

TABLE OF CONTENTS

INTRODUCTION: PHILOSOPHY AND BACKGROUND

DESCRIPTION OF HOPE COLLEGE	3
Mission Statement	3
Description.....	3
Accreditation and Affiliation.....	3

SOCIAL WORK PROGRAM

PROGRAM DESCRIPTION	4
Mission Statement of the Social Work Program.....	4
Program Goals	4
Program Definition of Generalist Practice.....	5
Social Work Major Objectives	8
The Program's Conception of Generalist Practice in Relation to EPAS Foundation Curriculum Content	9
Social Work Course Descriptions.....	9
Liberal Arts Core Curriculum.....	12
Required Cognate Course Descriptions	13
Sequence.....	14
Connection of Liberal Arts Core, Cognates, Social Work	16
Off-Campus Programs	17
STUDENTS' RIGHTS AND RESPONSIBILITIES	18
Admission	18
Admissions Requirements for Transfer Students	18
Advising	19
Retention.....	20
Admission to Practicum.....	20
Reasons for Probation, Leave, or Dismissal from the Program.....	20
Policy on Probation, Leave, or Dismissal from the Program.....	21
Probation, Leave, and Termination Process	22
College Student Standing and Appeals Committee	23
Appeal to the College President	23
College-Wide Appeals Procedures	23
Student Files	24
Student's Right to Organize	24
Phi Alpha Honor Society.....	25
Course Faculty/Program Evaluation.....	25

PRACTICUM DEVELOPMENT

FIELD PRACTICUM.....	27
Advisory Committee.....	27
ROLE DESCRIPTIONS	28
Social Work Faculty Liaisons.....	28
Field Practicum Instructor	28
Criteria for Field Instructor Selection	28
The Student.....	29
Field Instructor - Student Relationships	29
Policy on the Additional Supervision of Students Placed with Non-BSW/MSW Field Instructors	30
Criteria for Agency Selection	30
PRACTICUM PROCEDURES	31
Admission Requirements for Practicum	31

Overall Requirements	31
Acceptance into the Practicum and the Pre-Placemen	
Agency Interview	31
Practicum Journals.....	32
Contracts.....	32
Constructing the Learning Contract.....	34
Performance Evaluations.....	34

APPENDICES

APPENDIX A	
Orientation Checklist.....	35
APPENDIX B	
Field Instructor Evaluation of Program	36
APPENDIX C	
Student Evaluation of Field Practicum/Field Instructor	37
APPENDIX D	
Field Placement Agencies.....	39
APPENDIX E	
NASW Code of Ethics.....	42
APPENDIX F	
Field Practicum Survey.....	59
APPENDIX G	
Pre-Placement Interview.....	61
APPENDIX H	
Learning Contract (Sample)	62
APPENDIX I	
Field Practicum Syllabus	69
APPENDIX J	
Comprehensive Policy on Membership	76
APPENDIX K	
Program Statement on Non-Discrimination.....	77
APPENDIX L	
Sociology/Social Work Faculty	78
APPENDIX M	
Time Sheet.....	79
APPENDIX N	
Psychosocial Assessment (Sample).....	80

DESCRIPTION OF HOPE COLLEGE

Mission Statement

The mission of Hope College is to educate students for lives of leadership and service in a global society through academic and co-curricular programs of recognized excellence in the liberal arts and in the context of the historic Christian faith.

Description

In 1851, four years after settlers from the Netherlands founded Holland on the eastern shore of Lake Michigan; a school was established to meet the educational needs of the young colony. The Dutch settlers were sustained by a love of liberty and devotion to God that set the guidelines for their new institution. This Pioneer School evolved into the Holland Academy, which in 1862 enrolled its first college class. On May 14, 1866, the institution was chartered as Hope College, and on July 17, 1866, the first class of eight students graduated.

Today, Hope College is distinguished and distinctive four-year, liberal arts, undergraduate college, affiliated with the Reformed Church in America. Its great religious heritage is expressed through a dynamic Christian community of students and teachers vitally concerned with a relevant faith that changes lives and transforms society.

The curriculum offers a variety of courses in 90 major fields leading to a Bachelor of Arts, Bachelor of Music, Bachelor of Science, or the Bachelor of Science in Nursing degree. The College has long been known for outstanding pre-professional training. Each year many graduates go on to further study in the leading graduate and professional schools in this country and abroad; others directly enter professions.

Accreditation and Affiliation

Hope College is fully accredited by The Higher Learning Commission and a member of the North Central Association. Hope has professional accreditation from the Engineering Commission of the Accreditation Board for Engineering and Technology for the Bachelor of Science Degree with a major in engineering, the American Chemical Society, the National Association of Schools of Art and Design, the National Association of Schools of Music, the National Association of Schools of Theatre, the Commission on Accreditation of Athletic Training Education, the National Association of Schools of Dance, the Commission on Collegiate Nursing Education, the National Council for Accreditation of Teacher Education, and the Council on Social Work Education, and other agencies.

Hope is a member of the Michigan Intercollegiate Athletic Association and fields varsity teams for men and women in 18 sports. An active intramural program is also offered.

PROGRAM DESCRIPTION

Mission Statement of the Social Work Program

The mission of the Hope College Social Work Program is “to prepare entry-level generalist social work culturally competent practice in a diverse global society.” Central to this mission is preparing students to provide competent services to systems of all sizes with a special emphasis on children and families. The program is committed to teaching students to work to promote equality, justice, respect for human diversity, and adequate sustenance for all members of society.

The program seeks to develop social work knowledge and encourage its students to take on leadership roles in addressing social problems and challenging social, economic, and environmental injustice. The Program is anchored in the College's liberal arts education and within the context of the historic Christian faith, which promotes the search for wisdom, spiritual awareness and service to humanity.

Program Goals

From this mission statement, the three overall Program goals are derived:

1. To prepare undergraduate students who are firmly grounded with an interdisciplinary liberal arts education, social work values and ethical standards, and understanding of the social work profession's history, purpose, and philosophical tenets, and the necessary competency skills for generalist beginning level professional social work practice with individuals, families, groups, organizations, and communities in a culturally diverse global society; advocacy for the well being of clients and challenging social and economic injustice.
2. To give students a solid foundation for graduate education.
3. To provide a strong liberal arts education within the context of the historic Christian faith.

1. To prepare undergraduate students who are firmly grounded with an interdisciplinary liberal arts education, social work values and ethical standards, and understanding of the social work profession's history, purpose, and philosophical tenets, and the necessary competency skills for generalist beginning level professional social work practice with individuals, families, groups, organizations, and communities in a culturally diverse global society; advocacy for the well being of clients and challenging social and economic injustice.

Program Goal 1 is consistent with EPAS 1.1 and the mission of the college. As Hope College aims to prepare graduates *for lives of leadership and service in a global society*, so too the Social Work Program “prepares students for culturally competent practice in a diverse global society.”

The liberal arts General Education Curriculum, Social Work Cognates and specific Social Work Major courses provide students with an understanding and respect for similarities and differences in people's beliefs, needs and experiences; a conceptual framework for assessing the unique contributions, structure, strengths, stressors, and challenges facing a diverse population; and general and specific intervention skills for working a world comprised of diverse populations. As a distinct part of preparation for work with diverse populations, students develop an understanding of and skills intervening with and empowering populations-at-risk.

Since a primary goal of the Program is the preparation for beginning professional practice, the generalist practice model is used. The generalist concept demands interventive skills with and on behalf of individuals, families, groups, organizations and communities with special attention paid to working in a world comprised of a diverse population.

Program Definition of Generalist Practice

The following describes the generalist social work education at Hope College.

Hope College Social Work Program has adopted the new BPD definition of generalist practice.

“Generalist social work practitioners work with individuals, families, groups, communities and organizations in a variety of social work and host settings. Generalist practitioners view clients and client systems from a strengths perspective in order to recognize, support, and build upon the innate capabilities assess, broker services, advocate, counsel, educate, and organize with and on behalf of client and client systems. In addition, generalist practitioners engage in community and organizational development. Finally, generalist practitioners evaluate service outcomes in order to continually improve the provision and quality of services most appropriate to client needs.

Generalist social work practice is guided by the NASW Code of Ethics and is committed to improving the well being of individuals, families, groups, communities and organizations and furthering the goals of social justice.”

Approved by the *Board of Directors*, 2006

In order to achieve the objectives of generalist practice and the Educational Policy and Accreditation Standards, students will develop skills in working with human or social systems of different sizes and different degrees of complexity. Throughout the social work curriculum, discussions of practice with different client systems occurs, and the practice courses are organized to provide specific practice content on this continuum of client system size and type. Our Social Work Program will develop in students the social work skills based on the generalist problem-solving model, which includes initial contact and engagement, assessment, planning, interventions, evaluation, and termination. This model works equally well with client systems and organizations of all levels of complexity.

The generalist practitioner will be trained to assess the social contexts in which client systems find themselves. This practice perspective will provide the students with an understanding of individual, group, family, organizational and community influences on the client systems. The students will also learn skills in assessing the influences of these environmental systems on the client system. Finally, the students will learn skills in promoting ecological change and modification of influences on the client system in order to enhance or promote social and economic justice.

Throughout the curriculum, the students will be provided with knowledge about the values and ethics of the social work profession, experience the application of these values, opportunities to clarify their personal values and opportunities to examine conflicts between their values and those of the social work profession. Additionally, students will examine these professional values and ethics in light of a Christian worldview.

Students will examine the value and utility of continuing their professional growth after graduation from the program. Opportunities for this accomplishment will be based, in part, on their professional commitment to these ends; skill development in utilizing professional literature; participation in professional development opportunities including seminars and training; developing research and evaluation skills to critically examine their own practice interventions and outcomes; and developing research and communication skills that will allow them to add to the social work knowledge base. The social work faculty will also model continuing development of social work knowledge, continuing educational development through their own behavior as lifelong learners, leadership in the social work field, and their encouragement and support for the students' continuing development of knowledge and skills.

In summary, the training of competent, effective, entry-level professionals possessing the necessary knowledge and skills to engage in generalist practice with culturally diverse client systems is the primary goal of the Social Work Program. Development of professional competency and accountability is an essential part of the social work curriculum. Fundamental to this training is a comprehensive understanding of the historical, philosophical, ethical, and skill bases of professional social work practice. This goal also emphasizes the importance of advocating for social justice and social services that promote the dignity and worth of individuals, families, groups, and communities. A commitment to serving the needs of social services in the community, for continuing development of one's professionalism, and the importance of contributing positively to the social work profession and the broader society are elemental to the Social Work Program. Due to the larger number of graduates working in agencies serving children and families, special emphasis is placed on services to children and work with families.

2. *To give students a solid foundation for graduate education.*

While the first goal is to prepare students for generalist beginning level professional social work practice, the program also wishes to give students a solid foundation for graduate education. The Program's graduate education goal is also consistent with the mission of the Social Work Program and the College.

As Hope College aims to prepare graduates *for lives of leadership and service*, one avenue to meet this aspect of the Hope College mission statement is graduate school. The Social Work Program prepares students for direct entry into CSWE accredited graduate social work programs and other graduate programs. While this goal is secondary to the goal of preparing students for beginning professional practice, within six years of graduation, at least 53% of our social work graduates attend graduate schools of social work and an additional 13% in other fields.

This goal is met as we meet the previous goal. The generalist Social Work major and the General Education Curriculum in the liberal arts together provide our students with the academic breadth, the professional specialization and the practice competencies both necessary and expected of students continuing on to graduate education. Our social work faculty members advise our students on graduate school options, encourage graduate school representatives to present to our classes, and encourage our alumni who have gone on for graduate education to be available for contact by interested students.

3. *To provide a strong liberal arts education within the context of the historic Christian faith.*

The Program's third goal is clearly congruous with the mission of the Social Work Program and Hope College. Hope College offers academic programs in the liberal arts in the context of

the historic Christian faith. The College originated and has existed for well over a century with the articulated aim of offering a decidedly high quality liberal arts education that is accomplished within a dynamic Christian community. This Christian community is informed by a comprehensive General Education Curriculum that examines the natural and social sciences, the humanities and the performing arts. The College, through its curriculum, emphasizes the student's cultivation of initiative and creativity, and acquisition of principles from the natural and social sciences necessary for developing skills and understanding of the human being and the social dynamics in a changing society. These skills and perspectives are clearly aligned with the goals of the Social Work Program. The Social Work Program also holds that the education of a generalist social worker is best accomplished when grounded in the liberal arts integrated with an historic Christian understanding. The Program goals indicate a balance between the specific, technical preparation for entry into the social work profession and the development of each student as a member of an evolving professional society. This preparation and development is done by the College within the context of the historic Christian faith.

The College's Christian perspective has additional implications for the Social Work Program, since a central tenet of the Christian faith is to be involved in the restoration of the relationship between people and their God and people toward one another and their world. As Christ served through his model of resolving relationships between people and their environment, so too, must the Christian believer. The Social Work Program at Hope College provides an avenue for the Christian to skillfully be a part of the process of promoting social justice and restoring broken relationships for all people--and especially those most at-risk, exploited and discriminated against. The Social Work Program instructs students in professional values, knowledge and skills (including generalist practice skills, an understanding of human development, social policies, research skills, communication skills, use of supervision and work within organizational structures) in order for them to most productively intervene with client systems and on behalf of their clients, to aid them in meeting their needs, and contributing to the restoration of relationships. Within this context, the Hope College mission states a commitment to develop in its members a sensitive concern for human justice.

Addressing the issues of human diversity is a most important part of this Christian perspective. Since the Biblical view is that God's kingdom will be comprised of members from "every tribe and language and people and nation," the College and the Social Work Program are committed to understanding and celebrating human diversity and providing service and mutual support to all members of society.

It is the belief of the Program faculty that we must aid our students in understanding and appreciating how Christianity and other religions have shaped social welfare from its very origins. We also wish to help students understand and appreciate how the Judeo-Christian traditions support:

- the social work values and ethics
- respect, appreciation and understanding of diversity
- the necessity of promoting social and economic justice
- the importance of intervening for populations-at-risk

We further believe that since our student's come from a variety of Christian traditions and some come from other religious and non-religious traditions, we want our students to understand that there is not a single "Christian perspective," but rather a multitude of Christian perspectives. We believe this approach legitimately challenges strident and dogmatic perspectives and increases understanding and tolerance. Such an approach, if respectfully and

sensitively done, can allow students to examine how their Christian perspective supports or challenges social work values and ethics and how others' Christian perspectives may lead them to support or challenge different social work values. We believe that such an approach (which is also taking place in several other academic courses in the College, including their senior seminar) is a responsible way to encourage them to examine how varying Christian perspectives (and sometimes other religious perspectives as well) can influence their acceptance and understanding of particular social work values.

While encouraging this examination in virtually all required social work courses, the faculty also points out to students the need for suspending their own value system in work with clients. The Social Work faculty do not subscribe to the adage that if values of the worker and the client system are incompatible, the worker simply refers the client to a professional with more congruent values. Instead, the faculty challenges the Social Work students to: identify the students' own conflicting values; to consciously and carefully examine those values and the source of the values; and to develop techniques of non-judgment, tolerance, and acceptance. Finally, students are required to work with their clients within the context of the social work values.

When value dilemmas arise in certain social work practice situations, students are taught to prioritize the competing social work values and then decide on intervention approaches based on those social work values of highest priority.

As the goals of the Social Work Program are compatible with the goals of the College, so too are the goals of the Social Work Program are consistent with and affirm the values and ethics of the social work profession. Social work values and ethics are integrated throughout the social work curriculum. Throughout the curriculum, the Social Work Program also challenges the students to examine and integrate their personal and religious values with these social work values.

Social Work Major Objectives

The social work major objectives include developing in students the capacity to:

1. Apply critical thinking skills within the context of professional social work practice.
2. Understand the value base of the profession and its ethical standards and principles, and practice accordingly.
3. Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
4. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.
5. Understand and interpret the history of the social work profession and its contemporary structures and issues.
6. Apply the knowledge and skills of generalist social work to practice with systems of all sizes.
7. Use theoretical frameworks supported by empirical evidence to understand individual

development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities.

8. Analyze, formulate, and influence social policies.
9. Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions.
10. Use communication skills differentially across client populations, colleagues, and communities.
11. Use supervision and consultation appropriate to social work practice.
12. Function within the structure of organizations and service delivery systems and seek necessary organizational change.
13. Integrate Christian perspectives with the knowledge, skills and values of the social work profession.

The Program's Conception of Generalist Practice in Relation to EPAS Foundation Curriculum Content

The Social Work Program teaches students the variety of roles and broad range of skills required in generalist practice. Manifest throughout the social work curriculum is an emphasis on the commitment to promote a just and humane society for all of its members. The curriculum emphasizes that social workers cannot effectively contribute to this goal if they practice in a political and socio-cultural vacuum. In teaching generalist social work practice, the program strives to develop student competency in each of the eight professional foundation areas contained in the EPAS 4.0 – 4.7. The eight professional foundation areas of generalist social work practice include: 1) social work values and ethics, 2) diversity, 3) populations at risk and social and economic justice, 4) human behavior in the social environment, 5) social welfare policies and services, 6) social work practice, 7) research, and 8) field practicum. While there is an infusion of all foundation curriculum areas throughout the social work curriculum, some courses emphasize particular ones to a greater degree.

