>
<tr>
<td>c. Attend to professional roles and boundaries</td>
</tr>
<tr>
<td>d. Demonstrate professional demeanor</td>
</tr>
<tr>
<td>e. Engage in career-long learning</td>
</tr>
<tr>
<td>f. Use supervision and consultation</td>
</tr>
</tbody>
</table>

### Competency 2.1.2 Rubric: Applying Social Work Ethical Principles to Guide Professional Practice

<table>
<thead>
<tr>
<th>Practice Behavior Learning Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Recognize and manage personal values to allow professional values to guide practice</td>
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<td>c. Tolerate ambiguity in resolving ethical dilemmas</td>
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<td>d. Apply strategies of ethical reasoning to arrive at principled decisions</td>
</tr>
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</table>

### Field Placement Teaching Resources and Experiences Employed to Support Senior Student Intern Field Mastery & Competency Attainment

<table>
<thead>
<tr>
<th>2.1.1 Field Instructor/Student Learning Plan</th>
</tr>
</thead>
<tbody>
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<th>2.1.2 Field Instructor/Student Learning Plan</th>
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<tr>
<td>Field Placement Teaching Resources and Experiences Employed to Support Senior Student Intern Field Mastery &amp; Competency Attainment</td>
</tr>
<tr>
<td>Competency 2.1.3</td>
</tr>
<tr>
<td>-----------------</td>
</tr>
<tr>
<td>Apply critical thinking to inform and communicate professional judgments</td>
</tr>
<tr>
<td>4 Exceptional ___</td>
</tr>
<tr>
<td>a. Draw on multiple sources of knowledge</td>
</tr>
<tr>
<td>b. Analyze models of assessment, prevention, intervention, and evaluation</td>
</tr>
<tr>
<td>c. Demonstrate effective oral and written communication</td>
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<table>
<thead>
<tr>
<th>2.1.3 Field Instructor/Student Learning Plan</th>
<th>Field Placement Teaching Resources and Experiences Employed to Support Senior Student Intern Field Mastery &amp; Competency Attainment</th>
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<tbody>
<tr>
<td>Competency 2.1.3 Rubric:</td>
<td>4 - Exceptional ________ 3 – Good _________ 2 – Developing __________ 1 – Deficient _________</td>
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<tr>
<th>Competency 2.1.4</th>
<th>Practice Behavior Learning Outcome</th>
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<tbody>
<tr>
<td>Engage diversity and difference in practice</td>
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<tr>
<td>4 Exceptional ___</td>
<td>3 Good ___</td>
</tr>
<tr>
<td>a. Recognize how a culture’s structure and values may impact privilege and power</td>
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</tr>
<tr>
<td>b. Gain self-awareness to eliminate the influence of personal biases and values in working with diverse groups</td>
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</tr>
<tr>
<td>c. Recognize and communicate understanding of the importance of difference in shaping life experiences</td>
<td></td>
</tr>
<tr>
<td>d. View selves as learners and engage those with whom they work as informants</td>
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<thead>
<tr>
<th>2.1.4 Field Instructor/Student Learning Plan</th>
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<td>Practice Behavior Learning Outcome</td>
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<td>------------------</td>
<td>-----------------------------------</td>
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<tr>
<td><strong>Advance human rights and social and economic justice</strong></td>
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<td>4 Exceptional ___ 3 Good ___ 2 Developing ___ 1 Deficient ___</td>
<td>a. Understand the forms and mechanisms of oppression and discrimination</td>
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<tr>
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<td>c. Engage in practices that advance social and economic justice</td>
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<td><strong>2.1.5 Field Instructor/Student Learning Plan</strong></td>
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**Competency 2.1.5 Rubric:**
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<tr>
<th>Competency 2.1.6</th>
<th>Practice Behavior Learning Outcome</th>
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<td><strong>Engage in research-informed practice and practice informed research</strong></td>
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<tr>
<td>4 Exceptional ___ 3 Good ___ 2 Developing ___ 1 Deficient ___</td>
<td>a. Use practice experiences to inform scientific inquiry</td>
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<tr>
<td>4 Exceptional ___ 3 Good ___ 2 Developing ___ 1 Deficient ___</td>
<td>b. Use research evidence to inform practice</td>
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<td><strong>2.1.6 Field Instructor/Student Learning Plan</strong></td>
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<tr>
<th>Competency 2.1.7</th>
<th>Practice Behavior Learning Outcome – Field Seminar</th>
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<tbody>
<tr>
<td>Apply knowledge of human behavior and the social environment</td>
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<tr>
<td>4 Exceptional ___3 Good ___2 Developing ___1 Deficient ___</td>
<td>a. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation</td>
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**Competency 2.1.7 Rubric:**
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<tr>
<th>Competency 2.1.8</th>
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<td>Engage in policy practice to advance well-being and deliver services</td>
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<tr>
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<td>a. Analyze, formulate, and advocate for policies that advance social well-being</td>
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<tr>
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<td>b. Collaborate with colleagues and clients for effective policy action</td>
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**Competency 2.1.8 Rubric:**
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### Competency 2.1.9

