

***SOCIAL WORK PROGRAM***



***Internship Manual  
Policies and Procedures***

***Revised Fall 2024***

***East Central University  
College of Liberal Arts and Social  
Sciences***

***Department of Professional  
Programs in Human Services  
Social Work Program***

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# INTERNSHIP MANUAL

## INTRODUCTION

The East Central University Social Work Program values the role of the field as the signature pedagogy of social work education. Classroom and field are of equal importance within the curriculum in preparing students to perform in the role of practitioner. Field (internship) takes place in the “practice world” of the practice setting where the role of practitioner is more fully realized. Through the combined efforts of the social work faculty and agency professionals, we have developed the Internship Program to prepare graduates for quality practice in a rapidly changing and diverse society.

The *Internship Manual* is designed to be informative, as well as guide the internship experience for students, field instructors, agency personnel, field liaisons, and Program faculty who advise students. The *Manual* contains the policies and procedures to be followed in the Social Work Internship Program. This document is continuously evaluated and updated to reflect the standards of the Council on Social Work Education and the mission, goals, and objective of the Social Work Program.

The success and effectiveness of this Internship Program rests on the creative efforts and dedication of those professionals and cooperating agencies who provide placements for social work students. The ECU Social Work Program and its students owe a special debt of gratitude to those who have generously offered their time and professional expertise to educationally prepare the next generation of social workers.

## PART I

### SOCIAL WORK EDUCATION

Social work education flows from the liberal arts and from the unique mission, goals, and objectives of social work programs and in the broader context of their own university's mission and goals in their geographic regions and with their unique populations. The Council on Social Work Education, through its *Educational Policies and Accreditation Standards (EPAS)* provides standards for educational preparation of professional social workers, which includes context for programs.

#### MISSION, GOALS, AND OBJECTIVES OF THE SOCIAL WORK PROGRAM

##### **Program Mission**

The mission of the East Central University Social Work Program is to educate the next generation of social workers for competent generalist social work practice in the face of adversity and an ever-changing world, our vision is to educate the next generation of change-making social workers. The Program primarily achieves its mission by providing a quality curriculum that emphasizes competencies and practice behaviors consistent with generalist practice that are informed by the knowledge, values, and skills for professional social work with individuals, families, groups, and organizations, and communities in a variety of social contexts, including practice in rural communities.

The Program's mission is consistent with the profession's purpose of promoting human and community well-being, which is guided by a person and environment construct, a global perspective, respect for human diversity, and knowledge, based on scientific inquiry. The mission of the Program further reflects and advances the profession's values and the quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons.

The Social Work Program mission statement is consistent with and complementary to the Mission Statement of East Central University. The mission of East Central University, as stated in the *East Central University 2024-2025 Catalog*, (p.2), is: "East Central University's mission is to prepare students for tomorrow's world through a dynamic and diverse learning experience. Within its service area, East Central University provides leadership for economic development and cultural enhancement." Both statements emphasize a quality student learning environment and a dynamic curriculum to meet the ever-changing face of society. Society is diverse. The mission of the University and the program both confirm and support gaining competency to function in our diverse society.

##### **Program Goals**

The goals of the Program, which are consistent with the *Educational Policy and Accreditation Standards (2022)* of the Council on Social Work Educations, are:

1. Provide a quality curriculum which prepares graduates for effective generalist social work practice.
2. Prepare graduates for practice within a societal context, who are committed to the advancement of human rights and social and economic justice.
3. Prepare graduates who understand the implications of political, social, and

economic contexts for social work practice including the changing nature of those contexts, and the dynamics and impact of change.

4. Provide a curriculum which is rooted in the values, and ethics which serve as the foundation and guide for the professional practice of social work
5. Provide students with knowledge regarding anti-racism, diversity, equity, and inclusion (A DEI). Students will engage in A DEI-focused practice through work with diverse populations in the internship setting.
6. Prepare graduates with a commitment to continued personal and professional growth and development.