The requirements and catalogue description of each course of the Social Work major include the following Social Work courses:

Social Work Course Descriptions

1. Sociology of the Family I – SOC/SWK 232
2. Introduction to Social Welfare – SWK 241
4. Child Welfare - SWK 242
5. Methods of Social Research – SOC/SWK 262
6. Human Behavior and Social Environment I - SWK 310
7. Human Behavior and Social Environment II - SWK 311
8. Social Work with Diverse Populations – SWK 315
9. Social Work Interviewing - SWK 320
10. Contemporary Social Policy - SWK 322
11. Social Interventions I - SWK 351
12. Social Interventions II - SWK 352
13. Social Interventions III - SWK 401

- 14. Social Work Field Practicum I - SWK 443
- 15. Social Work Field Practicum II - SWK 446
- 16. Independent Study – SWK 490
- 17. Advanced Seminar in Social Work – SWK 495

232. Sociology of the Family I - This course examines the family from a development approach. Research studies will focus on trends in family life and social problems related to family functioning at each stage of a family's development. Prerequisite: Sociology 101.

Two Credits Piers Both Semesters (First Half)

241. Introduction to Social Welfare – This course examines the role of social workers in society. Social work fields of practice are explored including medical social work, school social work, poverty-based social work, juvenile corrections, gerontology, etc. This is intended to be an introductory course for students exploring the possibility of social work as a career. Co-requisite: Sociology 101.

Two Credits Sturtevant Fall Semester (First Half)
Spring Semester (Second Half)

242. Child Welfare – This course examines the philosophy of child welfare as a specific part of social welfare and the programs that perpetuate the child welfare institutions. Child abuse and neglect is a major topic of this course.

Two Credits Villarreal Spring Semester (First Half)

262. Methods of Social Research – A beginning course in the research designs, methods, and techniques used by social scientists. Probability theory, hypothesis testing, sampling, and elementary descriptive and inferential statistics are introduced. Practical research experience is emphasized. Same as SOC 262. Co-requisite: Math 210.

Four Credits Nemeth Spring Semester

310. Human Behavior and Social Environment I – This course will focus on the interactions between persons and the social systems they encounter throughout maturation. Special attention will be given to the interactions and the systems as they relate to and effect social work practice with a variety of populations, including those experiencing ethnic, racial, sexual, and age-based discrimination. Social work majors only. Co-requisites: BIOL 221 or GEMS 158. Pre-requisites: PSY 100, SWK 241.

Three Credits Villarreal Fall Semester (First Half)

311. Human Behavior and Social Environment II – This course is a continuation of SWK 310. Social work majors only. Prerequisite: SWK 310

Three Credits Villarreal Fall Semester (Second Half)

315. Social Work with Diverse Populations – This course prepares students for ethnically sensitive social work practice. Students will examine assumptions, strategies, and procedures that will enhance their values, knowledge, and skill to more effectively interact with diverse populations at each stage of the social intervention process. Social work majors only.

Four Credits Villarreal Spring Semester

- 320. Social Work Interviewing** – This course will focus on the principles of the social work interview; the examination of techniques and theoretical models that increase the effectiveness of social work interventions; and the demonstration and practice of these skills. Social work majors only. Pre-requisite: SWK 241.
Three Credits Osborn Fall Semester
- 322. Social Policy** – This course examines the history and philosophy of the profession of social work. It also examines social policy issues such as poverty and mental illness and the significance of social, economic, and political factors in policy-making implementation. Social work majors only. Pre-requisites: SWK 241, POL 100 or 110.
Four Credits Sturtevant Spring Semester
- 351. Social Interventions I** – This course is the first in a series of practice courses in the social work major curriculum. It will focus on the generalist interventions process of working with client systems: Engagement, assessment, goal setting, intervention planning, contracting, intervention applications, evaluation, and termination. Attention will be given to social work values; ethical decision making; roles of the social worker; and ethnic, racial, and gender sensitive practice. Social work majors only. Prerequisite: SWK 241.
Four Credits Piers Fall Semester
- 352. Social Interventions II** - This course is the second in a series of practice courses in the social work curriculum. It will focus on the generalist practice skills, interventions and issues involved in working with client systems consisting of families and small groups. Planning, assessment, intervention and termination stages will be addressed. Attention will be given to social work values; ethical decision making; roles of the social worker; and ethnic, racial and gender sensitive practice. Social work majors only. Prerequisite: Social Work 351.
Four Credits Piers Spring Semester
- 401. Social Interventions III** - This course is the third in a series of social work practice courses. It will examine the types of human service organizations within the community and examine the political and social context in which community organizing takes place in contemporary society. As an interventions course, it will continue to focus on the stages and processes utilized in generalist social work practice through a problem solving approach. Social work majors only. Prerequisite: Social Work 352.
Four Credits Sturtevant Fall Semester
- 443. Social Work Field Practicum I** - This program offers the opportunity for advanced social work students to work with individuals, groups, and community organizations under the close supervision of professional social workers. The program is offered in cooperation with several social and criminal justice agencies in Western Michigan. Work may include direct service, client advocacy, training, referral service, and community organizing for client systems. Students will spend 220 hours per semester in the field. The weekly practicum seminar is also a component of this course. Admission to field practicum is required. Social work majors only. Prerequisite: SWK 401.
Six Credits Piers, Sturtevant, Villarreal Fall Semester
- 446. Social Work Field Practicum II** - This course is a continuation of SWK 443. See SWK 443 for more information. Social work majors only.
Six Credits Piers, Sturtevant, Villarreal Spring Semester

490. Independent Study - This program allows advanced students in social work to pursue a project of their own interest beyond regular course offerings. Project may take the form of library research and study project or supervised research project. Students must have a specific project in mind. Prerequisite: 20 credits toward social work major.

Two or Three Credits Staff Both Semesters

495. Advanced Seminar in Social Work - A senior level seminar course designed for trial course offerings, which enable faculty and students to organize and integrate a variety of in social work. Pre-requisites: Senior standing, social work major, and permission of the instructor.

Three Credits Staff Both Semesters

Liberal Arts Core Curriculum

The Core Curriculum for the College consists of the following components:

First-Year Seminar – 2 credit hours; Course: IDS 100

Expository Writing I – 4 credit hours; Course: English 113

Health Dynamics – 2 credit hours; Course: Kinesiology 140

Mathematics and Natural Science – 10 credit hours

To meet the objectives for non-science majors, the student must:

1. Take any combination of ten credit hours in the natural sciences division, with the stipulation that two of the ten hours be in mathematics or GEMS 100 courses. The remaining hours may be a combination of GEMS (150-199) laboratory courses, GEMS 220-level courses, mathematics courses, or natural science disciplinary courses (biology, chemistry, computer science, geological and environmental sciences, physics).

Second (Foreign) Language – 4 credit hours

To meet the objective the student must:

1. Successfully complete the second semester of first-year language (courses numbered 102, 122, 172).

Religious Studies – 6 credit hours

Two courses totaling six credit hours are necessary to satisfy this requirement.

1. The first is a two-credit-hour Basic Studies course (REL 100) to be taught topically but emphasizing the objectives listed above.
2. The second is a four-credit 200-level course in biblical studies, historical studies, theological studies, or world religion studies. Religion 100 must be taken before enrolling in a higher-level religion course.

Social Sciences – 6 credit hours

Two courses totaling six credit hours are necessary to satisfy this requirement.

1. The first is a course identified as a Social Science I course (introductory courses with a lab component in psychology, sociology, communication, economics, or political science).
2. Students who take the first course in psychology, sociology or communication must take the second course from economics or political science and vice versa. The second course is to be selected from courses identified as Social Science II courses. A Social Science I course should be taken before enrolling in a Social Science II course.

Cultural Heritage – 8 credit hours

This requirement can be met by taking:

1. IDS 171 & 172, an interdisciplinary sequence combining literature, history, and philosophy.
2. Or by taking a combination of an interdisciplinary course with a disciplinary course offered by the Departments of English, History and Philosophy. If IDS 171 is selected, another course from English 232, History 131, Philosophy 232 may be selected to complete this requirement. If IDS 172 is selected, another course from English 231, History 130 or Philosophy 230 may be selected to complete this requirement.

The Arts – 6 credit hours

Courses required:

1. The first will be a four-credit introductory Arts I course.
2. The second, a two-credit studio or performance course in art, dance, music or theater designed as Arts II courses; or an accumulation of two credit hours in studio and performance courses.

Senior Seminar – 4 credit hours

Course required:

1. IDS 400-level courses.

Cultural Diversity Requirement – 4 credit hours

To meet the objective the student must:

1. Complete a minimum of 4 credits in courses designated as having cultural diversity as its primary focus.

Required Cognate Course Descriptions

The following courses are also required:

1. Introduction to Psychology + - PSY 100 (4 credit hours)
2. Introduction to American Political Institutions Lab + - POL 100 (4 credit hours) or Topics in Political Science + - POL 110 (2 credit hours)
3. Sociology and Social Problems + - SOC 101 (4 credit hours)
4. Human Physiology + - BIO 221 (4 credit hours) or Human Biology in Health & Disease + - GEMS 158 (4 credit hours)
5. Introductory Statistics + - MATH 210 (4 credit hours)

+ These courses may be used to fulfill the Core Curriculum of Hope College.

BIO 221. Human Physiology – A study of the function and interactions of the various organ systems of the human body. Three lectures and one 3-hour laboratory period per week. *Four Credits Barney, Fraley Fall Semester*

GEMS 158 Human Biology in Health and Disease – This course examines the structure function of the human body from investigative and interdisciplinary perspectives. We will consider how the various organ systems work to maintain

life and the ways in which the functions of these systems can be compromised by disease. Participants will explore how scientific methods are used to learn about the biology of humans. In addition to more traditional laboratory exercises, teams of students will design, carry out, and report on a laboratory project related to human biology. This course is suited for students majoring in social work where a general understanding of human biology is useful.

Four Credits Barney (Biology) Spring Semester

MATH 210. Introductory Statistics – Activities and projects are used to motivate and illustrate statistical concepts. Data collected by students are integrated into this course. Data are examined visually and numerically. Correlation and regression are used to determine relationships in paired data. The binomial and normal distributions are included. Estimation, confidence intervals, and tests of hypotheses are studied. A statistical software package and a statistical calculator are used. This is a general introduction to descriptive and inferential statistics.

Four Credits Staff Both Semesters

POL 100. Introduction to American Political Institutions and Lab – This course provides an introduction to American political institutions. Topics surveyed include the U.S. Constitution, parties and elections, Congress and the Presidency, the impact of interest groups and the media, and public policy debates on such issues as U.S. foreign policy, social issues, economic policy, and more. A one-hour lab is required for this course, the content of which varies depending on the instructor. Labs include the use of simulations (moot courts/mock senates), the utilization of the Web as a potential source of information about politics and/or public policy issues, and more. Special labs featuring campaign internship opportunities are offered for interested students in the fall of election years. *Four Credits Polet, Ryden, Staff Both Semesters*

POL 110. Topics in Political Science – This eight-week course is offered to fulfill the General Education Social Science II requirement. It provides a brief introduction to contemporary political issues, debates, and challenges facing America, other nation-states, and international political institutions in the making of public policy. Themes and course activities will vary depending on the instructor. *Two Credits Staff Both Semesters*

PSY 100. Introduction to Psychology – An introduction to the science of behavior and mental life, ranging from biological foundations to social and cultural influences on behavior (introducing most of the content areas covered in other psychology courses). Laboratory experiments and exercises provide hands-on experience. *Four Credits Staff Both Semesters*

SOC 101. Sociology and Social Problems – An examination of the concepts and theories which make up the sociological perspective, the evidence which tests these theories, and the ways in which the sociological perspective can aid in understanding social phenomena in the contemporary world. A lab is included in this class. This course fulfills the Social Science I–A and cultural diversity requirement of General Education.

Four Credits with Lab Staff Both Semesters

Sequence

Sequencing is a basic, yet dynamic aspect of the Social Work curriculum. The liberal arts Core Curriculum courses generally are sequenced before the Social Work courses because the Social Work major builds on the academic skills and competencies of these liberal arts courses. The intent of the professional Social Work course sequencing is to systematically build on the preceding courses beginning with the liberal arts Core Curriculum. Courses in each professional foundation are sequenced to encourage optimal acquisition of social work knowledge, values, and skills. The social work curriculum culminates in the practice courses and the integrative generalist practicum experience. The overriding concern of sequencing is to prepare students for generalist practice. The culmination of the major is with the practice courses and the integrative field experience. In summary, the curriculum moves from acquisition of general liberal arts knowledge, to courses specifically applicable to generalist social work settings; from courses focusing on specific components of the generalist model to courses that integrate the components of the generalist model into a composite design that provides for effective practice in generalist settings; and from the classroom to the social agency.

The design and sequence of the Social Work curriculum and cognates are represented in the following model:

<u>Freshman Year – Fall</u>		<u>Hours</u>
PSY 100	Introduction to Psychology	4
REL 100	Basic Religion Course	4
ENG 113	Expository Writing	4
IDS 100	First Year Seminar	2
	Cultural Heritage Requirement	+ 4
		<hr style="width: 100%; border: 0.5px solid black;"/> 16
<u>Freshman Year – Spring</u>		
KIN 140	Health Dynamics	2
POL 100	Intro to American Political Institutions and Lab	-----
OR POL 110	Topics in Political Science	2 / 4
SOC 101	Sociology and Social Problems	4
	Language Requirement	4
	Performing Arts Requirement	+ 4
		<hr style="width: 100%; border: 0.5px solid black;"/> 16 – 18
<u>Sophomore Year – Fall</u>		
	Natural Science Requirement	2
	Language Requirement	4
* BIOL 221	Human Physiology	-----
OR	Elective	4
	Electives	+ 6
		<hr style="width: 100%; border: 0.5px solid black;"/> 16
<u>Sophomore Year – Spring</u>		
SWK 241	Social Welfare	4
SWK 232	Sociology of the Family	
OR SWK 242	Child Welfare	2
	Cultural Heritage Requirement	4
MATH 210	Intro to Statistics	4
* GEMS 158	Human Biology in Health and Disease	-----
OR	Elective	+ 4
		<hr style="width: 100%; border: 0.5px solid black;"/>

16

* One of the two, BIOL 221 or GEMS 158, is required.

Junior Year – Fall

SWK 320	Social Work Interviewing	3
SWK 310	HBSE I	3
SWK 311	HBSE II	3
SWK 351	Social Interventions I	4
	Performing Arts Requirement	2
	Elective	+
		<u>2</u>
		17

Junior Year – Spring

SWK 322	Social Policy	4
SWK 352	Social Interventions II	4
SWK 262	Social Work Research	4
SWK 315	Social Work with Diverse Populations	+
		<u>4</u>
		16

Senior Year – Fall

SWK 401	Social Interventions	4
SWK 443	Field Practicum	6
	Upper Division Religion	4
	Elective	+
		<u>2</u>
		16

Senior Year – Spring

IDS 400+	Senior Seminar	4
SWK 446	Field Practicum	6
	Electives	+
		<u>6</u>
		16

With prior permission, social work students may be allowed to carry out internships at the Philadelphia Center or the Chicago Semester Program.

Graduates of Hope's Social Work program have been involved in a variety of satisfying careers such as:

- social workers in a variety of practice settings
- graduate programs in social work
- ministers and church workers
- legal aid lawyers
- directors of drug clinics
- professional counselors
- supervisors in counseling centers
- urban planners
- teachers of social work
- community organizers
- directors of social welfare programs

No academic credit for life experience and previous work experience will be given in lieu of any social work or cognate courses required for the social work major.

Connection of Liberal Arts Core, Cognates, and Social Work Curriculum

Since the generalist practitioner must take the "broad-based" view of persons and environments and must rely on holistic thinking and an ecological approach to interventions, the liberal arts core becomes very important. The liberal arts Core Curriculum addresses the need of all generalist practitioners for education in biology, psychology, sociology, English composition and literature, mathematics, foreign language, history, performing arts, philosophy, and economics or political science. These courses provide disciplined examination of conceptual frameworks, research methodology, research findings, human physiology, psychological processes, and the functioning of individuals and groups of diverse backgrounds. These courses also provide an understanding of cultural diversity, develop critical thinking skills and provide an appreciation and some skill in different mediums for cultural expression. It is also on this core that all future social work courses are based.

More specifically, much of the core course content is directly connected to the social work curriculum. Each of the eight professional foundation areas of generalist social work practice: 1) social work values and ethics, 2) diversity, 3) populations at risk and social and economic justice, 4) human behavior in the social environment, 5) social welfare policies and services, 6) social work practice, 7) research, and 8) field education require information from the liberal arts core, as well as, courses in the social work major.

Off-Campus Programs

Hope College offers a variety of semester long off-campus programs in the United States and abroad. The Social Work Program supports the existence and the importance of these opportunities. Yet, it is important to emphasize that the Social Work Program requires a large number of courses and has required sequencing of these social work and cognate courses. Exceptions to the curriculum sequencing will not be made. In order to avoid another year of college while completing the Social Work Major in sequence, students interested in off-campus semesters must plan to participate in these programs before their junior year (assuming all the cognates and required social work courses for that year will be completed) or after the completion of their senior year. Students who select the Chicago Metropolitan Program or GLCA Philadelphia semester will go in the Spring semester of their Senior year. Students interested in these options should discuss their plans with the Social Work Program Director, James Piers, and the Social Work Field Practicum Director, Melissa Villarreal, as early as possible.