<table>
<thead>
<tr>
<th>Practice Behavior Learning Outcome - Field Seminar</th>
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<tbody>
<tr>
<td><strong>Respond to contexts that shape practice</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>a. Discover, appraise, and attend to changing contexts to provide relevant services</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>b. Provide leadership in promoting changes in service delivery and practice to improve service quality</td>
</tr>
</tbody>
</table>

### 2.1.9 Field Instructor/Student Learning Plan

| Field Placement Teaching Resources and Experiences Employed to Support Senior Student Intern Field Mastery & Competency Attainment |

### Competency 2.1.9 Rubric:

4 - Exceptional ______ 3 – Good ______ 2 – Developing ______ 1 – Deficient ______

### Competency 2.1.10a

<table>
<thead>
<tr>
<th>Practice Behavior Learning Outcome</th>
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<tbody>
<tr>
<td>Engagement</td>
</tr>
<tr>
<td>4 Exceptional ___ 3 Good ___ 2 Developing ___ 1 Deficient ___</td>
</tr>
<tr>
<td>a. Substantively and affectively prepare for action at all levels of practice</td>
</tr>
<tr>
<td>4 Exceptional ___ 3 Good ___ 2 Developing ___ 1 Deficient ___</td>
</tr>
<tr>
<td>b. Use empathy and other interpersonal skills</td>
</tr>
<tr>
<td>4 Exceptional ___ 3 Good ___ 2 Developing ___ 1 Deficient ___</td>
</tr>
<tr>
<td>c. Develop a mutually agreed-on focus and desired outcomes</td>
</tr>
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</table>

### 2.1.10a Field Instructor/Student Learning Plan

<p>| Field Placement Teaching Resources and Experiences Employed to Support Senior Student Intern Field Mastery &amp; Competency Attainment |</p>
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<thead>
<tr>
<th>Competency 2.1.10b</th>
<th>Practice Behavior Learning Outcome</th>
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<tr>
<td><strong>Assessment</strong></td>
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</tr>
<tr>
<td>4 Exceptional ___ 3 Good ___ 2 Developing ___ 1 Deficient ___</td>
<td>a. Collect, organize, and interpret client data</td>
</tr>
<tr>
<td>4 Exceptional ___ 3 Good ___ 2 Developing ___ 1 Deficient ___</td>
<td>b. Assess client strengths and limitations</td>
</tr>
<tr>
<td>4 Exceptional ___ 3 Good ___ 2 Developing ___ 1 Deficient ___</td>
<td>c. Develop mutually agreed-on intervention goals and objectives</td>
</tr>
<tr>
<td>4 Exceptional ___ 3 Good ___ 2 Developing ___ 1 Deficient ___</td>
<td>d. Select appropriate intervention strategies</td>
</tr>
<tr>
<td><strong>Field Instructor/Student Learning Plan</strong></td>
<td><strong>Field Placement Teaching Resources &amp; Experiences Employed to Support Senior Student Intern Field Mastery &amp; Competency Attainment</strong></td>
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<tr>
<th>Competency 2.1.10c</th>
<th>Practice Behavior Learning Outcome</th>
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<tbody>
<tr>
<td><strong>Intervention</strong></td>
<td></td>
</tr>
<tr>
<td>4 Exceptional ___ 3 Good ___ 2 Developing ___ 1 Deficient ___</td>
<td>a. Initiate actions to achieve organizational goals</td>
</tr>
<tr>
<td>4 Exceptional ___ 3 Good ___ 2 Developing ___ 1 Deficient ___</td>
<td>b. Implement interventions that enhance client capacities</td>
</tr>
<tr>
<td>4 Exceptional ___ 3 Good ___ 2 Developing ___ 1 Deficient ___</td>
<td>c. Help clients resolve problems</td>
</tr>
<tr>
<td>4 Exceptional ___ 3 Good ___ 2 Developing ___ 1 Deficient ___</td>
<td>d. Negotiate, mediate and advocate for clients</td>
</tr>
<tr>
<td>4 Exceptional ___ 3 Good ___ 2 Developing ___ 1 Deficient ___</td>
<td>e. Facilitate transitions and endings</td>
</tr>
<tr>
<td><strong>Field Instructor/Student Learning Plan</strong></td>
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<table>
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<tr>
<th>Competency 2.1.10d</th>
<th>Practice Behavior Learning Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Evaluation</strong></td>
<td></td>
</tr>
<tr>
<td>4 Exceptional ___ 3 Good ___ 2 Developing ___ 1 Deficient ___</td>
<td>a. Critically analyze, monitor, and evaluate intervention</td>
</tr>
<tr>
<td><strong>Field Instructor/Student Learning Plan</strong></td>
<td><strong>Field Placement Teaching Resources Employed to Support Senior Student Intern Field Mastery &amp; Competency Attainment</strong></td>
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<table>
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<tr>
<th>Competency 2.1.10 Rubric:</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 - Exceptional _________ 3 – Good _________ 2 – Developing _________ 1 – Deficient _________</td>
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</tbody>
</table>