### **Program Objectives**

The objectives of the Program are consistent with the definition of generalist practice and the program goals. The Program's educational objectives constitute the core competencies of the program. Students will:

1. Demonstrate ethical and professional behavior.
2. Advance human rights and social, racial, economic, and environmental justice.
3. Engage anti-racism, diversity, equity, and inclusion (A DEI) in practice.
4. Engage in practice-informed research and research-informed practice.
5. Engage in policy practice.
6. Engage with individuals, families, groups, organizations, and communities.
7. Assess individuals, families, groups, organizations, and communities.
8. Intervene with individuals, families, groups, organizations, and communities.
9. Evaluate practice with individuals, families, groups, organizations, and communities.

The Social Work Program builds upon and integrates the liberal arts perspective throughout the social work curriculum. This provides strong support for students' understanding of history and context and appreciation for the human condition within a rapidly changing and diverse world. The University, as demonstrated through its statement of strategies, emphasizes the fulfillment of its mission by offering the liberal arts as a part of its baccalaureate degree programs (*ECU Catalog, 2017- 2018*, p. 2). The liberal arts perspective of the Program is addressed in more detail in Accreditation Standard 2.0 Curriculum. The objectives of the Program specify areas of achievement that lead to realization of the goals of the Program, Department, and the University. The educational objectives of the Program are more detailed than the broad objectives of the Department, which are designed to encompass the Department's multi-disciplinary nature and the specific objectives of the individual degree programs, which have their own goals.

The Social Work Program is committed to quality education of students for generalist practice at the baccalaureate level. The Program curriculum integrates the knowledge, values, and skills of professional social work to prepare students for informed, ethical, and competent practice. The Program is implemented within the context of the University, the College of Liberal Arts and Social Sciences and the Professional Programs in Human Services Department, and their specified missions, goals, and objectives.

## **GENERALIST PRACTICE**

The Social Work Program, in its Mission Statement, specifies that students are educated “for competent generalist social work practice in a rapidly changing and diverse society, and are dedicated to the alleviation of poverty and oppression and the enhancement of the quality of life for all people.” The Program's objectives reflect a professional education system that prepares graduates for quality generalist practice. The generalist perspective is built upon a strong liberal arts base. The Program integrates the liberal arts base across the social work curriculum. The East Central University Social Work Program is guided in the implementation of the Social Work degree program by the definition of generalist practice which is explicated by

Educational Policy 3.1:

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

Generalist practice within the ethical guidelines prescribed by the *NASW Code of Ethics* are committed to work with clients, co-workers, and colleagues who are diverse ethnically and culturally, and colleagues who have diverse professional perspectives and values. The ECU Social Work Program offers a baccalaureate degree in Social Work (BSW). The primary mission of the Social Work Program is to educate students to be effective and knowledgeable generalist social workers who are prepared for quality practice in a rapidly changing and diverse society. Such practitioners are dedicated to the alleviation of poverty and oppression and the enhancement of the quality of life for all people. The program primarily achieves its mission by providing a curriculum that emphasizes the social work knowledge, values, and skills necessary to work with individuals, families, groups, and organizations and communities in a variety of social contexts.

The mission statement of the Social Work Program is consistent with and complimentary to the Mission Statement of East Central University. Both statements emphasize a quality learning environment for students and a dynamic curriculum to meet the ever-changing needs of society. The diversity of society is recognized, and the need to function within a culturally diverse society is confirmed and supported by the mission of the University and the Program.

## **LIBERAL ARTS**

The curriculum for generalist social work practice is built upon a strong liberal arts foundation, which is integrated throughout the social work curriculum. East Central University embodies its commitment to the values of a liberal arts education through its general education requirements. The general education curriculum is designed to assist

students in attaining the knowledge, skills, and attitudes recognized by the University as fundamental to every educated person's understanding of and response to the world.

## **GENERAL EDUCATION**

Three themes are common to all courses in the general education curriculum: (*East Central*

*University Catalog*)

- First, general education courses encourage students to think symbolically and logically and to apply the rational powers of the mind (analyzing, deducing, inferring, classifying, generalizing, imagining, recalling, comparing, evaluating, and synthesizing) in a systematic way for problem solving.
- Second, the general education curriculum encourages students to venture across disciplinary boundaries to see how different areas of study relate to each other so that a more integrated view of knowledge is attained. Common themes emerge which relate the curriculum to experiences shared by most people.
- Third, the general education curriculum, through the exploration of universal experiences, helps students to better understand themselves and others as well as society and the wider world. Through this exploration students develop the introspective attitudes, the interpersonal skills, the multi-cultural values, and the respect for life-long learning required for meaningful participation in society.