STUDENT'S RIGHTS AND RESPONSIBILITIES

Admission

Students who wish to pursue a Social Work degree must make application to the Program Director by the end of their sophomore year. Decisions about admission to the program are made by the Social Work Program Faculty Committee composed of social work faculty.

Evaluation for applicant's admission to program is due no later than July 15.

The committee bases its decisions on the following criteria:

1. Applicants must have completed Psychology 100, Sociology 101, and Social Work 241.
2. Applicants must have a minimum GPA of 2.3 and a minimum GPA of 2.5 in their social work courses.
3. Two recommendations from Hope College faculty.
4. Applicants must submit a written personal statement, which includes information about their commitment to social work as a vocation and describes volunteer service in the field.

A student who does not fully meet one or more of the admissions criteria may be admitted to the social work program conditionally provided the student, after an interview with the Program Director of Social Work, agrees in writing to remove the deficiency by the time s/he makes application for admission to the practicum. (Conditionally accepted students should be aware that there are risks involved in pursuing the first year of the social work major on a conditional basis.)

A minimum GPA of 2.3 and a minimum GPA of 2.5 in the Social Work Major is required for graduation.

The forms necessary to make application to the Social Work Program may be obtained from the departmental secretary, in Van Zoeren 261. Women and persons from racial and ethnic minority groups are encouraged to apply.

Admissions Requirements for Transfer Students

The Registrar of the College is responsible for granting academic credit at Hope College for academic work completed at other institutions. Requirements for the admissions of transfer students are outlined in the Hope College Catalog (p. 66).

Transfer students who are interested in the Social Work Program are referred to the Social Work Program Director, as early in the transfer process as possible, for evaluation of their prior educational work that might be applicable to the social work major and cognates. Course descriptions, syllabi, objectives, texts, and assignments completed are examined to evaluate if the completed course is equivalent to the required course in the Social Work major.

It is expected that transfer students will have completed freshman and sophomore social work cognate course requirements, as noted in the social work curriculum, before entry into the social work program. These courses may be transferred in from other schools accredited by a regional accrediting organization recognized by the American Association of Collegiate Registrars and Admissions Officers. The student must have received a C- grade or better for the courses to be accepted. On occasion, transfer students may be allowed to take one or more missing cognate courses during their junior year concurrent with their social work requirements.

Since Introduction to Social Welfare (SWK 241) is to be completed before the junior year, transfer students often have completed this course at other institutions. In order to avoid unnecessary duplication and also to ensure that the students have the academic experience appropriate to the Program's objectives, this transfer course is evaluated before acceptance as a major requirement. After evaluation by the social work faculty of the course description, syllabus, objectives, texts, and assignments, equivalent courses may be accepted or the student may be required to complete additional course work and/or supplemental assignments, or on some occasions, the student will be required to take SWK 241 at Hope to complete the requirement.

It is the policy of the Social Work Program that: SWK 322 (Social Policy), SWK 310 (HBSE I), SWK 311 (HBSE II), SWK 351 (Social Interventions I), 352 (Social Interventions II), 401 (Social Interventions III), SWK 443 (Field Practicum I), and SWK 446 (Field Practicum II) cannot be transferred into Hope College from a non-CSWE accredited program.

If from an accredited program and with the approval of the Social Work Program Director, certain of these courses can be transferred, including SWK 322 (Social Policy), SWK 310 (HBSE I), SWK 311 (HBSE II), SWK 351 (Social Interventions I), and SWK 352 (Social Interventions II) after examination and evaluation of the course. The Social Work Program Director, in consultation with Program full-time faculty will: review syllabi, objectives, texts, and assignments; discuss the course content with the transfer student; and in certain circumstances may contact the accredited social work program from which the courses are transferred in order to determine if these courses fulfill the objectives of the Hope College Social Work Program. If it is the opinion of the Program Director and faculty that these courses do not fulfill the objectives, additional course work and/or supplemental assignments may be required to meet the Hope College Social Work Program objectives.

It is College policy that for graduation from Hope, all the degree requirements must be met including the senior residency requirement (the last 30 semester hours of course credit must be taken at Hope College). Since the last 30 semester hours must be taken at Hope College, it is the position of the Social Work program that SWK 401, 443 and 446 must be completed in the Hope College Social Work Program.

Advising

Once a student is accepted into the Social Work Program, the Program Director of Social Work will assign the student as an advisee to a member of the social work faculty (faculty members with a M.S.W., D.S.W. or Ph.D. degree in Social Work). A Social Work student will minimally meet with their advisor once per semester to plan course selection and scheduling. He/she will also confer with her advisor about his/her functioning in the Social Work Program, his/her aptitude and motivation for a career in social work, graduate school options and opportunities, career selection and opportunities within the profession, and personal issues which may impact upon the

student's ability to successfully complete the program.

Additionally, each academic year, the Director of Social Work will call a meeting of all those interested in applying for the Social Work Program to share information about the program and admission to it. Early in the spring of each year, a meeting of all junior level Social Work students will be called by the Practicum Coordinator to share information about the following year's practicum placements.

Retention

Once admitted, Social Work students must maintain a minimum of 2.5 in courses in the social work major and maintain at least a 2.3 grade point average to continue in the Social Work Program. Students who fail to perform as expected will be advised to receive academic support from the Academic Support Program located in the same office cluster as the Social Work Program. Tutoring by trained Junior and Senior class students is available there for all courses. The Social Work Program Faculty Committee governing admissions to the program also reserves the right to refuse a student's right to continue in the program if it judges that the student behaves in ways which would significantly threaten the reputation of the program or the welfare of social work clients (see Reasons for Leave or Dismissal below).

Admission to Practicum

Field Practicum offers the opportunity for advanced social work students to experience working with individuals, groups, and community organizations under the close supervision of professional social workers. The program is offered in cooperation with several social agencies. Work may include direct service, client advocacy, or training and referral service for client systems. Students will spend 220 hours per semester in the field practicum.

Social Work students are required to make formal application for the practicum sequence to the Practicum Coordinator. This application must be made by the March 15 of the academic year prior to the year in which the student wants to participate in the practicum. Necessary forms can be obtained from Professor Villarreal or the Social Work office manager, Lisa Lampen.

The application process requires:

1. Application survey;
2. An interview with Director of Field;
3. Acceptance into the practicum by the Social Work faculty;
4. Completion of the pre-placement interview;
5. Acceptance by agency field instructor.

Should significant reservations about a student's continuation in the Social Work Program arise at this point, they will be processed by the Social Work Program Faculty Committee. In cases where the committee decides to deny admission to the practicum sequence, the student will have opportunity to appeal the decision to the Social Work Program Committee.

Reasons for Probation, Leave or Dismissal from the Program

The Social Work faculty may recommend the leave, probation or dismissal of a student from the social work program if the student fails to meet or maintain adequate academic or performance standards to continue in the program.

Since the advising in the Social Work Program is an ongoing process, including regular review of the student's performance and goals, these discussions would begin informally. In the history of the Social Work Program, students have made decisions to take a leave, change majors, or modify their performance without any formal action being taken by the program. On some occasions, academic or performance probation has been formally enforced.

This process would begin with the student and advisor evaluating the student's academic achievement, internship performance, career goals, and examining other possible avenues for the student to pursue. If a leave is indicated, the student and advisor outline a plan of action and when possible specify a time-line for rehabilitation and re-entry into the program. If probation is indicated, specified academic and behavioral objectives are established complete with a time limit for accomplishment. If termination from the program is indicated, the faculty advisor works with the student to develop an alternative academic or vocational plan and utilize the available support services of the College and the community. Specific policies and procedures for granting probation, a leave or for terminating a student are discussed below. The procedures for student appeal are also included in the policy. This policy is included in the Social Work Field Instruction Manual and in the Student Handbook.

Policy on Probation, Leave or Dismissal from the Social Work Program

A student may be placed on probation, leave or dismissed from the Social Work Program for academic and non-academic reasons. Academic performance is evaluated based on the student's grade point average at the end of every semester. Non-academic reasons for probation and dismissal from the Social Work Program include violation of the Social Work Code of Ethics (see Appendix E) or other behaviors that indicate unprofessional conduct. Decisions regarding leave, probation or dismissal are not made lightly. These decisions would be the result of ongoing examination of the student's academic performance and the faculty and field supervisor's evaluation of the student's performance in the field. Specific procedures, carefully followed, ensure the rights of the student are protected. Reasons for leave, probation, and termination and the process will now be described.

Academic Reasons

1. Social Work students must maintain a minimum 2.3 cumulative grade point average to continue in the Social Work Program. Students who fail to retain a 2.3 cumulative average will be placed on probation. The student will be required to raise her GPA by the end of the following semester. If the GPA remains below a 2.3 after two semesters, the student will be dismissed from the program.
2. Social Work students must maintain a minimum of 2.5 in courses in the Social Work Major to continue in the program. Students who fail to retain a 2.5 cumulative average will be placed on probation and will not be allowed to apply for the field practicum. Students whose major average fall below a 2.5 during the first semester of field practicum will not be allowed to continue in the second semester of the practicum until they have raised their major average to a 2.5. Reentry into the practicum will be allowed the following semester if the student raised their major average to a 2.5. If this occurs at the end of the major, the student will not graduate with a social work major until the major GPA is above a 2.5. If the GPA remains below a 2.5 after two semesters, the student will be dismissed from the program.

3. Students who are experiencing academic difficulties should meet with their advisors as early as possible to develop plans for remediating the difficulties, continuing the program and, in some instance, considering academic and vocational options.

Professional Reasons

It may be necessary to assign students unsatisfactory grades, put her/him on probation, request that the student take a leave from the program, or dismiss him/her from the field practicum or the program. Since professional performance refers to how well students perform their responsibilities as social work students in the class and field, the reasons for leave, probation and dismissal include the following areas:

1. Critical violation of a social work value and specifically the Social Work Code of Ethics (from breach of confidentiality to sexual involvement with a client).
2. Breaking a law in some agency related manner (from misappropriation of agency funds to helping a client escape from a correctional facility) or conviction of criminal activity during the course of study. Prior conviction, which becomes known during the course of study, which demonstrates unsuitability for generalist practice, may also be reason for probation/dismissal.
3. Documented chemical dependency or use of illegal drugs during one's course of study will require, at a minimum, leave of absence and may require probation or dismissal.
4. Chronic absenteeism from class or field practicum will be considered cause for probation or dismissal.
5. Academic dishonesty in the form of plagiarism, lying, cheating, theft of books or equipment will be considered reasons for probation/dismissal.
6. A hostile or resistant attitude toward learning and supervision.
7. Inappropriate or disruptive behavior towards colleagues, faculty, and staff at the college or the placement.
8. An inability to carry out one's assignment in the agency setting.
9. Behavior that is emotionally or physically damaging to clients.
10. Repeated failure to demonstrate an ability to work effectively with client systems.

In the event that probation, leave or dismissal is recommended, the student will be notified in writing of this action and the reason for it. If probation is recommended, the student will be given a time limit to remedy the problem.

Probation, Leave and Termination Process

As stated earlier, the process of evaluating the student's performance is on-going between the student and their advisor. It would begin informally through regular advising and only after this

informal process is found to be unsatisfactory would the following process be instituted.

1. The Program Director, after consulting with the social work faculty, informs the student verbally and in writing that s/he has been refused admission, put on probation or leave or terminated from the Social Work Program. Reasons for this action will be included in the letter.
2. If the student chooses to appeal, she/he must make this request within two weeks of the date of the Program Director's letter.
3. Following this request, for an appeal, the Program Director will arrange for a hearing before the social work faculty. During which the student may present whatever pertinent information, materials and argument are deemed necessary for his/her defense and examine alternatives to practicum or program dismissal.
4. After hearing the student's appeal and re-examining pertinent information including the student's academic and behavioral performance the faculty will vote to sustain or reverse its original recommendation.
5. The Program Director will inform the student in writing of the faculty's decision. In the event that the decision remains negative, the student is informed of his/her right to appeal to the College Student Standing and Appeals Committee.

College Student Standing and Appeals Committee

If the student is unhappy with the results of the appeal, she can submit an appeal to the Hope College Student Standing and Appeals Committee.

Appeal to the College President

If the student or Social Work Program is still unhappy with the out come, either party can appeal to the College President. The College President's decision shall be final.

College-Wide Appeal Procedures

Dismissal from Degree Program

A student may be dismissed from the degree program for academic reasons if, in the judgment of the college, such action is felt to be in the best interest of the student. Such action is possible for a student if he or she has been on probation for two succeeding semesters, his/her cumulative grade point average is significantly below the guidelines above, and his/her academic record shows no trend toward the improvement of his/her grade point average. A letter informing the student of his/her dismissal is sent by the Registrar and a copy of this letter is sent to the student's faculty advisor and to the student's parents or guardian. The decision to dismiss a student for academic reasons may be appealed, if done so within ten days of receipt of the letter from the Registrar, to the Student Standing and Appeals Committee.

Appeals and Request for Academic Waivers

A student may seek exemption from an academic regulation by appealing in writing to the Registrar. The student must secure the approval of his/her faculty advisor to waive an academic regulation. If the student's request is denied, he or she may further appeal the decision to the Student Standing and Appeals Committee for final disposition. Appeals must be submitted to the

Chairperson of the Student Standing and Appeals committee within ten days after notification of the decision.

Appeal of Final Grade

If a student disputes a final course grade given by an instructor, the following procedure must be followed: 1) If the instructor is not a department chairperson, the student may appeal to the department chairperson, who will act as mediator, 2) If a chairperson's final grade is in dispute, the senior member of his/her department shall act as mediator. The instructor whose grade has been questioned has the final decision in the matter (Hope College Catalog, 2009 – 2010, p. 93).

Student Files

The Family Rights and Privacy Act of 1974 along with 1976 amendments to the law require that institutions such as colleges provide... students access to official records directly related to the students and an opportunity for a hearing to challenge such records on the grounds that they are inaccurate, misleading, or otherwise inappropriate; that institutions must obtain written consent ...before releasing personally identifiable data about students from records to other than a specified list of exceptions: that ...students must be notified of these rights;..." (Federal Register, January 6, 1975).

In accordance with this law and the standards of the Council on Social Work Education, Social Work students will be granted access to their files for review. Requests must be in writing and must be submitted to the Director of Social Work. Students may appeal in writing to the Social Work Program Faculty Committee to remove any inaccurate information from their files. These appeals will be acted on and the student notified within four working weeks of the date of the request. Students with concerns about their files are encouraged to, first of all, discuss these concerns with their advisor.

Student's Right to Organize

Social Work students have the right to organize in their own interests in matters related to academic and student affairs. This also applies to the Social Work Program. Social Work students are encouraged to maintain and participate in S.S.W.O. (Student Social Work Organization), a social work student organization which elects two students to serve on the Social Work Program Committee, advocates with the college structure for the needs of social work students, invites distinguished social work professionals to campus for presentations, and organizes social functions.

A student organization for Social Work majors originated in the fall of 1990. It was initiated in the Community Organization course as a class project, to organize Social Work students on their own behalf. The student organization has been active since.

The faculty representative to the organization is Melissa Villarreal. During the 1993-94 school year, the organization established by-laws, which are on record with the college (see Appendix C). The Student Social Work Organization is now a recognized academic student organization by Hope College. It is the continued hope and desire of the social work faculty to encourage student participation in this organization. Currently, the student organization sponsors meetings at which faculty and practitioners present material on various topics of general interest, plan and implement social activities, community service projects, and appoint members for the Social Work Program Committee.

The organization has now been in existence for nineteen academic years and is continuing to develop in terms of its recognition and its involvement in the life of the students in the major. The effectiveness of the student Social Work Organization is confirmed by its continued existence and increasing organizational activity. Through a survey administered in 1992, over 90% of the students in the program supported the existence of the organization and pledged participation in it. Though attendance fluctuates by activity, students continue to initiate activities. The organization has hosted several meetings of the Michigan Chapter of the National Association of Social Workers on Hope's campus. Each year the Student Organization participates in community service activities for local human service agencies, including hat, mitten, and winter coat drives, book drives, food collections, fund-raisers, assistance with the annual Point-in-Time Homeless Count, Upward Bound ice cream social, and others. In 1999-2000 the Student Organization (renamed SWORG!) raised money for foster children in Romania.

Phi Alpha Honor Society

The purposes of Phi Alpha Honor Society are 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.

Phi Alpha offers membership to social work students and faculty, and each chapter is free to develop a program to meet local needs. The National Council is the policymaking body and meets each year at the time and place of the Annual program meeting of CSWE. Each chapter has one voting representative on the Council.

Hope's chapter of the national Phi Alpha Honor Society is Zeta Theta. Each year members of the Zeta Theta Chapter meet one time per semester. In the spring members meet for an educational activity such as a speaker on graduate schools and in the fall members meet for the induction ceremony and to elect officers for the following year.

To be eligible the student must have:

- a. Declared social work as a major;
- b. Achieved senior status;
- c. Completed two semesters of required social work courses;
- d. Achieved an overall grade point average of 3.4;
- e. Achieved a 3.5 average in required social work courses.

Course Faculty/Program Evaluation

Social Work students are asked to give written evaluation of course content and instructors who teach courses in the social work major. A college-wide evaluation instrument is used in these cases. The social work faculty will ask students to complete the same instrument and possibly provide one of their own designs.