II. Student Intern Comments:
III. Field Instructor Comments:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Student Signature: _______________________________ Date: ________

Field Instructor Signature: _________________________ Date: _______

Overall mean score benchmark senior student earned CSWE Competency 2.1.1 to 2.1.10a-d Rubric:

4 - Exceptional _______ 3 – Good _______ 2 – Developing _______ 1 – Deficient _______

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

Overall mean core Satisfactory Benchmark 2.5 for SW450
Overall mean score Satisfactory Benchmark 3.0 for SW452

Revised djgs 9/2013
Appendix U

Department of Social Work

SW450 & SW452 Senior Field Education Generalist Practice Experience Evaluation

CSWE Competencies, Field Instructor/Student Learning Plan & Practice Behavior
Learning Outcome Rubric

SW450 _____ or SW452 _____ Semester Fall _____ or Spring _____ Year ________

Minimum 200 Internship Hours - Yes ____ No ____

Student Name: _________________________________   Date: __________________

Field Agency/School/Hospital/Field Practice Setting: ______________________________________

Address ________________________________Town: __________________

Field Instructor: __________________________Telephone: __________________Email: ____________

CCSU Social Work Faculty Course Seminar I ______or Seminar II _______ Instructor &
Field Experience Liaison: _________________  Email: _________________

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

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

### Competency 2.1.1 Rubric:

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
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<tbody>
<tr>
<td>4</td>
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</tr>
<tr>
<td>3</td>
<td>Good</td>
</tr>
<tr>
<td>2</td>
<td>Developing</td>
</tr>
<tr>
<td>1</td>
<td>Deficient</td>
</tr>
</tbody>
</table>

### Competency 2.1.1

<table>
<thead>
<tr>
<th>Practice Behavior Student Learning Outcome</th>
<th>Identify as a professional social worker and conduct oneself accordingly</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Advocate for client access to services</td>
<td>4 Exceptional 3 Good 2 Developing 1 Deficient</td>
</tr>
<tr>
<td>b. Personal reflection and self-correction for professional development</td>
<td>4 Exceptional 3 Good 2 Developing 1 Deficient</td>
</tr>
<tr>
<td>c. Attend to professional roles and boundaries</td>
<td>4 Exceptional 3 Good 2 Developing 1 Deficient</td>
</tr>
<tr>
<td>d. Demonstrate professional demeanor</td>
<td>4 Exceptional 3 Good 2 Developing 1 Deficient</td>
</tr>
<tr>
<td>e. Engage in career-long learning</td>
<td>4 Exceptional 3 Good 2 Developing 1 Deficient</td>
</tr>
<tr>
<td>f. Use supervision and consultation</td>
<td>4 Exceptional 3 Good 2 Developing 1 Deficient</td>
</tr>
</tbody>
</table>