## **INTERNSHIP REQUIREMENTS AND POLICIES**

The Internship Program is first and foremost an educational program designed, implemented, and evaluated on the demonstrated competency of students through observable practice behaviors. It is recognized and expected that service to the agency results from placement of the student intern, but the primary criterion on which activities are selected should be their contribution to the student's learning and professional development. The purpose of the internship is to connect classroom and field through a learning plan that will solidify the process of applying knowledge, values, and skills for generalist practice. The internship course is taken concurrently with, and linked educationally to, the Social Work Integrative Seminar.

The Internship Program is guided by the Educational Policy and Accreditation Standards (EPAS 2022) of the Council on Social Work Education:

### **Educational Policy 3.3 – Signature Pedagogy: Field Education**

Field education is the signature pedagogy for social work. Signature pedagogies are elements of instruction and socialization that teach future practitioners the fundamental dimensions of professional work in their discipline: to think, to perform, and to act intentionally, ethically, and with integrity. The field setting is where students apply human rights principles from global and national social work ethical codes to advance social, racial, economic, and environmental justice. It fosters a learning environment where anti-racism, diversity, equity, and inclusion are valued. Field education is designed



to integrate the theoretical and conceptual contributions of the explicit curriculum in the field setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria and measures of student acquisition and demonstration of the nine social work competencies. Responding to the changing nature of the practice world and student demographics and characteristics, field education programs articulate how they maintain or enhance students' access to high-quality field practicum experiences. Field education programs develop field models to prepare students for contemporary and interprofessional social work practice, including the use of various forms of technology. The program's field education director serves as an essential contributor to the curricular development, administration, and governance of field education. (CSWE, 2022, EPAS).

## **CURRICULUM**

3.3.1 The field education program ensures generalist practice opportunities for all students to demonstrate the nine social work competencies (and any additional competencies added by the program) with all system levels: individuals, families, groups, organizations, and communities in field settings.

- a. The program describes how its field education program ensures that generalist practice opportunities are provided to all students to demonstrate the nine social work competencies in field settings with all system levels: i. individuals, ii. families, iii. groups, iv. organizations, and v. communities.
- b. The program addresses all program options.

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

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

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

c. The program addresses all program options.

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

a. The program describes the field education program's process for:

- i. identifying, approving, and engaging with field education settings;
- ii. orienting and engaging with field instructors; and
- iii. evaluating field instructor and field education setting effectiveness.

b. The program describes how these processes are articulated to students and field personnel.

c. The program addresses all program options.

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

a. The program describes the field education program's process for:

i. orienting students;

ii. placing students;

iii. monitoring and supporting student learning;

iv. implementing student safety protocols; and

v. evaluating student learning congruent with the nine social work competencies (and any additional competencies added by the program).

b. The program describes how these processes are articulated to students and field personnel.

c. The program addresses all program options.

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

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

b. The program describes its process for assigning a qualified field instructor to provide supervision when an individual with the required degree and practice experience is unavailable in the field setting.

c. The program describes how these processes are articulated to students and field personnel.

d. The program addresses all program options.

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

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

i. how the program ensures that student assignments are directly linked to the nine social work competencies (and any additional competencies added by the program) and level of practice (generalist or specialized);

ii. how field education supervision is distinct from employment supervision time, even when provided by the same supervisor; and

iii. how the program assists students with field education continuation or change in situations where a student becomes unemployed in an organization where field education has co-occurred with employment.

- b. The program describes how these policies are articulated to students and field personnel.
- c. The program addresses all program options.

## **INTERNSHIP PROCESS**

The Social Work Program utilizes Tevera, an educational management platform, for the internship application and placement processes. Students purchase an access code to Tevera during the SOWK 3013 - Practice I course. Once the access code is received, students will be emailed a setup invitation link to Tevera. From there, students can create their own profile and browse placement agency profiles. Students will use the knowledge gained from agency profiles to make initial agency contact, schedule interviews, and ultimately, choose a placement setting.