Senior Social Work students will be asked to complete a survey about the Social Work Program relative to program outcomes. All data collected about social work courses, faculty, and other aspects of the program will be reviewed in order to make changes that will further strengthen the Hope College program.

The very development of the Social Work Program was initiated by alumni of the Psychology/Sociology Composite Major who through a survey process during a five year review expressed the need for a Social Work major at Hope College. Former and current students have continued to be involved in the development of the Social Work Program where their input was requested for curriculum development and admissions standards.

Student representation on the Social Work Program Committee will allow students a clear venue of the current policies and is a specific and formal means by which student input into policy formulation and revision is afforded. Of course, all students in the major have an opportunity, through their student representative to the Program Committee, and through direct interaction with the social work faculty to affect policy making and modification. Students are also offered the opportunity to give feedback as they evaluate their placements and practicum instructors (the Student Evaluation of Field Instruction Agency), evaluate their courses and faculty (using the campus wide faculty/course evaluation instrument), respond to our post-graduation outcome instrument, and respond to a graduating senior questionnaire that we are now formulating.

FIELD PRACTICUM

Advisory Committee

An advisory committee is made up of practicing social work professionals in the community. This body gives advice, direction and support to the social work program and social work faculty. The advisory committee is made up of established professionals such as agency directors and supervisors who have years of experience and are recognized in the community for their expertise. The advisory committee considers the curriculum and field practicum requirements. This body also meets with the Council on Social Work Education's commissioners when they review the social work program.

Meghan Aupperlee, LLBSW
Wedgwood Christian Services
3300 – 36th Street SE
Grand Rapids, MI 49512
ph. (616) 826-0227 – Cell
e-mail: maupperlee@wedgwood.org

Jon Osborn, LMSW
Holland Public Schools
700 VanRaate Avenue
Holland, MI 49423
ph. (616) 494-2259
e-mail: osborn@hope.edu

Rhonda Byrne, MSW
Bethany-Fremont
PO Box 173
6995 W. 48th Street
Fremont, MI 49412
ph. (231) 924-3390

Tesha Post, LLMSW
Children's Advocacy Center
12125 Union Street
Holland, MI 49424
ph. (616) 393-6123
e-mail: tpost@cac-ottawa.org

Alfredo Gonzalez, MSW
Hope College
DeWitt Center
Holland, MI 49423
ph. (616) 395-7785
e-mail: Gonzales@hope.edu

Amy Wakerly, LLMSW
Catholic Social Services
Family Reunification
1095 – 3rd Street, Suite 125
Muskegon, MI 49441
ph. (231) 726-4735, ext. 282

ROLE DESCRIPTIONS

Social Work Faculty Liaisons

A faculty member serves as liaison to an agency used for field instruction. Each student has both a faculty advisor, responsible for the overall planning of courses with the student, and a faculty liaison advisor. In some cases, the same person serves as faculty advisor and liaison. The faculty liaison is responsible for working out detailed plans with the agency for its field instruction program, for periodically reviewing with the field instructor the progress of the student, for consulting with the field instructor, and, when necessary, with the agency executive, in all phases of the College's use of the agency and of the student program. The faculty liaison consults with the agency executive or a delegated person in regard to the planning for future field placements. The faculty liaison determines the field instruction grade for the students, after consultation with the field instructor and review of the student's ability to complete performance objectives.

Field Practicum Instructor

The responsibilities of the field instructor can be viewed in terms of the two purposes of social work supervision: administration and education. The role of field instructor incorporates both of these functions and they are frequently merged in practice. However, the emphasis of the field instructor is a development of a sound educational experience for the student as contrasted to a primarily service orientation.

The administrative functions of the field instructor include:

1. Orientation of student to agency, its policies, and procedures (see Appendix A);
2. Assignment of tasks that will best meet the educational needs of the student and that can be developed in terms of her capacity to carry out the function of the agency;
3. Integration of the student's work with that of agency personnel;
4. Meeting College requirements, such as conferring with faculty liaison person twice per semester and attending meetings for field instructors;
5. Evaluating the support from the Hope College social work program/faculty (see Appendix B).

The operation functions include:

1. Continuously assisting the educational needs of the student, i.e., what she/he knows, what their learning needs are, and their way of learning;
2. Making available to the student appropriate learning experiences in relation to the educational assessment;
3. Helping the student to integrate his/her theoretical knowledge and his/her knowledge from his/her previous experience with his/her present practice.

Criteria for Field Instructor Selection

The practicum instructor must meet the following criteria:

1. Have a BSW or MSW degree from an accredited school;
2. Two years of practice experience post graduation;
3. A commitment to the values of the social work profession;
4. Approval from the sponsoring agency;
5. Knowledge of the community and resources;

6. Demonstrated competence in the profession;
7. For past field instructors, successful annual evaluations by the social work faculty will be required.

On occasion it may be necessary or indeed preferable to place a limited number of students with field instructors who do not have a BSW or MSW degree. In such cases the field instructor must meet the following eligibility requirements:

1. She/he must have an understanding of generalist model of social work practice;
2. She/he must be willing to meet on a more frequent basis with the faculty liaison who is the official supervisor in such as case;
3. Another representative of the agency with the BSW or MSW degree and/or the Director of Field will provide supervision for the field instructor and oversight of the placement.

Students supervised by field instructors without an MSW or BSW, will be required to attend a one hour supervision meeting per week with the Social Work Program faculty who serves as the field liaison to that specific placement. This supervision meeting is in addition to the Practicum Seminar required of all practicum students. In this meeting, concerns and issues regarding all aspects of your placement will be examined and discussed. These meetings with the social work faculty will ensure that the generalist social work perspective is being utilized as the student examines, plans, and carries out his/her various internship responsibilities.

The Student

The student is responsible for:

1. Conducting her/himself in a professional manner both in the agency and with clients;
2. Working within agency policies and procedures--where the student feels these are counter to this clients' best interest he/she should seek to change them within the policies of the agency;
3. Carrying out assignments responsibly;
4. Integrating theoretical knowledge with his/her practice;
5. Learning through constructive use of the field instructors, the agency, and the experiences it offers;
6. Consulting with appropriate persons when there are learning concerns;
7. Evaluating the Practicum/Field Instructor (see Appendix C);
8. Having reliable and consistent transportation either for usage in carrying out assignments and agency's tasks and/or to site.

Field Instructor - Student Relationships

The responsibilities of field instructor and student demonstrate the interdependence of the two positions. For example, the field instructor's decision as to the content and method of his teaching is based on an educational assessment of the student. The student, him/herself, is a major source of information for this assessment. It is therefore important that the student make known to the field instructor his/her thinking, questions, and concerns as they relate to her performance. If the student finds him/herself unable to do this, it is important that he/she discusses the matter with the faculty liaison advisor.

The College recommends that each student have a minimum of one hour per week of supervisory time, with at least one-half hour of this time regularly scheduled. The field instructor should give the student information about the student's responsibility in preparing for conferences.

Preparation of records, submission of recording and formulation of questions, are expected of the student prior to conference time.

Policy on the Additional Supervision of Students Placed with Non-BSW/MSW Field Instructors

In some situations, selected field instructors will not have the MSW or BSW degree and yet will provide rich learning opportunities for social work students. Students supervised by field instructors without an MSW or BSW, will be required to attend a supervision meeting weekly with the Social Work Program faculty who serves as the field liaison to that specific placement. This supervision meeting is in addition to the Practicum Seminar required of all practicum students. In this meeting, concerns and issues regarding all aspects of your placement will be examined and discussed. These meetings with the social work faculty will ensure that the generalist social work perspective is being utilized as the student examines, plans and carries out her various internship responsibilities.

Criteria for Agency Selection

Students must have the opportunity for generalist practice in the selected agency sites. A variety of settings are sought in order to match student interests and skills with agency needs (see Appendix D).

Agencies that are selected must provide the students with:

1. An opportunity to practice social work skills such as interviewing, contracting, intervention, advocacy, group work and community assessment;
2. Weekly supervision by qualified staff including social workers and related professionals;
3. An opportunity to interact with diverse populations;
4. An experience that integrates the NASW Code of Ethics (see Appendix E);
5. Acceptance into the agency setting without discrimination on the basis of race, gender, age, religion, ethnic or national origin, disability, political or sexual orientation, or marital status.

PRACTICUM PROCEDURES

Admission Requirements for Practicum

Social Work students are required to make formal application for the practicum sequence to the Practicum Coordinator. This application must be made by Spring of the academic year prior to the year in which the student wants to participate in the practicum.

1. The student will have been accepted into the Social Work program;
2. The student will have completed the necessary Social Work courses by the end of their junior year;
3. The student will have an overall G.P.A. of 2.5 in Social Work courses;
4. The student will complete a practicum survey (see Appendix F);
5. The student must be accepted by an agency field instructor.

Should significant reservations about a student's continuation in the Social Work program arise at this point, they will be processed by the Social Work Program Faculty Committee. In cases where the committee decides to deny admission to the practicum sequence, the student will have opportunity to appeal the decision to the Social Work Program Committee.

Overall Requirements

1. Students may not waive the practicum;
2. Practicum is a two-semester sequence and semesters must be taken consecutively. A block placement of 1 semester 440 hours is offered on occasion generally for students who are following a 4 1/2 year graduation plan;
3. Students are required to complete a minimum of 220 clock hours per semester in agency-based practicums; Seminar hours and travel time to and from the agency site may not be counted toward the clock-hour requirement;
4. Student hours in practicum are to be spread as equally as possible over the course of the semester;
5. Students are required to attend and participate in a weekly on-campus seminar, which augments the practicum.

Acceptance into the Practicum and the Pre-Placement Agency Interview

In order to be accepted into the practicum, the student must complete the following steps. The student must complete the Practicum Survey return it to the Director of Field and then have an interview with the Director of Field. Following the student's completion of the practicum survey, and an interview with Director of Field, the student's application will be reviewed by the three full-time faculty for acceptance into the field practicum. If the student is accepted into the practicum, the student will complete a pre-placement interview at the practicum site, ideally, with the person designated to be the student's instructor (see Appendix G).

The purpose of the pre-placement interview is three-fold:

1. The agency can assess whether it can meet the student's educational needs and decide whether it wants to accept the student for placement;
2. The practicum instructor and student can assess whether they can work effectively with each other;

3. The student can assess if the agency can provide a setting in which her educational goals can be realized.

Important issues to address in the pre-placement interview include:

1. The student's understanding of the agency and the role that social workers perform in the agency;
2. The student's and practicum field instructor's expectations for placement at the agency;
3. The student's past work and volunteer experiences in terms of skills learned, kinds of tasks and cases assigned, difficulties encountered, supervisory experiences, etc...; Non-social work experiences with people and in leadership roles would also be important to discuss;
4. The student's goals for further education and/or career;
5. The student's awareness of his or her own personal strengths and weaknesses in the helping process;
6. The practicum instructor's style of instruction and supervision.

After the pre-placement interview is completed, the practicum field instructor should complete the Pre-placement Interview Form and return it to the Director of Field Practicum Coordinator.

If the student and the agency find one another acceptable, the student and agency will contract for a beginning time for the following semester and begin to focus the learning contract. If the agency or student is unsatisfied, another pre-placement interview will be scheduled after consultation between the Director of Field and the student.

Practicum Journals

Students are to complete practicum journals during each semester of practicum. The practicum journal services as a portfolio in which the student compiles samples of evidence for each objective, writes critical reflective narratives to describe the work that went into each objective, and assesses his or her learning, both through the objectives and through the process of working on the practicum journal. In all journals it is essential that client confidentiality be protected.

The journal must be well organized, legible, creative, and typed. They must include work activities and incorporate seminar assignments. The students should consider their own feelings, learning, and personal and professional growth in the field practicum.

The students' journals are read by the faculty liaison two-three different times during the semester so that any issues or difficulties either with the internship or with the internship seminar may be dealt with in a timely fashion, ideally before the internship is completed.

Contracts

The social work program objectives provide a general framework from which more specific learning objectives must be formulated by the student through his/her Learning Contract. The Learning Contract becomes an important educational document in terms of practicum learning.

The Learning Contract is an agreement designed by the student and practicum field instructor that assures an educational focus to the practicum. It lends specificity and individualization to the program objectives of practicum. The content of the Learning Contract must be derived from the program objectives to ensure basic knowledge and skill attainment as a generalist social work practitioner.

A number of circumstances unique to the practicum experience require students to design a Learning Contract. Agencies vary in size and complexity. They provide a variety of services to diverse populations and they differ in the ways they provide such services. Differences also exist among practicum instructors as far as backgrounds, theoretical orientations and the amount of responsibilities they are willing to give students. Students, practicum field instructors, and field liaisons must work together to achieve the educational goal of preparing generalist social work practitioners.

The Learning Contract is intended to reinforce the curriculum in the social work program which facilitates the development of new knowledge and skills and which socializes students to social work professional values. The curriculum objectives are organized into four areas: Practice, Policy, Research and Professional Development.

The Learning Contract is also based on the 13 Program Outcomes. All 13 Program Outcomes are operationalized with one or more specific learning tasks for each. At each mid-term and at the end of each semester, these learning tasks are then used by the student, Field Supervisor and the Faculty Liaison to evaluate if the student has met each objective and successfully completed their internship.

The Learning Contract provides a plan of action for the practicum. Both the practicum field instructor and the student need to have some idea of:

1. Where they are going (objectives);
2. How they will get there (learning tasks);
3. How they will know when they have arrived (assessment/measurement); and
4. Who will evaluate progress and give feedback.

Constructing a Learning Contract has several benefits for the students and practicum field instructor.

1. The Learning Contract provides the overall structure for the placement experience;
2. The Learning Contract forms the basis for performance evaluations, describing the student's progress or problems in achieving the desired objectives;
3. The Learning Contract reduces student anxiety regarding the evaluation process because students will clearly understand how they will be evaluated.

A meaningful Learning Contract cannot be developed in the first week of practicum. The practicum field instructor must have time to get to know the student's individual needs, goals, experiences, existing skills and knowledge gaps. The student needs to be oriented to the agency to be fully informed as to what learning opportunities are available. Following these, an individualized Learning Contract will be made which actively involves both the student and practicum instructor. However, the student has primary responsibility for drafting and finalizing the Learning Contract (see Appendix H).

A given student's Learning Contract can range from simple to complex, depending on the student's background and the practicum site. The contract should be treated as flexible. Learning tasks may change throughout the practicum as some tasks are achieved, new ones are set, and existing ones are revised or dropped. A new Learning Contract must be designed for the second semester of practicum in order to reflect the changing learning tasks of the practicum experience.

The formal Learning Contract must include:

1. Objectives
2. Learning Tasks
3. Measurement
4. Evaluator

Constructing the Learning Contract

1. Objectives -- Learning objectives should be as specific as possible. A specific objective might be, "To apply critical thinking skills."
2. Learning Tasks -- Learning activities should be considered for each objective made. Often more than one learning activity can and should be provided for each objective. It may be important to sequence learning activities. For example, if the student wants to gain assessment skills, suggested learning activities, in sequence, might include: (1) read two articles about assessment; (2) observe two interviews conducted by practicum instructor in which assessment work is being done; (3) based on observational interviews, write up a draft assessment; and (4) be given an appropriate client system assignment to assess.
3. Assessment/Measurement -- The methods or techniques that will be used to assess student work for each objective should be clearly stated. Assessment can be facilitated by a student self-assessment, written summary reports and direct observational feedback.
4. Evaluator -- Students will identify how each learning task will be evaluated, who will make the evaluation of the learning task, and the timeframe for evaluation of each learning task.

The student should complete a Learning Contract with the field practicum instructor. After discussing possible changes, the student should type the final copy of the Learning Contract. The student and practicum instructor should sign the Learning Contract and keep copies for themselves. The student submits his/her final copy of the Learning Contract to the faculty field practicum liaison on the assigned due date. The practicum field instructor and student should refer to the Learning Contract on a regular basis during their instructional conferences. Subsequent evaluation conference utilizes the Learning Contract as one indicator of student performance. A revised Learning Contract is developed for each semester.

Performance Evaluations

The evaluation of a student's performance in the practicum should be an ongoing process, beginning with the student's first day of practicum, continuing in weekly instructional/supervisory sessions and culminating in a final, written assessment from the practicum field instructor.

The primary purpose of evaluation is to assist the student in his/her own growth and development as a professional social worker. As the student's strengths are affirmed and areas of growth are identified, the student becomes a more competent, self-aware and self-evaluating professional. A second purpose of evaluation is to identify those students who are not yet, and who may never be, suited for the social work profession.

Formal evaluations will be conducted at the end of each semester. The written evaluation will be the primary tool used to formally evaluate the student's performance in the practicum. It is important that the evaluation of the student be a shared process and that both similarities and

variations in assessments be discussed by the student and practicum field instructor. Responsibility for the student's final semester grade rests with the faculty practicum liaison (see Appendix I).