### Competency 2.1.2 Rubric:

<table>
<thead>
<tr>
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<th>Description</th>
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<tbody>
<tr>
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<td>3</td>
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<tr>
<td>2</td>
<td>Developing</td>
</tr>
<tr>
<td>1</td>
<td>Deficient</td>
</tr>
</tbody>
</table>

### Competency 2.1.2

<table>
<thead>
<tr>
<th>Practice Behavior Learning Outcome</th>
<th>Apply social work ethical principles to guide professional practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Recognize and manage personal values to allow professional values to guide practice</td>
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<td>b. Make ethical decisions by applying NASW Code of Ethics and, as applicable, c. IFSW/IASSW ethical principles</td>
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<td>c. Tolerate ambiguity in resolving ethical dilemmas</td>
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<td>d. Apply strategies of ethical reasoning to arrive at principled decisions</td>
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### 2.1.1 Field Instructor/Student Learning Plan

Field Placement Teaching Resources and Experiences Employed to Support Senior Student Intern Field Mastery & Competency Attainment

### 2.1.2 Field Instructor/Student Learning Plan

Field Placement Teaching Resources and Experiences Employed to Support Senior Student Intern Field Mastery & Competency Attainment
### Competency 2.1.3

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<th>Practice Behavior Learning Outcome</th>
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<td><strong>3</strong> Good</td>
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**Competency 2.1.3 Rubric:**

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**Competency 2.1.4 Rubric:**

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### Competency 2.1.5

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<tr>
<th>Advance human rights and social and economic justice</th>
<th>Practice Behavior Learning Outcome</th>
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<tr>
<td>4 Exceptional ___ 3 Good ___ 2 Developing ___ 1 Deficient ___</td>
<td>a. Understand the forms and mechanisms of oppression and discrimination</td>
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<td>4 Exceptional ___ 3 Good ___ 2 Developing ___ 1 Deficient ___</td>
<td>b. Advocate for human rights and social and economic justice</td>
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**Competency 2.1.5 Rubric:**

4 - Exceptional 3 – Good 2 – Developing 1 – Deficient

### Competency 2.1.6

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<tr>
<th>Engage in research-informed practice and practice informed research</th>
<th>Practice Behavior Learning Outcome</th>
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<tr>
<td>4 Exceptional ___ 3 Good ___ 2 Developing ___ 1 Deficient ___</td>
<td>a. Use practice experiences to inform scientific inquiry</td>
</tr>
<tr>
<td>4 Exceptional ___ 3 Good ___ 2 Developing ___ 1 Deficient ___</td>
<td>b. Use research evidence to inform practice</td>
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**2.1.6 Field Instructor/Student Learning Plan**

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**Competency 2.1.7 Rubric:**  
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**Competency 2.1.8 Rubric:**  
4 - Exceptional _________ 3 – Good _________ 2 – Developing _________ 1 – Deficient __________
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<th>Competency 2.1.9</th>
<th>Practice Behavior Learning Outcome - Field Seminar</th>
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<tbody>
<tr>
<td>Respond to contexts that shape practice</td>
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<tr>
<td>4 Exceptional___3 Good___2 Developing___1</td>
<td>4 - Discover, appraise, and attend to changing contexts to provide relevant services</td>
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<tr>
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<tr>
<td>4 Exceptional___3 Good___2 Developing___1</td>
<td>b. Provide leadership in promoting changes in service delivery and practice to improve service quality</td>
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<td>Field Placement Teaching Resources and Experiences Employed to Support Senior Student Intern Field Mastery &amp; Competency Attainment</td>
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**Competency 2.1.9 Rubric:**
4 - Exceptional ______ 3 – Good ______ 2 – Developing ______ 1 – Deficient ______