APPENDIX A
ORIENTATION CHECKLIST

- ___ Develop written orientation schedule.
- ___ Circulate memo to staff introducing student interns.
- ___ Introduce student to all staff.
- ___ Tour the agency.
- ___ Meeting with supervisory staff.
- ___ Provide physical space. (Mailbox, access to a phone, and if available, voice mail)
- ___ Instructions on agency reports and forms.
- ___ Go over rules of agency on professional behavior.
- ___ Student job description detailing intern responsibilities.
- ___ Agency policy manual.
- ___ Arrange for student to observe supervisor.
- ___ Visitations at key linking agencies.
- ___ Readings, agency's library.
- ___ Supervision times set up. (minimum of one hour per week, with at least one-half of this time regularly scheduled)
- ___ Discuss student's curriculum.
- ___ Contract development.

Adapted from Wilson, Suanna J. (1981). Field Instruction. New York: The Free Press.

APPENDIX C

**STUDENT EVALUATION OF FIELD
PRACTICUM/FIELD INSTRUCTOR**

Name of Agency _____

Address _____

Field Instructor _____

Student _____

I. In what ways have you found the agency to be a place for learning social work skills and developing personal and professional growth?

II. What areas did you find as less than satisfactory in your agency placement?

III. Overall, I would rate my field instruction in this agency as

- 1. Excellent _____
- 2. Good _____
- 3. Satisfactory _____
- 4. Not Satisfactory _____

IV. Comment on the physical setting, office space, materials, etc.

- V. Comment on your field instructor's . . .
- A. . . . responsiveness to your feelings and concerns:

 - B. . . . accessibility for supervisory time:

 - C. . . . fairness and objectivity in supervising and evaluating you:

VI. I recommend that this agency

_____ should
_____ should not

be retained as a field instruction site.

If not, why not?

VII. I recommend that my field instructor

_____ should
_____ should not

be retained as a field instructor.

If not, why not?

Student's Signature

Date

APPENDIX D

FIELD PLACEMENTS

Allegan County Family Court
113 Chestnut Street
Allegan, MI 49010
Contact: Ken Prins, BA
ph. (269) 673-0516

Beacon of Hope
166 S. River Avenue
PO Box 2703
Holland, MI 49423
Contact: Kyle Thompson, MA, LLPC
ph. (616) 396-4956

Bethany Christian Services
12048 James Street
Holland, MI 49424
Contact: Meredith Smillie, LMSW
ph. (616) 396-0623

Bethany Christian Services
901 Eastern Avenue NE
PO Box 294
Grand Rapids, MI 49501-0294
Contact: Deb Westveer, LMSW
ph. (616) 224-7584

Black River Elementary School
491 Columbia Avenue
Holland, MI 49423
Contact: Karen Scranton, LMSW
ph. (616) 355-0055, ext. 167

Black River High School
491 Columbia Avenue
Holland, MI 49423
Contact: Carol Fomunung, LMSW
ph. (616) 355-0055, ext. 120

Bunker Middle School
2312 Denmark Street
Muskegon, MI 49441
Contact: Lisa Middlecamp-Lowder, LMSW
ph. (231) 720-2309

Career Assessment Center
121 Clover Avenue
Holland, MI 49423
Contact: Kyle Vohlken, C.R.C., C.V.E.
ph. (616) 355-3321

Center for Women in Transition
411 Butternut Drive
Holland, MI 49424
Contact: Sherry Martins
ph. (616) 494-1747

Cheever Treatment Center
2243 – 33rd Street
Allegan, MI 49010
Contact: Ted Reimer, LMSW
ph. (269) 673-4648

Chicago Metro Center
11 East Adams Street, Suite 1200
Chicago, IL 60603
Contact: Nancy Fox, MSW
ph. (312) 922-3243

Child Development Services of Ottawa County
100 S. Pine Street, Suite 220
Zeeland, MI 49464
Contacts: Renae Visscher
Melanie Weaver, LBSW
ph. (616) 786-0736

Children's Advocacy Center
12125 Union Street
Holland, MI 49424
Contacts: Breah Groen, LLBSW
Tessa Post, LLMSW
Shyra Williams, LMSW
ph. (616) 393-6123

Community Action House
345 W. 14th Street
Holland, MI 49423
Contact: Jennifer Boerman, LLMSW
ph. (616) 392-2368

County of Ottawa Juvenile Services
Family Court Division
12120 Fillmore
West Olive, MI 49460
Contact: Betty Claar
ph. (616) 786-4138

D.A. Blodgett for Children
805 Leonard Street NE OFC
Grand Rapids, MI 49503-1184
Contact: Paul Miller, LMSW
ph (616) 774-0486

Department of Human Services
MI Youth Opportunities Initiative
12185 James Street, Suite 200
Holland, MI 49424
Contact: Nathan Bishop, BS
ph. (616) 394-7208

Disability Connection
1871 Peck Street
Muskegon, MI 49442
Contact: Susan Cloutier-Myers, LMSW
ph. (231) 722-0088, ext. 15

Dwelling Place of Grand Rapids
343 S. Division
Grand Rapids, MI 49503
Contact: Dennis Sturtevant, LMSW
ph. (616) 454-0928

Good Samaritan
513 E. 8th Street, #25
Holland, MI 49423
Contact: Marjorie Rosario
Clearinghouse Director
ph. (616) 392-7159

Holland Free Health Clinic
99 W. 26th Street
Holland, MI 49423
Contact: Kim Jennings
Program Assistant
ph. (616) 392-3610

Holland Public Schools
700 VanRaalte Avenue
Holland, MI 49423
Contacts: Jon Osborn, LMSW
Leah Koopman, LMSW
ph. (616) 494-2259 / (616) 494-2266

Hospitality House
PO Box 2411
Holland, MI 49422
Contact: Wendy VanKampen, BSW
ph. (616) 396-1417

The Inn – Freedom Village
145 Columbia Avenue
Holland, MI 49423
Contact: Alix Overbeek, BSW
ph. (616) 820-7400

Kandu
4190 Sunnyside Drive
Holland, MI 49424
Contact: Kristen Hennings, BA
ph. (616) 796-2909

Lakeshore Ethnic Diversity Alliances
665 – 136th Avenue
PO Box 2945
Holland, MI 49424
Contacts: Sarah Salguera
Gail Harrison
ph. (616) 846-9074

Lakeshore Latino Outreach Center, Inc.
345 E. 16th Street
Suite 241
Holland, MI 49423
Contacts: Poema Weller & Lupita Reyes
ph. (616) 499-4872

Love INC NW Allegan County
BO Box 36
Hamilton, MI 49419
Contact: Kirk Vander Molen, MDiv., MSW
ph. (269) 751-2533, ext. 107

Mary Free Bed Hospital
350 Lafayette SE
Grand Rapids, MI 49503
Contacts: Medical Social Workers
ph. (616) 242-9255 – Outpatient Services
ph (616) 242-0425 – Inpatient Services

Michigan Works / Rehabilitative Services
70 W. 80th Street
Holland, MI 49423
Contact: JoEllen Hoogerweks, MA
ph. (616) 395-8495, ext. 304

Muskegon High School
80 W. Southern
Muskegon, MI 49441
Contact: Estella Thompkins, LMSW
School Social Worker
ph. (231) 720-2966

Philadelphia Program
North American Building, 7th Floor
121 South Broad Street
Philadelphia, PA 19107-4577
Contact: Deborah Leibel, MSW
ph. (215) 735-7300

Resthaven Care Center
280 W. 40th Street
Holland, MI 49423
Contact: Pam Senogles
ph. (616) 796-3640

Spectrum Health Hospital
100 Michigan NE
Grand Rapids, MI 49503
Contact: Nan Hunt
ph. (616) 391-1210

State of Michigan / 58th District Court
57 W. 8th Street
Holland, MI 49423
Contact: Dave Schipper
ph. (616) 355-4315

Thresholds
1225 Lake Drive SE
Grand Rapids, MI 49506
Contact: Vickie Conrad
ph. (616) 774-0853

Wavecrest Career Academy
633 Apple Avenue
Holland, MI 49423
Contact: Ben Gitler, LMSW
School Social Worker & Counselor
ph. (616) 393-7662, ext. 2895

Wedgwood Christian Services
3300 – 36th Street, SE
Grand Rapids, MI 49512
Contact: Meghan Aupperlee, LBSW
Program Coordinator
ph. (616) 826-0227 - Cell

APPENDIX E

National Association of Social Workers

NASW CODE OF ETHICS

Effective January 1, 1997

Preamble

The primary mission of the social work profession is to enhance human well being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual well being in a social context and the well being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation, administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- service
- social justice
- dignity and worth of the person
- importance of human relationships
- integrity
- competence.

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

Purpose of the NASW Code of Ethics

Professional ethics are at the core of social work. The profession has an obligation to articulate its basic values, ethical principles, and ethical standards. The *NASW Code of Ethics* sets forth these values, principles, and standards to guide social workers' conduct. The *Code* is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve.

The *NASW Code of Ethics* serves six purposes:

1. The *Code* identifies core values on which social work's mission is based.
2. The *Code* summarizes broad ethical principles that reflect the professions core values and establishes a set of specific ethical standards that should be used to guide social work practice.
3. The *Code* is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.
4. The *Code* provides ethical standards to which the general public can hold the social work profession accountable.
5. The *Code* socializes practitioners new to the field to social work's mission, values, ethical principles, and ethical standards.
6. The *Code* articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members.¹ In subscribing to this *Code*, social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

¹For information on NASW adjudication procedures, see *NASW Procedures for the Adjudication of Grievances*.

The *Code* offers a set of values, principles, and standards to guide decision making and conduct when ethical issues arise. It does not provide a set of rules that prescribe how social workers should act in all situations. Specific applications of the *Code* must take into account the context in which it is being considered and the possibility of conflicts among the *Code*'s values, principles, and standards. Ethical responsibilities flow from all human relationships, from the personal and familial to the social and professional.

Further, the *NASW Code of Ethics* does not specify which values, principles, and standards are most important and ought to outweigh others in instances when they conflict. Reasonable differences of opinion can and do exist among social workers with respect to the ways in which values, ethical principles, and ethical standards should be rank ordered when they conflict. Ethical decision making in a given situation must apply the informed judgment of the individual social worker and should also consider how the issues would be judged in a peer review process where the ethical standards of the profession would be applied.

Ethical decision making is a process. There are many instances in social work where simple answers are not available to resolve complex ethical issues. Social workers should take into consideration all the values, principles, and standards in this *Code* that are relevant to any situation in which ethical judgment is warranted. Social workers' decisions and actions should be consistent with the spirit as well as the letter of this *Code*.

In addition to this *Code*, there are many other sources of information about ethical thinking that may be useful. Social workers should consider ethical theory and principles generally, social work theory and research, laws, regulations, agency policies, and other relevant codes of ethics, recognizing that among codes of ethics social workers should consider the *NASW Code of Ethics* as their primary source. Social workers also should be aware of the impact on ethical decision making of their clients' and their own personal values and cultural and religious beliefs and practices. They should be aware of any conflicts between personal and professional values and deal with them responsibly. For additional guidance social workers should consult the relevant literature on professional ethics and ethical decision making and seek appropriate consultation when faced with ethical dilemmas. This may involve consultation with an agency-based or social work organization's ethics committee, a regulatory body, knowledgeable colleagues, supervisors,

or legal counsel.

Instances may arise when social workers' ethical obligations conflict with agency policies or relevant laws or regulations. When such conflicts occur, social workers must make a responsible effort to resolve the conflict in a manner that is consistent with the values, principles, and standards expressed in this *Code*. If a reasonable resolution of the conflict does not appear possible, social workers should seek proper consultation before making a decision.

The *NASW Code of Ethics* is to be used by NASW and by individuals, agencies, organizations, and bodies (such as licensing and regulatory boards, professional liability insurance providers, courts of law, agency boards of directors, government agencies, and other professional groups) that choose to adopt it or use it as a frame of reference. Violation of standards in this *Code* does not automatically imply legal liability or violation of the law. Such determination can only be made in the context of legal and judicial proceedings. Alleged violations of the *Code* would be subject to a peer review process. Such processes are generally separate from legal or administrative procedures and insulated from legal review or proceedings to allow the profession to counsel and discipline its own members.

A code of ethics cannot guarantee ethical behavior. Moreover, a code of ethics cannot resolve all ethical issues or disputes or capture the richness and complexity involved in striving to make responsible choices within a moral community. Rather, a code of ethics sets forth values, ethical principles, and ethical standards to which professionals aspire and by which their actions can be judged. Social workers' ethical behavior should result from their personal commitment to engage in ethical practice. The *NASW Code of Ethics* reflects the commitment of all social workers to uphold the profession's values and to act ethically. Principles and standards must be applied by individuals of good character who discern moral questions and, in good faith, seek to make reliable ethical judgments.

Ethical Principles

The following broad ethical principles are based on social work's core values of service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. These principles set forth ideals to which all social workers should aspire.

Value: *Service*

Ethical Principle: *Social workers' primary goal is to help people in need and to address social problems.*

Social workers elevate service to others above self-interest. Social workers draw on their knowledge, values, and skills to help people in need and to address social problems. Social workers are encouraged to volunteer some portion of their professional skills with no expectation of significant financial return (pro bono service).

Value: *Social Justice*

Ethical Principle: *Social workers challenge social injustice.*

Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social workers' social change efforts are focused primarily on issues of poverty, unemployment, discrimination, and other forms of social injustice. These activities seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity. Social workers strive to ensure access to needed information, services, and resources; equality of opportunity; and meaningful participation in decision making for all people.

Value: *Dignity and Worth of the Person*

Ethical Principle: *Social workers respect the inherent dignity and worth of the person.*

Social workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity. Social workers promote clients' socially responsible self-determination. Social workers seek to enhance clients' capacity and opportunity to change and to address their own needs. Social workers are cognizant of their dual responsibility to clients and to the broader society. They seek to resolve conflicts between clients' interests and the broader society's interests in a socially responsible manner consistent with the values, ethical principles, and ethical standards of the profession.

Value: *Importance of Human Relationships*

Ethical Principle: *Social workers recognize the central importance of human relationships.*

Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the well being of individuals, families, social groups, organizations, and communities.

Value: *Integrity*

Ethical Principle: *Social workers behave in a trustworthy manner.*

Social workers are continually aware of the profession's mission, values, ethical principles, and ethical standards and practice in a manner consistent with them. Social workers act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated.

Value: *Competence*

Ethical Principle: *Social workers practice within their areas of competence and develop and enhance their professional expertise.*

Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.

Ethical Standards

The following ethical standards are relevant to the professional activities of all social workers. These standards concern (1) social workers' ethical responsibilities to clients, (2) social workers' ethical responsibilities to colleagues, (3) social workers' ethical responsibilities in practice settings, (4) social workers' ethical responsibilities as professionals, (5) social workers' ethical responsibilities to the social work profession, and (6) social workers' ethical responsibilities to the broader society.

Some of the standards that follow are enforceable guidelines for professional conduct, and some are aspirational. The extent to which each standard is enforceable is a matter of professional judgment to be exercised by those responsible for reviewing alleged violations of ethical standards.

1. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO CLIENTS

1.01 Commitment to Clients

Social workers' primary responsibility is to promote the well being of clients. In general, clients' interests are primary. However, social workers' responsibility to the larger society or specific legal obligations may on limited occasions supersede the loyalty owed clients, and clients should be so advised. (Examples include when a social worker is required by law to report that a client has abused a child or has threatened to harm self or others.)

1.02 Self-Determination

Social workers respect and promote the right of clients to self-determination and assist clients in their efforts to identify and clarify their goals. Social workers may limit clients' right to self-determination when, in the social workers' professional judgment, clients' actions or potential actions pose a serious, foreseeable, and imminent risk to themselves or others.

1.03 Informed Consent

- (a) Social workers should provide services to clients only in the context of a professional relationship based, when appropriate, on valid informed consent. Social workers should use clear and understandable language to inform clients of the purpose of the services, risks related to the services, limits to services because of the requirements of a third-party payer, relevant costs, reasonable alternatives, clients' right to refuse or withdraw consent, and the time frame covered by the consent. Social workers should provide clients with an opportunity to ask questions.
- (b) In instances when clients are not literate or have difficulty understanding the primary language used in the practice setting, social workers should take steps to ensure clients' comprehension. This may include providing clients with a detailed verbal explanation or arranging for a qualified interpreter or translator whenever possible.
- (c) In instances when clients lack the capacity to provide informed consent, social workers should protect clients' interests by seeking permission from an appropriate third party, informing clients consistent with the clients' level of understanding. In such instances social workers should seek to ensure that the third party acts in a manner consistent with clients' wishes and interests. Social workers should take reasonable steps to enhance such clients' ability to give informed consent.
- (d) In instances when clients are receiving services involuntarily, social workers should provide information about the nature and extent of services and about the extent of clients' right to refuse service.
- (e) Social workers who provide services via electronic media (such as computer, telephone, radio, and television) should inform recipients of the limitations and risks associated with such services.
- (f) Social workers should obtain clients' informed consent before audio taping or videotaping clients or permitting observation of services to clients by a third party.

1.04 Competence

- (a) Social workers should provide services and represent themselves as competent only within the boundaries of their education, training, license, certification, consultation received, supervised experience, or other relevant professional experience.
- (b) Social workers should provide services in substantive areas or use intervention

techniques or approaches that are new to them only after engaging in appropriate study, training, consultation, and supervision from people who are competent in those interventions or techniques.

- (c) When generally recognized standards do not exist with respect to an emerging area of practice, social workers should exercise careful judgment and take responsible steps (including appropriate education, research, training, consultation, and supervision) to ensure the competence of their work and to protect clients from harm.

1.05 Cultural Competence and Social Diversity

- (a) Social workers should understand culture and its function in human behavior and society, recognizing the strengths that exist in all cultures.
- (b) Social workers should have a knowledge base of their clients' cultures and be able to demonstrate competence in the provision of services that are sensitive to clients' cultures and to differences among people and cultural groups.
- (c) Social workers should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, and mental or physical disability.

1.06 Conflicts of Interest

- (a) Social workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment. Social workers should inform clients when a real or potential conflict of interest arises and take reasonable steps to resolve the issue in a manner that makes the clients' interests primary and protects clients' interests to the greatest extent possible. In some cases, protecting clients' interests may require termination of the professional relationship with proper referral of the client.
- (b) Social workers should not take unfair advantage of any professional relationship or exploit others to further their personal, religious, political, or business interests.
- (c) Social workers should not engage in dual or multiple relationships with clients or former clients in whom there is a risk of exploitation or potential harm to the client. In instances when dual or multiple relationships are unavoidable, social workers should take steps to protect clients and are responsible for setting clear, appropriate, and culturally sensitive boundaries. (Dual or multiple relationships occur when social workers relate to clients in more than one relationship, whether professional, social, or business. Dual or multiple relationships can occur simultaneously or consecutively.)
- (d) When social workers provide services to two or more people who have a relationship with each other (for example, couples, family members), social workers should clarify with all parties which individuals will be considered clients and the nature of social workers' professional obligations to the various individuals who are receiving services. Social workers who anticipate a conflict of interest among the individuals receiving services or who anticipate having to perform in potentially conflicting roles (for example, when a social worker is asked to testify in a child custody dispute or divorce proceedings involving clients) should clarify their role with the parties involved and take appropriate action to minimize any conflict of interest.

1.07 Privacy and Confidentiality

- (a) Social workers should respect clients' right to privacy. Social workers should not solicit private information from clients unless it is essential to providing services or conducting social work evaluation or research. Once private information is shared, standards of confidentiality apply.

- (b) Social workers may disclose confidential information when appropriate with valid consent from a client or a person legally authorized to consent on behalf of a client.
- (c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or other identifiable person or when laws or regulations require disclosure without a client's consent. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.
- (d) Social workers should inform clients, to the extent possible, about the disclosure of confidential information and the potential consequences, when feasible before the disclosure is made. This applies whether social workers disclose confidential information on the basis of a legal requirement or client consent.
- (e) Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients' right to confidentiality. Social workers should review with client's circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. This discussion should occur as soon as possible in the social worker–client relationship and as needed throughout the course of the relationship.
- (f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual's right to confidentiality and obligation to preserve the confidentiality of information shared by others. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.
- (g) Social workers should inform clients involved in family, couples, marital, or group counseling of the social worker's, employer's, and agency's policy concerning the social worker's disclosure of confidential information among the parties involved in the counseling.
- (h) Social workers should not disclose confidential information to third party payers unless clients have authorized such disclosure.
- (i) Social workers should not discuss confidential information in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or semipublic areas such as hallways, waiting rooms, elevators, and restaurants.
- (j) Social workers should protect the confidentiality of clients during legal proceedings to the extent permitted by law. When a court of law or other legally authorized body orders social workers to disclose confidential or privileged information without a clients consent and such disclosure could cause harm to the client, social workers should request that the court withdraw the order or limit the order as narrowly as possible or maintain the records under seal, unavailable for public inspection.
- (k) Social workers should protect the confidentiality of clients when responding to requests from members of the media.
- (l) Social workers should protect the confidentiality of clients' written and electronic records and other sensitive information. Social workers should take reasonable steps to ensure that clients' records are stored in a secure location and that clients' records are not available to others who are not authorized to have access.
- (m) Social workers should take precautions to ensure and maintain the confidentiality of information transmitted to other parties through the use of computers, electronic mail, facsimile machines, telephones and telephone answering machines, and other

electronic or computer technology. Disclosure of identifying information should be avoided whenever possible.

- (n) Social workers should transfer or dispose of clients' records in a manner that protects clients' confidentiality and is consistent with state statutes governing records and social work licensure.
- (o) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.
- (p) Social workers should not disclose identifying information when discussing clients for teaching or training purposes unless the client has consented to disclosure of confidential information.
- (q) Social workers should not disclose identifying information when discussing clients with consultants unless the client has consented to disclosure of confidential information or there is a compelling need for such disclosure.
- (r) Social workers should protect the confidentiality of deceased clients consistent with the preceding standards.

1.08 Access to Records

- (a) Social workers should provide clients with reasonable access to records concerning the clients. Social workers who are concerned that clients' access to their records could cause serious misunderstanding or harm to the client should provide assistance in interpreting the records and consultation with the client regarding the records. Social workers should limit clients' access to their records, or portions of their records, only in exceptional circumstances when there is compelling evidence that such access would cause serious harm to the client. Both client's requests and the rationale for withholding some or all of the record should be documented in clients' files.
- (b) When providing clients with access to their records, social workers should take steps to protect the confidentiality of other individuals identified or discussed in such records.

1.09 Sexual Relationships

- (a) Social workers should under no circumstances engage in sexual activities or sexual contact with current clients, whether such contact is consensual or forced.
- (b) Social workers should not engage in sexual activities or sexual contact with clients' relatives or other individuals with whom clients maintain a close personal relationship when there is a risk of exploitation or potential harm to the client. Sexual activity or sexual contact with clients' relatives or other individuals with whom clients maintain a personal relationship has the potential to be harmful to the client and may make it difficult for the social worker and client to maintain appropriate professional boundaries. Social workers—not their clients, their clients' relatives, or other individuals with whom the client maintains a personal relationship—assume the full burden for setting clear, appropriate, and culturally sensitive boundaries.
- (c) Social workers should not engage in sexual activities or sexual contact with former clients because of the potential for harm to the client. If social workers engage in conduct contrary to this prohibition or claim that an exception to this prohibition is warranted because of extraordinary circumstances, it is social workers—not their clients—who assume the full burden of demonstrating that the former client has not been exploited, coerced, or manipulated, intentionally or unintentionally.
- (d) Social workers should not provide clinical services to individuals with whom they have had a prior sexual relationship. Providing clinical services to a former sexual partner has the potential to be harmful to the individual and is likely to make it difficult for the social worker and individual to maintain appropriate professional boundaries.

1.10 Physical Contact

Social workers should not engage in physical contact with clients when there is a possibility of psychological harm to the client as a result of the contact (such as cradling or caressing clients). Social workers who engage in appropriate physical contact with clients are responsible for setting clear, appropriate, and culturally sensitive boundaries that govern such physical contact.

1.11 Sexual Harassment

Social workers should not sexually harass clients. Sexual harassment includes sexual advances, sexual solicitation, requests for sex-usual favors, and other verbal or physical contact of a sexual nature.

1.12 Derogatory Language

Social workers should not use derogatory language in their written or verbal communications to or about clients. Social workers should use accurate and respectful language in all communications to and about clients.

1.13 Payment for Services

- (a) When setting fees, social workers should ensure that the fees are fair, reasonable, and commensurate with the services performed. Consideration should be given to clients' ability to pay.
- (b) Social workers should avoid accepting goods or services from clients as payment for professional services. Bartering arrangements, particularly involving services, create the potential for conflicts of interest, exploitation, and inappropriate boundaries in social workers' relationships with clients. Social workers should explore and may participate in bartering only in very limited circumstances when it can be demonstrated that such arrangements are an accepted practice among professionals in the local community, considered to be essential for the provision of services, negotiated without coercion, and entered into at the client's initiative and with the client's informed consent. Social workers who accept goods or services from clients as payment for professional services assume the full burden of demonstrating that this arrangement will not be detrimental to the client or the professional relationship.
- (c) Social workers should not solicit a private fee or other remuneration for providing services to clients who are entitled to such available services through the social workers' employer or agency.

1.14 Clients Who Lack Decision-Making Capacity

When social workers act on behalf of clients who lack the capacity to make informed decisions, social workers should take reasonable steps to safeguard the interests and rights of those clients.

1.15 Interruption of Services

Social workers should make reasonable efforts to ensure continuity of services in the event that services are interrupted by factors such as unavailability, relocation, illness, disability, or death.

1.16 Termination of Services

- (a) Social workers should terminate services to clients and professional relationships with them when such services and relationships are no longer required or no longer serve the clients' needs or interests.
- (b) Social workers should take reasonable steps to avoid abandoning clients who are still

in need of services. Social workers should withdraw services precipitously only under unusual circumstances, giving careful consideration to all factors in the situation and taking care to minimize possible adverse effects. Social workers should assist in making appropriate arrangements for continuation of services when necessary.

- (c) Social workers in fee-for-service settings may terminate services to clients who are not paying an overdue balance if the financial contractual arrangements have been made clear to the client, if the client does not pose an imminent danger to self or others, and if the clinical and other consequences of the current nonpayment have been addressed and discussed with the client.
- (d) Social workers should not terminate services to pursue a social, financial, or sexual relationship with a client.
- (e) Social workers who anticipate the termination or interruption of services to clients should notify clients promptly and seek the transfer, referral, or continuation of services in relation to the clients' needs and preferences.
- (f) Social workers who are leaving an employment setting should inform clients of appropriate options for the continuation of services and of the benefits and risks of the options.

2. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO COLLEAGUES

2.01 Respect

- (a) Social workers should treat colleagues with respect and should represent accurately and fairly the qualifications, views, and obligations of colleagues.
- (b) Social workers should avoid unwarranted negative criticism of colleagues in communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues' level of competence or to individuals' attributes such as race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, and mental or physical disability.
- (c) Social workers should cooperate with social work colleagues and with colleagues of other professions when such cooperation serves the well being of clients.

2.02 Confidentiality

Social workers should respect confidential information shared by colleagues in the course of their professional relationships and transactions. Social workers should ensure that such colleagues understand social workers' obligation to respect confidentiality and any exceptions related to it.

2.03 Interdisciplinary Collaboration

- (a) Social workers who are members of an interdisciplinary team should participate in and contribute to decisions that affect the well being of clients by drawing on the perspectives, values, and experiences of the social work profession. Professional and ethical obligations of the interdisciplinary team as a whole and of its individual members should be clearly established.
- (b) Social workers for whom a team decision raises ethical concerns should attempt to resolve the disagreement through appropriate channels. If the disagreement cannot be resolved, social workers should pursue other avenues to address their concerns consistent with client well being.

2.04 Disputes Involving Colleagues

- (a) Social workers should not take advantage of a dispute between a colleague and an employer to obtain a position or otherwise advance the social workers' own interests.

- (b) Social workers should not exploit clients in disputes with colleagues or engage clients in any inappropriate discussion of conflicts between social workers and their colleagues.

2.05 Consultation

- (a) Social workers should seek the advice and counsel of colleagues whenever such consultation is in the best interests of clients.
- (b) Social workers should keep themselves informed about colleagues' areas of expertise and competencies. Social workers should seek consultation only from colleagues who have demonstrated knowledge, expertise, and competence related to the subject of the consultation.
- (c) When consulting with colleagues about clients, social workers should disclose the least amount of information necessary to achieve the purposes of the consultation.

2.06 Referral for Services

- (a) Social workers should refer clients to other professionals when the other professionals' specialized knowledge or expertise is needed to serve clients fully or when social workers believe that they are not being effective or making reasonable progress with clients and that additional service is required.
- (b) Social workers who refer clients to other professionals should take appropriate steps to facilitate an orderly transfer of responsibility. Social workers who refer clients to other professionals should disclose, with clients' consent, all pertinent information to the new service providers.
- (c) Social workers are prohibited from giving or receiving payment for a referral when no professional service is provided by the referring social worker.

2.07 Sexual Relationships

- (a) Social workers who function as supervisors or educators should not engage in sexual activities or contact with supervisees, students, trainees, or other colleagues over whom they exercise professional authority.
- (b) Social workers should avoid engaging in sexual relationships with colleagues when there is potential for a conflict of interest. Social workers who become involved in, or anticipate becoming involved in, a sexual relationship with a colleague have a duty to transfer professional responsibilities, when necessary, to avoid a conflict of interest.

2.08 Sexual Harassment

Social workers should not sexually harass supervisees, students, trainees, or colleagues. Sexual harassment includes sexual advances, sexual solicitation, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

2.09 Impairment of Colleagues

- (a) Social workers who have direct knowledge of a social work colleague's impairment that is due to personal problems, psychosocial distress, substance abuse, or mental health difficulties and that interferes with practice effectiveness should consult with that colleague when feasible and assist the colleague in taking remedial action.
- (b) Social workers who believe that a social work colleague's impairment interferes with practice effectiveness and that the colleague has not taken adequate steps to address the impairment should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.10 Incompetence of Colleagues

- (a) Social workers who have direct knowledge of a social work colleague's incompetence should consult with that colleague when feasible and assist the colleague in taking remedial action.
- (b) Social workers who believe that a social work colleague is incompetent and has not taken adequate steps to address the incompetence should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.11 Unethical Conduct of Colleagues

- (a) Social workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues.
- (b) Social workers should be knowledgeable about established policies and procedures for handling concerns about colleagues' unethical behavior. Social workers should be familiar with national, state, and local procedures for handling ethics complaints. These include policies and procedures created by NASW, licensing and regulatory bodies, employers, agencies, and other professional organizations.
- (c) Social workers who believe that a colleague has acted unethically should seek resolution by discussing their concerns with the colleague when feasible and when such discussion is likely to be productive.
- (d) When necessary, social workers who believe that a colleague has acted unethically should take action through appropriate formal channels (such as contacting a state licensing board or regulatory body, an NASW committee on inquiry, or other professional ethics committees).
- (e) Social workers should defend and assist colleagues who are unjustly charged with unethical conduct.

3. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES IN PRACTICE SETTINGS

3.01 Supervision and Consultation

- (a) Social workers who provide supervision or consultation should have the necessary knowledge and skill to supervise or consult appropriately and should do so only within their areas of knowledge and competence.
- (b) Social workers who provide supervision or consultation are responsible for setting clear, appropriate, and culturally sensitive boundaries.
- (c) Social workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation of or potential harm to the supervisee.
- (d) Social workers who provide supervision should evaluate supervisees' performance in a manner that is fair and respectful.

3.02 Education and Training

- (a) Social workers who function as educators, field instructors for students, or trainers should provide instruction only within their areas of knowledge and competence and should provide instruction based on the most current information and knowledge available in the profession.
- (b) Social workers who function as educators or field instructors for students should evaluate students' performance in a manner that is fair and respectful.
- (c) Social workers who function as educators or field instructors for students should take reasonable steps to ensure that clients are routinely informed when services are being provided by students.
- (d) Social workers who function as educators or field instructors for students should not

engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

3.03 Performance Evaluation

Social workers who have responsibility for evaluating the performance of others should fulfill such responsibility in a fair and considerate manner and on the basis of clearly stated criteria.

3.04 Client Records

- (a) Social workers should take reasonable steps to ensure that documentation in records is accurate and reflects the services provided.
- (b) Social workers should include sufficient and timely documentation in records to facilitate the delivery of services and to ensure continuity of services provided to clients in the future.
- (c) Social workers' documentation should protect clients' privacy to the extent that is possible and appropriate and should include only information that is directly relevant to the delivery of services.
- (d) Social workers should store records following the termination of services to ensure reasonable future access. Records should be maintained for the number of years required by state statutes or relevant contracts.

3.05 Billing

Social workers should establish and maintain billing practices that accurately reflect the nature and extent of services provided and that identify who provided the service in the practice setting.

3.06 Client Transfer

- (a) When an individual who is receiving services from another agency or colleague contacts a social worker for services, the social worker should carefully consider the client's needs before agreeing to provide services. To minimize possible confusion and conflict, social workers should discuss with potential clients the nature of the clients' current relationship with other service providers and the implications, including possible benefits or risks, of entering into a relationship with a new service provider.
- (b) If a new client has been served by another agency or colleague, social workers should discuss with the client whether consultation with the previous service provider is in the client's best interest.

3.07 Administration

- (a) Social work administrators should advocate within and outside their agencies for adequate resources to meet clients' needs.
- (b) Social workers should advocate for resource allocation procedures that are open and fair. When not all clients' needs can be met, an allocation procedure should be developed that is nondiscriminatory and based on appropriate and consistently applied principles.
- (c) Social workers who are administrators should take reasonable steps to ensure that adequate agency or organizational resources are available to provide appropriate staff supervision.
- (d) Social work administrators should take reasonable steps to ensure that the working environment for which they are responsible is consistent with and encourages compliance with the *NASW Code of Ethics*. Social work administrators should take reasonable steps to eliminate any conditions in their organizations that violate, interfere

with, or discourage compliance with the *Code*.

3.08 Continuing Education and Staff Development

Social work administrators and supervisors should take reasonable steps to provide or arrange for continuing education and staff development for all staff for whom they are responsible. Continuing education and staff development should address current knowledge and emerging developments related to social work practice and ethics.