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<td>a. Substantively and affectively prepare for action at all levels of practice</td>
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<td>4 Exceptional___3 Good___2 Developing___1</td>
<td>b. Use empathy and other interpersonal skills</td>
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<td>c. Develop a mutually agreed-on focus and desired outcomes</td>
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<td>b. Use empathy and other interpersonal skills</td>
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<td>c. Develop a mutually agreed-on focus and desired outcomes</td>
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<td><strong>Assessment</strong></td>
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<td>4 Exceptional ___ 3 Good ___ 2 Developing ___ 1 Deficient ____</td>
<td>a. Collect, organize, and interpret client data</td>
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<td>b. Assess client strengths and limitations</td>
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<td>c. Develop mutually agreed-on intervention goals and objectives</td>
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<td>d. Select appropriate intervention strategies</td>
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<td><strong>Intervention</strong></td>
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<td>a. Initiate actions to achieve organizational goals</td>
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<td>4 Exceptional ___ 3 Good ___ 2 Developing ___ 1 Deficient ____</td>
<td>b. Implement prevention intervention that enhances client capacities</td>
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<td>c. Help clients resolve problems</td>
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<td>4 Exceptional ___ 3 Good ___ 2 Developing ___ 1 Deficient ____</td>
<td>d. Negotiate, mediate and advocate for clients</td>
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<td>e. Facilitate transitions and endings</td>
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<td><strong>Evaluation</strong></td>
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<td>a. Critically analyze, monitor, and evaluate intervention</td>
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Competency 2.1.10 Rubric:
4 - Exceptional ________ 3 – Good ________ 2 – Developing ________ 1 – Deficient ________

II. Student Intern Comments:
III. Field Instructor Comments:

Student Signature: _______________________________ Date: ________

Field Instructor Signature: _________________________ Date: _______

Overall mean score benchmark senior student earned CSWE Competency 2.1.1 to 2.1.10a-d Rubric:

4 - Exceptional _______ 3 – Good _______ 2 – Developing _______ 1 – Deficient _______

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

Overall mean core Satisfactory Benchmark 2.5 for SW450
Overall mean score Satisfactory Benchmark 3.0 for SW452

Revised djgs 9/2013
Appendix V

Social Work Program Academic
Mid-Course Implicit Curriculum Student Feedback

Course: SW_________ Instructor: ____________________ Date: ___________

Part I. Learning Environment Created in this Course – Please circle the number that best reflects your responses regarding the learning environment created in this course.

1. The learning environment created in this course demonstrates support and promotion of difference and diversity.

   1  2  3  4
   Strongly Disagree        Strongly Agree

2. The learning environment created in this course promotes a high quality of interchange between instructor and student fostering critical thinking and a spirit of inquiry.

   1  2  3  4
   Strongly Disagree        Strongly Agree

3. The learning environment created in this course promotes a high quality of student with student interchange fostering critical thinking and a spirit of inquiry.

   1  2  3  4
   Strongly Disagree        Strongly Agree

4. The learning environment created in this course provides for / promotes student support and mentoring.

   1  2  3  4
   Strongly Disagree        Strongly Agree

5. The learning environment created in this course fosters the development of my practice skills.

   1  2  3  4
   Strongly Disagree        Strongly Agree

Part II: Please describe how your identity as a professional social worker has been impacted by your experiences in this course, i.e. what it feels like to you to be in this class (use back of this survey if necessary). I think that …

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

Department of Social Work

Social Work Program
Application for Field Instructor

Name of Field Instructor: _________________________    Cell # ________________

Title: _______________________________

Name of Agency: ____________________________________

Address: ___________________________________________

Telephone Number: _______________Fax ____________

E-Mail Address:  ____________________

Length of Time at agency:   Years ______________ Month ______________

EDUCATION: (most recent first)

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PROFESSIONAL EXPERIENCE: (most recent first)

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FIELD INSTRUCTOR EXPERIENCE:  Please list previous field instruction experience

Please provide a current resume or CV
Appendix X

Field Agency Assessment of Senior Field Education Generalist Practice Experience
10-Core Competency
Student Learning & Professional Development Opportunities for Field Work
Courses SW450 & SW452
Appendix Y

Department of Social Work

SOSNOWITZ AWARD APPLICATION PROCESS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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


Central Connecticut State University (2014) [http://web.ccsu.edu/](http://web.ccsu.edu/)