3.09 Commitments to Employers

- (a) Social workers generally should adhere to commitments made to employers and employing organizations.
- (b) Social workers should work to improve employing agencies' policies and procedures and the efficiency and effectiveness of their services.
- (c) Social workers should take reasonable steps to ensure that employers are aware of social workers' ethical obligations as set forth in the *NASW Code of Ethics* and of the implications of those obligations for social work practice.
- (d) Social workers should not allow an employing organization's policies, procedures, regulations, or administrative orders to interfere with their ethical practice of social work. Social workers should take reasonable steps to ensure that their employing organizations' practices are consistent with the *NASW Code of Ethics*.
- (e) Social workers should act to prevent and eliminate discrimination in the employing organization's work assignments and in its employment policies and practices.
- (f) Social workers should accept employment or arrange student field placements only in organizations that exercise fair personnel practices.
- (g) Social workers should be diligent stewards of the resources of their employing organizations, wisely conserving funds where appropriate and never misappropriating funds or using them for unintended purposes.

3.10 Labor–Management Disputes

- (a) Social workers may engage in organized action, including the formation of and participation in labor unions, to improve services to clients and working conditions.
- (b) The actions of social workers who are involved in labor–management disputes, job actions, or labor strikes should be guided by the profession's values, ethical principles, and ethical standards. Reasonable differences of opinion exist among social workers concerning their primary obligation as professionals during an actual or threatened labor strike or job action. Social workers should carefully examine relevant issues and their possible impact on clients before deciding on a course of action.

4. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES AS PROFESSIONALS

4.01 Competence

- (a) Social workers should accept responsibility or employment only on the basis of existing competence or the intention to acquire the necessary competence.
- (b) Social workers should strive to become and remain proficient in professional practice and the performance of professional functions. Social workers should critically examine and keep current with emerging knowledge relevant to social work. Social workers should routinely review the professional literature and participate in continuing education relevant to social work practice and social work ethics.
- (c) Social workers should base practice on recognized knowledge, including empirically based knowledge, relevant to social work and social work ethics.

4.02 Discrimination

Social workers should not practice, condone, facilitate, or collaborate with any form of discrimination on the basis of race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, or mental or physical disability.

4.03 Private Conduct

Social workers should not permit their private conduct to interfere with their ability to fulfill their professional responsibilities.

4.04 Dishonesty, Fraud, and Deception

Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception.

4.05 Impairment

- (a) Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility.
- (b) Social workers whose personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties interfere with their professional judgment and performance should immediately seek consultation and take appropriate remedial action by seeking professional help, making adjustments in workload, terminating practice, or taking any other steps necessary to protect clients and others.

4.06 Misrepresentation

- (a) Social workers should make clear distinctions between statements made and actions engaged in as a private individual and as a representative of the social work profession, a professional social work organization, or the social worker's employing agency.
- (b) Social workers who speak on behalf of professional social work organizations should accurately represent the official and authorized positions of the organizations.
- (c) Social workers should ensure that their representations to clients, agencies, and the public of professional qualifications, credentials, education, competence, affiliations, services provided, or results to be achieved are accurate. Social workers should claim only those relevant professional credentials they actually possess and take steps to correct any inaccuracies or misrepresentations of their credentials by others.

4.07 Solicitations

- (a) Social workers should not engage in uninvited solicitation of potential clients who, because of their circumstances, are vulnerable to undue influence, manipulation, or coercion.
- (b) Social workers should not engage in solicitation of testimonial endorsements (including solicitation of consent to use a client's prior statement as a testimonial endorsement) from current clients or from other people who, because of their particular circumstances, are vulnerable to undue influence.

4.08 Acknowledging Credit

- (a) Social workers should take responsibility and credit, including authorship credit, only for work they have actually performed and to which they have contributed.
- (b) Social workers should honestly acknowledge the work of and the contributions made by others.

5. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO THE SOCIAL WORK PROFESSION

5.01 Integrity of the Profession

- (a) Social workers should work toward the maintenance and promotion of high standards of practice.
- (b) Social workers should uphold and advance the values, ethics, knowledge, and mission of the profession. Social workers should protect, enhance, and improve the integrity of the profession through appropriate study and research, active discussion, and responsible criticism of the profession.
- (c) Social workers should contribute time and professional expertise to activities that promote respect for the value, integrity, and competence of the social work profession. These activities may include teaching, research, consultation, service, legislative testimony, presentations in the community, and participation in their professional organizations.
- (d) Social workers should contribute to the knowledge base of social work and share with colleagues their knowledge related to practice, research, and ethics. Social workers should seek to contribute to the profession's literature and to share their knowledge at professional meetings and conferences.
- (e) Social workers should act to prevent the unauthorized and unqualified practice of social work.

5.02 Evaluation and Research

- (a) Social workers should monitor and evaluate policies, the implementation of programs, and practice interventions.
- (b) Social workers should promote and facilitate evaluation and research to contribute to the development of knowledge.
- (c) Social workers should critically examine and keep current with emerging knowledge relevant to social work and fully use evaluation and research evidence in their professional practice.
- (d) Social workers engaged in evaluation or research should carefully consider possible consequences and should follow guidelines developed for the protection of evaluation and research participants. Appropriate institutional review boards should be consulted.
- (e) Social workers engaged in evaluation or research should obtain voluntary and written informed consent from participants, when appropriate, without any implied or actual deprivation or penalty for refusal to participate; without undue inducement to participate; and with due regard for participants' well-being, privacy, and dignity. Informed consent should include information about the nature, extent, and duration of the participation requested and disclosure of the risks and benefits of participation in the research.
- (f) When evaluation or research participants are incapable of giving informed consent, social workers should provide an appropriate explanation to the participants, obtain the participants' assent to the extent they are able, and obtain written consent from an appropriate proxy.
- (g) Social workers should never design or conduct evaluation or research that does not use consent procedures, such as certain forms of naturalistic observation and archival research, unless rigorous and responsible review of the research has found it to be justified because of its prospective scientific, educational, or applied value and unless equally effective alternative procedures that do not involve waiver of consent are not feasible.
- (h) Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.
- (i) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.

- (j) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.
- (k) Social workers engaged in the evaluation of services should discuss collected information only for professional purposes and only with people professionally concerned with this information.
- (l) Social workers engaged in evaluation or research should ensure the anonymity or confidentiality of participants and of the data obtained from them. Social workers should inform participants of any limits of confidentiality, the measures that will be taken to ensure confidentiality, and when any records containing research data will be destroyed.
- (m) Social workers who report evaluation and research results should protect participant's confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.
- (n) Social workers should report evaluation and research findings accurately. They should not fabricate or falsify results and should take steps to correct any errors later found in published data using standard publication methods.
- (o) Social workers engaged in evaluation or research should be alert to and avoid conflicts of interest and dual relationships with participants, should inform participants when a real or potential conflict of interest arises, and should take steps to resolve the issue in a manner that makes participants' interests primary.
- (p) Social workers should educate themselves, their students, and their colleagues about responsible research practices.

6. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO THE BROADER SOCIETY

6.01 Social Welfare

Social workers should promote the general welfare of society, from local to global levels, and the development of people, their communities, and their environments. Social workers should advocate for living conditions conducive to the fulfillment of basic human needs and should promote social, economic, political, and cultural values and institutions that are compatible with the realization of social justice.

6.02 Public Participation

Social workers should facilitate informed participation by the public in shaping social policies and institutions.

6.03 Public Emergencies

Social workers should provide appropriate professional services in public emergencies to the greatest extent possible.

6.04 Social and Political Action

- (a) Social workers should engage in social and political action that seeks to ensure that all people have equal access to the resources, employment, services, and opportunities they require to meet their basic human needs and to develop fully. Social workers should be aware of the impact of the political arena on practice and should advocate for changes in policy and legislation to improve social conditions in order to meet basic human needs and promote social justice.
- (b) Social workers should act to expand choice and opportunity for all people, with special regard for vulnerable, disadvantaged, oppressed, and exploited people and groups.
- (c) Social workers should promote conditions that encourage respect for cultural and social diversity within the United States and globally. Social workers should promote policies and practices that demonstrate respect for difference, support the expansion of

cultural knowledge and resources, advocate for programs and institutions that demonstrate cultural competence, and promote policies that safeguard the rights of and confirm equity and social justice for all people.

- (d) Social workers should act to prevent and eliminate domination of, exploitation of, and discrimination against any person, group, or class on the basis of race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, or mental or physical disability.

NATIONAL ASSOCIATION OF SOCIAL WORKERS
1425 H Street, N.W.
Washington, D.C. 20005

APPENDIX G

PRE-PLACEMENT INTERVIEW

Student's Name: _____

Agency: _____

Interviewer(s): _____

Date: _____

Please check the appropriate statement(s) below:

_____ The following student has been accepted for placement at this agency.

Comments:

_____ The following student is not appropriate for placement at this agency.

Comments:

_____ Please call. I have questions/concerns that need to be discussed.

Please return this form within one week of the student's interview. If the student must have more than one interview, please return this form after all interviews are completed.

Please return this form to:

Melissa Villarreal, LMSW
Department of Sociology/Social Work
41 Graves Place
PO Box 9000
Holland, MI 49422-9000

APPENDIX H

LEARNING CONTRACT

(Sample)

STUDENT: Jane Doe
AGENCY: Hope College Counseling Center
FIELD INSTRUCTOR: Ashley Smith
FIELD LIAISON: Melissa Villarreal, LMSW
PLACEMENT HOURS: Mondays & Wednesdays; 8:00 A.M. – 5:00 P.M.
SUPERVISION TIME: Mondays – 10:00 A.M. – 10:30 A.M.

An evaluation of this contract is to be completed at the end of each semester. The evaluation is completed by the field instructor and faculty liaison as indicated in the evaluator column. Please evaluate the student's abilities using the following scale:

Learning Tasks Ratings:

1 - Poor	OR	F - Poor
2 - Fair		D - Fair
3 - Satisfactory		C - Satisfactory
4 - Very Good		B - Very Good
5 - Outstanding		A - Outstanding
NA - Not Applicable		NA - Not Applicable

Objective 1: To apply critical thinking skills within the context of professional social work practice.

_____ Learning Task A: I will write an assessment while observing my supervisor interact with a client system.

Measurement: I will provide a copy of the written assessment of the observation in my practicum journal.

Evaluator: Both my field instructor and my faculty liaison will read and evaluate my assessment of the observation.

_____ Learning Task B: I will develop a generalist intervention plan based on the unique client system characteristics, the environmental resources and barriers, and the agency's policies and mission.

Measurement: I will provide a copy of the intervention plan in my portfolio.

Evaluator: Both my field instructor and my faculty liaison will read and evaluate my intervention plan.

Objective 2: To understand the value base of the profession and its ethical standards and principles, and practice accordingly.

_____ Learning Task A: I will identify incidents where I found it difficult to maintain client confidentiality and discuss how confidentiality was maintained.

Measurement: I will document the discussions of these incidents.

Evaluator: My field instructor will evaluate the incidents identified and provide me with feedback.

_____ Learning Task B: I will identify an ethnical dilemma I have encountered in my practicum related to my professional social worker role and discuss how the dilemma was resolved. (See Assignment #3 – Spring Semester for Regular Placements)

Measurement: I will analysis and process the ethnical dilemma through completing the ethical dilemma assignment.

Evaluator: My field instructor will evaluate my ethical dilemma assignment.

Objective 3: To practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex and sexual orientation.

_____ Learning Task A: I will attend a training on diversity.

Measurement: I will write up a two page paper addressing the new knowledge and awareness gained from attending the diversity training.

Evaluator: My field instructor will evaluate my paper.

_____ Learning Task B: I will conduct an intake interview with a diverse client system.

Measurement: I will write up the discussion held with supervisor demonstrating respect, knowledge, and skill during the interview.

Evaluator: My field instructor will evaluate my intake interview.

Objective 4: To understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.

_____ Learning Task A: I will write to a policy making state representative regarding my concerns related to client systems concerns and social policy issues.

Measurement: I will put copy of my letter and response in my practicum journal.

Evaluator: Both my field instructor and my faculty liaison will read and evaluate my letter and read the response from the legislator.

_____ Learning Task B: I will examine personal stereotypes and prejudices and demonstrate ability to critically address them.

Measurement: I will write a two page paper critically addressing my personal stereotypes and prejudices.

Evaluator: My faculty liaison will read and evaluate my paper.

Objective 5: To understand and interpret the history of the social work profession and its contemporary structures and issues.

_____ Learning Task A: I will complete the descriptive report on the agency. (See Assignment #1 – Fall Semester for Regular Placements)

Measurement: I will use the format in the syllabus to achieve this learning task.

Evaluator: My faculty liaison will read and evaluate the descriptive report.

_____ Learning Task B: I will identify and document one of the agency’s issues.

Measurement: I will complete a two page policy analysis.

Evaluator: My faculty liaison will read and evaluate my paper.

Objective 6: To apply the knowledge and skills of generalist social work practice with systems of all sizes.

_____ Learning Task A: I will use the problem-solving process to summarize a case example from the agency. (See Assignment #2 – Fall Semester for Regular Placements)

Measurement: I will write up the case summary following the problem-solving method.

Evaluator: My faculty liaison will read and evaluate the case summary.

_____ Learning Task B: I will identify and utilize community resources to meet the needs of the client system.

Measurement: I will document the identified and utilized community resources used to assist a client system.

Evaluator: My faculty liaison will review the utilized community resources and provide me with feedback.

Objective 7: To use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities.

_____ Learning Task A: I will conduct a social history using the appropriate agency documentation.

Measurement: I will write an assessment using agency forms.

Evaluator: Both my field instructor and my faculty liaison will read and evaluate my assessment.

_____ Learning Task B: I will select appropriate social work practice strategies for work with clients based on my assessment of the client system and their behavior.

Measurement: I will write up a description of the appropriate social work practice strategies used to work with clients.

Evaluator: Both my field instructor and my faculty liaison will read and evaluate the written assignment.

Objective 8: To analyze, formulate and influence social policies.

_____ Learning Task A: I will attend one board meeting this semester.

Measurement: I will write a board meeting analysis focusing on the policy issues discussed in the meeting.

Evaluator: My faculty liaison will read and evaluate my board meeting analysis.

_____ Learning Task B: I will select a specific agency's social policy, analyze that policy and examine its utility in agency practice.

Measurement: I will write a three – four page paper analyzing and examining the utility of the chosen policy.

Evaluator: Both my field instructor and my faculty liaison will read and evaluate my paper.

Objective 9: To evaluate research studies, apply research findings to practice, and evaluate their own practice interventions.

_____ Learning Task A: I will design a research proposal. (See Assignment #4 – Fall Semester)

Measurement: I will provide an introduction, a short literature review, as explanation of the methodology, and state the major research question and/or hypothesis.

Evaluation: Both my field instructor and my faculty liaison will review and evaluate my research proposal.

_____ Learning Task B: I will conduct a research project evaluating the effectiveness of my intervention strategies using an appropriate research design. (Spring Semester)

Measurement: I will make a chart showing success of varying intervention strategies from the single-subject design research project conducted on a client's intervention strategies and discuss the results and limitations of the research.

Evaluation: Both my field instructor and my faculty liaison will review and evaluate my research.

Objective 10: To use communication skills differentially across client populations, colleagues, and communities.

_____ Learning Task A: I will prepare written and oral reports as required for routine assignments in the agency.

Measurement: I will provide evidence of written reports or oral presentations conducted as part of normal internship requirements.

Evaluator: My field instructor will read and evaluate written and oral performance in the agency setting.

_____ Learning Task B: I will demonstrate computer literacy in word processing, PowerPoint, Excel, e-mail, the internet, statistical data analysis system (SPSS), and utilization of databases.

Measurement: I will document identified times of demonstrating utilization of computer literacy skills.

Evaluator: My field instructor will read and evaluate written and oral performance in the agency setting.

Objective 11: To use supervision and consultation appropriate to social work

practice.

_____ Learning Task A: I will prepare questions to bring to each supervision session related to issues and concerns regarding the field practicum.

Measurement: I will document and keep a list of questions with their answers brought up during supervisory sessions.

Evaluator: My field instructor will read and evaluate the questions.

_____ Learning Task B: I will communicate learning needs to field instructor.

Measurement: I will document and keep a list of needs identified in supervision.

Evaluator: My field liaison will read and evaluate the list of needs identified in supervision.

Objective 12: To function within the structure of organizations and service delivery systems, seeking necessary organizational change.

_____ Learning Task A: At the end of the year, I will describe strengths and weaknesses of the agency and make recommendations for change.

Measurement: I will write an exit report in addition to completing the student evaluation of field practicum/field instructor form.

Evaluator: Both my field instructor and my faculty liaison will read and evaluate the exit report and student evaluation form.

_____ Learning Task B: I will demonstrate effectiveness in planning and arranging work responsibilities.

Measurement: I will include a copy of a group lesson plan where I arrange and identify mine and my co-leader's group responsibilities.

Evaluator: My field instructor will read and evaluate my group lesson plan.

Objective 13: To integrate Christian perspectives with the knowledge, skills and values of the social work profession.

_____ Learning Task A: I will interview staff to ask them about their own religious traditions and how these traditions inform their understanding of social work practice.

Measurement: I will write a two to three page paper on how the religious roots of social

work and include the interview data from my agency.

Evaluator: My faculty liaison will read and evaluate my paper.

Learning Task B: I will identify and examine the areas where my Christian perspectives are in conflict with social work values and ethics, respect for diversity, promotion of social and economic justice and the need to intervene with populations at risk in my agency practice.

Measurement: I will write a two to three page paper of areas where my Christian perspectives are in conflict with social work values and ethics.

Evaluator: My faculty liaison will read and evaluate my paper.

Written Comments:

Summarize overall strengths of the student:

Summarize areas for student's further growth:

Student _____ **Date** _____

Field Instructor _____ **Date** _____

Faculty Liaison _____ **Date** _____

APPENDIX I
HOPE COLLEGE
SYLLABUS
SOCIAL WORK FIELD EXPERIENCE I and II
SWK 443, 446

Professors James Piers, Deborah Sturtevant, and Melissa Villarreal

Piers: (616) 399-5461 – Home; (616) 395-7553 – Office
 Sturtevant: (616) 895-6200 – Home; (616) 395-7916 – Office
 Villarreal: (616) 283-2697– Cell; (616) 395-7364 – Office

COURSE DESCRIPTION

This course offers the opportunity for advanced social work students to experience working with individuals, groups, and community organizations under the close supervision of professional social workers. The program is offered in cooperation with several human service agencies. Students will engage in professional social work roles and activities to continue to develop generalist practice skills and knowledge of the profession. Students are expected to complete 220 hours per semester of agency based fieldwork. Attendance at the weekly seminar is also required.

SEMESTER GRADE

Your grade will be based upon your contract, placement performance, and journal, written assignments, class attendance and participation.

	Regular Placement		
	<u>1st Semester</u>	<u>2nd Semester</u>	<u>Block Placement</u>
Practicum Performance & Learning Contract	70%	70%	65%
Journal	10%	5%	5%
Written Assignments	5% each (10%)	5% (Ethical Dilemma)	5% each (15%)
Research Assignment & Presentation	-----	10%	10%
Participation & Attendance	+ 10%	+ 10%	5%
	<u>100%</u>	<u>100%</u>	<u>100%</u>

REQUIRED TEXT

To be announced in class.

COURSE PURPOSE

The purpose of the seminar is to provide academic and supervisory support for social work practicum students. Seminar is a time to openly discuss social work practicum issues and concerns in a professional manner. It will also serve to facilitate communication between field instructors, students and the field practicum director.

The purpose of the field practicum is to enable students to practice basic entry-level baccalaureate social work intervention skills. Practicum is an integrative experience, which combines previous classroom learning and fosters the development of new knowledge and skills. Field Practicum will further serve to provide a transition between student life and professional life.

COURSE OBJECTIVES

1. Apply critical thinking skills within the context of professional social work practice.
2. Understand the value base of the profession and its ethical standards and principles, and practice accordingly.
3. Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex and sexual orientation.
4. Understand the forms and mechanisms of oppression and discrimination and apply the strategies of advocacy and social change that advance social and economic justice.
5. Understand and interpret the history of the social work profession and its contemporary structures and issues.
6. Apply the knowledge and skills of generalist social work to practice with systems of all sizes.
7. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities.
8. Analyze, formulate and influence social policies.
9. Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions.

10. Use communication skills differentially across client populations, colleagues, and communities.
11. Use supervision and consultation appropriate to social work practice.
12. Function within the structure of organizations and service delivery systems, seeking necessary organizational change.
13. Integrate Christian perspectives with the knowledge, skills and values of the social work profession.

OUTCOME MEASUREMENT: See contract, field practicum evaluation

AMERICANS WITH DISABILITIES ACT: Any student whose disability falls within ADA guidelines should inform the instructor at the beginning of the semester of any special accommodations or equipment needs necessary to complete the requirements for this course. Students must register documentation with the Office of Disability Services and/or Academic Support Center. If you have questions, call Student Development at extension 7800.

SEMINAR TOPICS

Assertiveness	Getting Started	Site Visits
Blood Borne Pathogen Training	Graduate School Options	SWK Certification
Confidentiality	Job Search	Social Work Ethics
Contracts	Journals	Stress Management
Dress Code Policy	Problem Solving	Supervision
DSM IV Diagnosing	Self as Helper	Termination
	Self-Assessment	Worker Safety

ASSIGNMENTS

* CONTRACTS (see Field Practicum Manual)

* JOURNALS (see Field Practicum Manual)

* WRITTEN WORK

1st semester - agency description & problem solving exercise along with a case presentation

2nd semester - ethical dilemma & research assignment along with a power point presentation

* EVALUATIONS (see Field Practicum Manual)

**** THE SCHEDULE AND PROCEDURES IN THIS COURSE ARE**

SUBJECT TO CHANGE.

ASSIGNMENTS

Enclose each of the following assignments in your journal at the back. They must be typed. Clearly label each assignment with the title.

1. AGENCY DESCRIPTION

Students are required to prepare a paper, which describes the agency in which they have a practicum. Cover each of the areas listed below, or state why a particular area is not applicable. The purpose of this assignment is to become familiar with the organization and to have the opportunity to interact with the executive director of the agency.

DESCRIPTIVE REPORT ON A SOCIAL WELFARE AGENCY

1. Name of agency.
2. Address; telephone; e-mail contact information.
3. Agency Funding Sources. Government? Private? Church? Other?
4. What is the agency's mission?
5. What services does the agency provide?
6. Who does the agency serve? (target population)
7. On what geographical level does the agency operate?
8. Does the agency service clients directly? indirectly through advocacy?
9. Is this a public, nonprofit, for-profit agency?
10. In what year was the agency founded?
11. Does the agency have a board? How is it appointed? Are there specific representation requirements?
12. Who appoints the executive?
13. List the agency affiliations.
14. Is the agency licensed or accredited by any governmental agency? If so, give the name of the governmental agency.
15. Give the following figures, if they are available: (a) total operating expenses for last ended fiscal year; (b) total approved budget for current fiscal year.
16. Give key service statistics for last completed year, for example, number of cases, persons served, etc.
17. What is the total number of persons on the professional staff of the agency? Types of degrees?
18. How many volunteers are active during a year? (Do not include members of board and committees.)

2. PROBLEM-SOLVING EXERCISE & CASE PRESENTATION

In working with individuals, families, groups, and communities, social workers use a

problem-solving approach. Steps in the problem-solving process can be stated in a variety of ways. Using the model shown below as a guide, demonstrate your understanding of the problem solving process by summarizing a case example taken from your field practicum experience: Kirst-Ashman, K. & Hull, G. (2006). *Understanding generalist practice* (4th ed.). Chicago: Nelson-Hall, 26-38.

PROBLEM-SOLVING EXERCISE

Step One: **Assessment** – Step 1: Identify your client; Step 2: Assess the client-in-situation from the micro, mezzo, and macro, perspectives and consider diversity; Step 3: Cite information about client problems and needs; Step 4: Identify client strengths.

Step Two: **Planning** – Step 1: Work with the client; Step 2: Prioritize problems; Step 3: Translate problems into needs; Step 4: Evaluate levels of intervention for each need; Step 5: Establish primary goals; Step 6: Specify objectives; Step 7: Specify action steps; Step 8: Formalize a contract.

Step Three: **Implementation/Intervention** – Follow plan, monitor progress, revise plan, and complete plan.

Step Four: **Evaluation** – Review the extent to which goals are attained.

Step Five: **Termination** – Plan to disengage and stabilize.

Step Six: **Follow-Up** – Plan and carry out.

CASE PRESENTATION

Each student must prepare to present their problem-solving case to the other students in their seminar session. The case presentation should reflect work with a client system from the time of engagement with the system through termination. You will be evaluated based upon organization, documentation, presentation, and assessment.

Confidentiality must be respected and names changed to protect the client. You must discuss the case presentation with your supervisor prior to your presentation.

In your presentation you must consider human diversity, social policy and ethical value issues. You must also assess your own professional growth and competence. Be prepared to ask and receive questions from other students in the seminar.

You are expected to turn in a typed summary of your case presentation in your journal as instructed in class. Each presentation will last approximately 15 minutes.

3. ETHICAL DILEMMA

Identify an ethical dilemma you have encountered in your practicum related to your professional social worker role. Your paper and presentation should include the following dimensions: Kirst-Ashman, K. & Hull, G. (2006). *Understanding generalist practice* (4th ed.). Chicago: Nelson-Hall, 370-376.

Step One: Recognize the problem.

Step Two: Investigate the variables involved.

Step Three: Get feedback from others.

Step Four: Appraise what values and ethical standards apply to the dilemma.

Step Five: Evaluate the dilemma on the basis of established ethical principles.

Step Six: Identify and think about possible alternatives to pursue.

Step Seven: Weigh the pros and cons of each alternative.

Step Eight: Make your decision.

4. RESEARCH ASSIGNMENT

Assignment Purpose:

- (1) Provide students with hands-on experience and prepare them for the application of research knowledge and skills prior to entering the profession or a master-level program;
- (2) Expose students to as much of the research process as possible in order to gain an understanding of how research is conducted;
- (3) Increase the students' capacity to identify, describe, and analyze conceptual and methodological question(s) in some area relevant to social work.

RESEARCH WRITTEN ASSIGNMENT

This assignment must be at least 7 to 10 pages in length, well written, typed (double-spaced), and APA formatting and reference standards need to be used. It will be graded on originality, format, style, spelling, organization, grammar, professional presentation, data collected and data analyzed. Three options are available for completing and fulfilling the research objective.

RESEARCH PRESENTATION

Each student must prepare to present their research work to the other students in their seminar class. The research presentation should outline the steps taken to complete the research project providing a short introduction addressing rationale and purpose of the study, a short literature review, their research question(s), their methodology, data collection and analysis, major findings, and benefits and limitations of research. Each presentation will last approximately 15 minutes.

Options for the Research Assignment:

- (1) Students may participate and become involved in an ongoing research project relevant to social work at their internship site. The student's involvement in the ongoing research project may not be limited to only one role or task (i.e., coding only, data collection only, or literature review only). In addition, the student should gain an awareness of the substance and the processes of the research.
- (2) Students may build on faculty-directed research if it applies to an area of practice associated to their Agency setting. The requirements on each student shall be equivalent to that in Option A (i.e., must become involved in more than one role or activity of research).
- (3) Students may propose their own research project, but it is suggested that each student interested in pursuing this option meet with their field faculty liaison at least once to discuss the direction of their work prior to submission.

For all options, responsibility rests with the student to provide an introduction (i.e., a rationale for the research they are taking part in), a short literature review, problem formulation (i.e., major research question(s) or hypothesis should be stated), methodology (i.e., research design, sampling method, method of data collection, implication of study for the social work area chosen, and how data is analyzed), major findings, and limitation raised by the study.

APPENDIX J

Comprehensive Policy on Membership

Hope College was founded by the Reformed Church in America in 1862, and still retains a strong covenant relationship with the Reformed Church. Like its founding denomination, Hope intends to be, and is, open and welcoming to students, staff and faculty regardless of race, color, national origin, sex, height and weight, non-disqualifying handicap, age, marital status or veteran status.

There are three principal reasons for this intention: 1) the inclusive and ecumenical character of the Christian faith which we profess; 2) the belief that, both now and in the future, educated people need to understand and be able to interact with peoples of diverse ethnicity and nationality; and 3) the conviction that in the next century our nation will need the educated leadership of today's minorities combined with the conviction that we have the means to prepare them for such leadership.

To fulfill this intention, Hope College strives diligently to recruit and appoint to faculty and staff positions not only women as well as men, but also members of minorities. Hope also actively seeks to increase the number of minority students enrolled in the College.

Hope College affirms that its policies and practices are designed to ensure that women and minorities equal opportunity for education, employment, and advancement in both responsibilities and remuneration. Hope College pledges to provide equal opportunity in substance as well as in form.

Since Hope College's mission is to offer academic programs in liberal arts with recognized excellence and in the context of the historic Christian faith, the realization of this mission is dependent not only upon the professional excellence and dedication of faculty and staff, but also upon their ability to identify with this mission in a personal way. Therefore, in filling tenure-track positions and upper-level staff positions, Hope College makes every effort to appoint people who have excellent professional qualifications, who strongly support the mission of the College, and who are adherents of the historic Christian faith.

Hope is committed to taking whatever specific actions may be necessary to ensure that all persons associated with the College are treated fairly and with consideration. It is the College's intention that no member of the college community should suffer either slight or discrimination by reason of race, color, national origin, sex, height and weight, non-disqualifying handicap, age, marital status or veteran status. It is also the College's intention to foster an atmosphere of inclusiveness and mutual respect among all its members.

This document, moreover, is not to be used to justify reverse discrimination. Rights, privileges and emoluments shall not be withheld from the members of any group on the grounds that such a withholding is required to even the balance with

members of other groups.

APPENDIX K

PROGRAM STATEMENT ON NON-DISCRIMINATION

The Social Work Program has adopted the following statement on non-discrimination:

The Hope College Social Work Program, affirms the worth and right to personal dignity of all persons. Consequently, the program is committed to operating in all respects without discrimination on the basis of race, color, gender, age, ethnic or national origin, handicap, or political or sexual orientation. (In regard to creed, the program appoints social work faculty who are committed to and articulate about the mission of the college and the objectives of the Social Work program.) The program is committed to non-discrimination based on creed relative to field instructors, students, and support personnel.

Any person formally associated with Hope's Social Work Program (faculty, field instructor, student, support personnel) who believes that s/he has been discriminated against has the right, and is urged, to make complaint to the Social Work Program Director (students are encouraged first to make complaint to their social work faculty advisor and then to the Director). The complaint may be related to any aspect of the program, including, but not necessarily limited to, admission to the program, course procedures and assignments, field placement procedures and assignments, classroom and field placement interactions, grades, field evaluations, faculty advising, and student organization. The Director, upon receiving a complaint, will within two weeks initiate attempts to help the person reach satisfactory resolution of the complaint. If this fails, the person has the right, and is urged, to seek advice and help from those in the college administration formally empowered to respond to such complaints. (Complaints of discrimination by faculty, students, and field instructors are processed by the Dean of the Social Sciences and the Provost; complaints by support personnel are processed by the Director of Human Services. Students who are making complaints are urged to contact the Student Development Office, and the Director of Multicultural Life for additional advice and support.)

APPENDIX L

Sociology/Social Work Faculty

THE TEACHING FACULTY

ROGER J. NEMETH – *Professor of Sociology and Social Work* (1983)

B.A., Western Michigan University, 1978;

M.A., University of North Carolina, 1981;

Ph.D., University of North Carolina, 1986

JAMES C. PIERS – *Professor of Sociology and Social Work and Director of the Social Work Program* (1975)

A.B., Hope College, 1969;

M.S.W., University of Michigan, 1972;

Ph.D., Case Western Reserve University, 1997

DEBORAH STURTEVANT – *Professor of Sociology and Social Work and Chairperson of the Department* (1988)

A.B., Hope College, 1975;

M.S.W., Western Michigan University, 1984;

Ph.D., Michigan State University, 1997

MELISSA VILLARREAL – *Assistant Professor of Sociology and Social Work and Director of Field for the Social Work Program* (2001)

B.A., Hope College, 1990;

M.S.W., Western Michigan University, 1992

Ph.D. Candidate, Western Michigan University, Fall 2009

ADJUNCT FACULTY

ALFREDO M. GONZALES – *Assistant Provost, Dean for International and Multicultural Education, and Adjunct Associate Professor of Social Work* (1979/1984)

B.S., Grand Valley State Colleges, 1979;

M.S.W., University of Michigan, 1982

JONATHAN W. OSBORN – *Adjunct Associate Professor of Sociology and Social Work* (1974)

A.B., Hope College, 1970;

M.S.W., Western Michigan University, 1972

SPECIAL PROGRAMS

DEBORAH LEIBEL – *Philadelphia Program Faculty* (1990)

B.S.W., New York University, 1979;

M.S.W., New York University, 1980

NANCY TRIEZENBERG FOX – *Chicago Metropolitan Semester Instructor*

A.B., Calvin College, 1977;

M.S.W., University of Michigan, 1980

Supervisor Signature: _____

APPENDIX N

**Psychosocial Assessment
(Sample)**

Name:

Date:

Case Number:

Date of Birth:

Age:

Ethnicity:

Gender:

Reason for Service Request (with History & Duration):

Precipitation Event:

Family History / Family Functioning / Dynamics / Identified Family Members' Needs:

Genogram:

Mental Health Treatment History (Prior or current involvement with other agencies):

Assessment of Risk (Current or past abuse history, current safety concerns, and/or concerns regarding potential or existing harm to self or others):

Educational / Cognitive Development History (Were developmental milestones w/in normal range?):

Substance Abuse (Child(ren)'s and family history):

Legal Involvement History (Guardianship status):

Social Skills / Community Involvement (Social situation, peer relations, natural supports available, & use of leisure time):

Child(ren)'s / Family Strengths:

Mental Status:

Specific concerns with: Appearance, Speech, Thought Content, Insight/Judgment, Behavior, Sleep, Affect/Mood, Thought Process, Substance Abuse, Orientation, Med Compliance, Appetite, Memory, Intellect, etc.

Comments / Overall Mental Status:

Diagnosis: (Not required from a bachelor level worker or intern.)

Axis I:

Axis II:

Axis III:

Axis IV:

Axis V:

Rationale: (Not required from a bachelor level worker or intern.)

Conclusion & Recommendation(s):

(Please see assignments in SWK 320 & SWK 351 for further samples of assessments.)

**INTRODUCTION:
PHILOSOPHY AND BACKGROUND**

SOCIAL WORK PROGRAM

PRACTICUM DEVELOPMENT

APPENDICES

FIELD PRACTICUM MANUAL

2009-2010