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

**Course Level Assessments: all courses / all semesters**

- Application to SW major student assembly of comprehensive competency-based portfolio
- Social Work Professional Dispositions Assessment by Instructor (all core courses) 226,227,360,361,362,368,374,426,451,453
- Assessment of Specified Competencies in Course Assignments all courses – all semesters
- SW Implicit Curriculum Mid-course Evaluation all courses all semesters
- Faculty Assessment of Student Application Portfolio competency baseline assessment
- Application to Senior Field comprehensive portfolio submission prior to senior field
- Field Coordinator and Faculty Assessment of Senior Field Portfolio semester prior to senior field
- Field Learning Contract (senior field semesters – 450,452)
- Field Competency Evaluation Field Instructor Evaluation of Demonstrated Student Competencies (senior field semesters – 450,452)
- Field Instructor Survey To assess competency practice opportunities and inform field office assignment of students
- Alumni Survey for Curriculum Feedback and Assessment of Community Need for Curricula Evaluation
- Implicit Curriculum Feedback Review Individual courses and program overall 1 / year
- Field Site Review of Practice Opportunities review / update each year
- Graduation Cohort Focus Group / Exit Interview Program Feedback & Assessment Integration SWEAP Survey
- Color Key for CCSU SW Assessment Model
  - Purple = Application-based
  - Yellow = Course-based
  - Green = Field-based
  - Orange = Community-based
  - Blue = Program Level Self-Evaluation
  - Red Frame = Student Feedback
  - Blue Outline = Cohort-Based

**Evaluation of Student Practice Behaviors in Community-Based Field Settings: all semesters**

- 70-Hour Experiential Placement Instructor Evaluation (226,227,360,361)
- Student Self-Evaluation 70-Hour Experiential Placement (226,227,360,361)

**Graduation of Competent BSW Professionals as determined by: CCSU, CSWE & the Community**

- Graduation of Competent BSW Professionals as determined by: CCSU, CSWE & the Community

- Incoming Students / Orientation Meeting
  - New Cohort Assessment Orientation SWEAP Survey

- End of Course Course Evaluation
  - Field Coordinator and Faculty Assessment of Senior Field Portfolio semester prior to senior field

- Student Self-Evaluation of Field Demonstrated Competency (senior field semesters – 450,452)

- Student Assessment throughout CCSU BSW Program and Processes to Assure Data-informed Program Review and Evolution

- Program Evolution
Appendix X

Field Agency Assessment of Senior Field Education Generalist Practice Experience 10-Core Competency
Student Learning & Professional Development Opportunities for Field Work Courses SW450 & SW452 Using
CSWE Competencies, Field Instructor/Student Learning Plan & Practice Behavior Learning Outcome Rubric

SW450 _____ or SW452 _____ Semester/Year: _____________ Minimum 200 Internship Hours Possible at Agency - Yes ___ No _____

Student Name: _________________________________ Date: ________________

Field Agency/School/Hospital/Field Practice Setting: ____________________________ Town: __________________

Field Instructor: ______________________________ Telephone: ________________ Email: ________________

CCSU Social Work Faculty Seminar Instructor & Field Experience Liaison: ______________ Email: ________________

Senior field experience is a yearlong learning process where students work with field instructors to CONTINUE development
on each CSWE core competency. The social work department expects that students will have learning opportunities for all
competencies at their assigned field work agency during the first semester of senior field experience SW450 and second semester
SW452.

As the CCSU approved social work senior student field instructor in your agency, please use the following 10-point rubric to
assess the frequency of students’ learning opportunities to learn and demonstrate the practice behaviors for each CSWE competencies
in your agency during the full academic year. Senior field work serves as the signature training for our social work program.

Agency Required Earned Mean Benchmark in 10-Core Competencies: SW450 – 5.0 Benchmark: SW452 – 5.0


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<th>Practice Behavior Student Learning Outcome</th>
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<tr>
<td>Identify as a professional social worker and conduct oneself accordingly</td>
<td>a. Advocate for client access to services</td>
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<td></td>
<td>b. Personal reflection and self-correction for professional development</td>
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<td></td>
<td>c. Attend to professional roles and boundaries</td>
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<td></td>
<td>d. Demonstrate professional demeanor</td>
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<td></td>
<td>e. Engage in career-long learning</td>
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<td></td>
<td>f. Use supervision and consultation</td>
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Competency 2.1.1 Rubric: 10 9 8 7 6 5 4 3 2 1

Every Day

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<tr>
<td>Apply social work ethical principles to guide professional practice</td>
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<th>Practice Behavior Learning Outcome</th>
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<td>Apply critical thinking to inform and communicate professional judgments</td>
<td>Draw on multiple sources of knowledge</td>
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<td>Analyze models of assessment, prevention, intervention, and evaluation</td>
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<td>Demonstrate effective oral and written communication</td>
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<td>2.1.3 Field Instructor/Student Learning Plan</td>
<td>Field Placement Teaching Resources and Experiences Employed to Support Senior Student Intern Field Mastery &amp; Competency Attainment</td>
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<tr>
<th>Competency 2.1.4</th>
<th>Practice Behavior Learning Outcome</th>
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<tbody>
<tr>
<td>Engage diversity and difference in</td>
<td>a. Recognize how a culture’s structure and values may impact privilege and power</td>
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<tr>
<td>Competency 2.1.4 Rubric</td>
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<td><strong>Practice Behavior Learning Outcome</strong></td>
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<td>2.1.4 Field Instructor/Student Learning Plan</td>
<td>Field Placement Teaching Resources and Experiences Employed to Support Senior Student Intern Field Mastery &amp; Competency Attainment</td>
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<td>Competency 2.1.5 Rubric:</td>
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<td>2.1.5 Field Instructor/Student Learning Plan</td>
<td>Field Placement Teaching Resources and Experiences Employed to Support Senior Student Intern Field Mastery &amp; Competency Attainment</td>
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<td>Competency 2.1.6</td>
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<tr>
<th>Competency 2.1.7</th>
<th>Practice Behavior Learning Outcome – Field Seminar</th>
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<tbody>
<tr>
<td>Apply knowledge of human behavior and the social environment</td>
<td>a. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation</td>
</tr>
<tr>
<td></td>
<td>b. Critique and apply knowledge to understand person and environment</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Competency 2.1.8</th>
<th>Practice Behavior Learning Outcome</th>
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</thead>
<tbody>
<tr>
<td>Engage in policy practice to advance well-being and deliver services</td>
<td>a. Analyze, formulate, and advocate for policies that advance social well-being</td>
</tr>
<tr>
<td></td>
<td>b. Collaborate with colleagues and clients for effective policy action</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Competency 2.1.9</th>
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<td>Competency 2.1.9</td>
<td>Practice Behavior Learning Outcome - Field Seminar</td>
</tr>
<tr>
<td>------------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>Respond to contexts that shape practice</td>
<td>a. Discover, appraise, and attend to changing contexts to provide relevant services</td>
</tr>
<tr>
<td></td>
<td>b. Provide leadership in promoting changes in service delivery and practice to improve service quality</td>
</tr>
</tbody>
</table>

**2.1.9 Field Instructor/Student Learning Plan**

Field Placement Teaching Resources and Experiences Employed to Support Senior Student Intern Field Mastery & Competency Attainment

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<table>
<thead>
<tr>
<th>Competency 2.1.10a</th>
<th>Practice Behavior Learning Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engagement</td>
<td>Substantively and affectively prepare for action at all levels of practice</td>
</tr>
<tr>
<td></td>
<td>Use empathy and other interpersonal skills</td>
</tr>
<tr>
<td></td>
<td>Develop a mutually agreed-on focus and desired outcomes</td>
</tr>
</tbody>
</table>

**2.1.10a Field Instructor/Student Learning Plan**

Field Placement Teaching Resources and Experiences Employed to Support Senior Student Intern Field Mastery & Competency Attainment

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<table>
<thead>
<tr>
<th>Competency 2.1.10b</th>
<th>Practice Behavior Learning Outcome</th>
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</thead>
<tbody>
<tr>
<td>Assessment</td>
<td>Collect, organize, and interpret client data</td>
</tr>
<tr>
<td></td>
<td>Assess client strengths and limitations</td>
</tr>
<tr>
<td></td>
<td>Develop mutually agreed-on intervention goals and objectives</td>
</tr>
<tr>
<td></td>
<td>Select appropriate intervention strategies</td>
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</table>

**2.1.10b Field Instructor/Student Learning Plan**

Field Placement Teaching Resources & Experiences Employed to Support Senior Student Intern Field Mastery & Competency Attainment

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### Competency 2.1.10c

<table>
<thead>
<tr>
<th>Practice Behavior Learning Outcome</th>
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<tbody>
<tr>
<td>Intervention</td>
</tr>
<tr>
<td>Initiate actions to achieve organizational goals</td>
</tr>
<tr>
<td>Implement preventions intervention that enhances client capacities</td>
</tr>
<tr>
<td>Help clients resolve problems</td>
</tr>
<tr>
<td>Negotiate, mediate and advocate for clients</td>
</tr>
<tr>
<td>Facilitate transitions and endings</td>
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#### 2.1.10c Field Instructor/Student Learning Plan

Field Placement Teaching Resources & Experiences Employed to Support Senior Student Intern Field Mastery & Competency Attainment

### Competency 2.1.10d

<table>
<thead>
<tr>
<th>Practice Behavior Learning Outcome</th>
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<tbody>
<tr>
<td>Evaluation</td>
</tr>
<tr>
<td>Critically analyze, monitor, and evaluate intervention</td>
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#### 2.1.10.d Field Instructor/Student Learning Plan

Field Placement Teaching Resources Employed to Support Senior Student Intern Field Mastery & Competency Attainment

### Every Day

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<th>Competency 2.1.10 Rubric:</th>
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### II. Student Intern Comments:

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

### III. Field Instructor Comments:

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
Student Signature: _____________________ Date: _______ Field Instructor Signature: _____________________ Date: _______

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

Rubric:

<table>
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<tr>
<th>Competency 2.1.1 Rubric:</th>
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Revised djgs 9/2013
Start with a Dream
Finish with a Future!

Baccalaureate
Social Work

Evening & Weekend Program

Central Connecticut State University
Social Work Department
Fully accredited by the Council on Social Work

CCSU is committed to a policy of non-discrimination and equal opportunities for all persons regardless of race, color, religion, sex, sexual orientation, age, national origin, ancestry, marital status, veteran status, or the presence of any sensory, physical, or mental disability. This policy is applicable to employment practices, admission of students, and services to students, staff, faculty, and the community.
A specialized social work evening & weekend program for employed adult learners seeking a generalist social work undergraduate degree!

### Program Highlights
- Students are prepared for beginning social work practice or acceptance to graduate school.
- Students taught by dedicated and experienced faculty in a program accredited by the Council on Social Work Education (CSWE).
- The major consists of 54 social work credits & 12 credits from related areas = 122 Total Credits
- Students learn CSWE core competencies & NASW

### Admission Requirements
- Students may attend classes with a small group of students with similar career goals and human service or other work experience.
- Students may be eligible for financial aid as a part-time matriculated social work pre-major student once accepted to the CCSU.
- Students may continue to work while attending classes as part-time social work students. Saturday and/or evening courses are offered.

### Courses
- SW 226 · Social Welfare Policy I
- SW 227 · Human Behavior I & SW225 Writing for SW
- SW 360 · Individuals & Families
- SW 361 · Small Groups
- SW 362 · Families & Communities
- SW 368 · Human Behavior II
- SW SW 374 · Social Work Research
- SW 426 · Social Welfare Policy II
- SW 450 – Field Education Practicum I
- SW 451 – Field Seminar I
- SW 452 · Field Education Practicum II
- SW 453 · Field Seminar II

### Elective Courses
Students need to complete two of the following electives:
- SW 436 · Health and Social Work
- SW 437 · Child Welfare I
- SW 438 · Child Welfare II
- SW 441 – Social work Practice with Latinos
- SW 478 – Special Topics (a variety of courses) in Social Work

### Prerequisites
**For SW 226:**
- SOC 110/ANTH 140 · Intro Classes
- SOC 111 · Social Problems or SW100
- PS 110/PS 230 · Government Classes

**For SW 227:**
- BIO 111 or BMS 111 – Intro Biology or Cells & Human Body
- SOC 233 · The Family

**For SW 362:**
- ECON 200 · Principles of Economics I

**For SW 374:**
- STAT 215 · Statistics for Behavioral Sciences

### Volunteer & Field Work
Social work courses include required volunteer field work. SW226, SW227, SW360 and SW361 each require five volunteer hours a week. Seniors must complete 14 hours a week. Students in the part-time program may complete the 14 hours a week at the work agency, but in another department of the agency.

### Social Work Student Organizations
The Social Work Club participates in a variety of community engagement activities throughout the academic year. Club members engage with local community agencies & schools on service projects enhancing volunteer opportunities. New members are welcome to join anytime.

The Phi Alpha Social Work National Honor Society accepts members who have taken at least three social work classes and have a GPA of 3.00 and a 3.25 earned GPA in social work courses. Stop by the social work office #324 Vance Academic Center for an application.

Social service agencies seek skilled help. Many social work students are employed in local and state agencies while in school and after graduation!