For majors applying for the Internship, the following requirements and policy statements apply to all social work majors enrolling in the internship:

1. The student must have senior level standing.
2. The student must file a timely application for internship with the Field Director. Timely application means:
  - a. For Fall, Spring, and Summer Internship, an application must be filed in compliance with the application deadline during the semester **preceding** the internship semester.
  - b. If the student would like a split placement (internship hours split evenly between the summer/fall or fall/spring semesters) this must be indicated on the application in the section provided.
  - c. Social Work Internships are approved for social work majors only.
3. The student applying for internship **must have a minimum retention grade point average of 2.5 and no lower than a “C” grade in each required Social Work Course.**
4. Completion of all required courses for the Social Work major, except for SOWK 4892 - Integrative Seminar in Social Work, which is taken concurrently with SOWK 4946 (02) - Internship in Social Work. No day classes can be taken during the hours of the internship for any coursework the student is lacking.
5. Recommendation for internship is by the Social Work faculty. Recommendation for internship is based on the student’s attitude, maturity, demonstrated judgment, interpersonal behavior, and skills level, in addition to meeting the requirements specified above.
6. The Field Director will receive all applications and supporting documents for the Social Work internships. **Students are responsible for submitting a copy of their current transcript.**
7. If needed, the Field Director will meet with each applicant to review their application

as well as discuss any difficulties related to his/her application and assist in resolving any problems prior to formal consideration of the application by the Social Work faculty.

8. Student's Right of Appeal:

When a Social Work major files an application for internship, that application is acted upon by the Social work faculty. The application is approved or denied based on requirements set forth in policy. The student is notified, in writing, by the Field Director as to the disposition of his/her application. If the student feels the decision made is adverse or otherwise does not represent his/her interests, then he/she may wish to invoke the following appeals process:

- a. The student who feels that an adverse decision has been made on his/her application for internship first files a written grievance with the Social Work field Director within ten (10) days following notification of the adverse decision, setting forth the specific reasons why he/she disagrees with the decision. The student and Field Director meet to discuss options and alternatives. If the student remains dissatisfied with the outcome, he/she should request a meeting with the Social Work Program Director to appeal the adverse decision. The Program Director must meet with the student within one week of the student's request to hear the grievance.
- b. If, after an appeal by the dissatisfied student, the Social Work Program Director sustains the initial decision, the student has further rights of appeal through the Chair of the Professional Programs in Human Services Department, and then at the University

Administration Level (as specified in the *ECU Student Handbook*).

The Social Work faculty will assist the student to assure that the student's rights are preserved.

9. In order to maintain approval for internship, a grade of "C" or better must be earned in all social work major courses taken during the semester in which the application for internship is made; and a 2.5 or better GPA.

### **Policy on Academic Credit for Life Experience**

The Social Work Program does not grant academic credit, course waivers, or internship credit for life experience or previous work experience. CSWE Standards emphasize new learning and does not allow giving credit for previous work. The University does not provide such an option for any course offered by the University and granting of academic credit for life or work experience is not practiced at the University.

### **Student Readiness**

A student applying for internship must give evidence that he/she is motivated to engage in the internship process, as well as the internship itself. This motivation is demonstrated by the student meeting the application deadline, attending required internship planning meetings, and keeping scheduled appointments with the Field Director and with their assigned faculty liaison. Additionally, the student's personal situation should be stable and unencumbered so as to assure the student's successful completion of this important phase of their professional education. Students are expected to be prepared for the economic and emotional stress that might occur as a result of the internship.

### **Selection of Internship Placement**

The Social Work Program has established procedures and criteria for the selection of internship settings. The student initiates the process by contacting a prospective agency to determine the appropriateness and interest of the agency in participating in the Internship Program.

The Social Work Program has established criteria for the selection of internship placements. The placement agency must:

1. Have a commitment to serving clients consistent with the mission of the profession of social work and the *NASW Code of Ethics*.
2. Demonstrate a commitment to professional education for social work practice.
3. Designate a qualified Field Instructor (CSWE guidelines indicate preference for a MSW degree or BSW degree with two years' experience for field instructors).
4. Allow the Field Instructor adequate release time to permit appropriate instruction and supervision of the internship student.
5. Provide a variety of appropriate learning experiences which are consistent with the educational goals and objectives of the Social Work Program that prepares the student for generalist social work practice at the entry level of the profession.
6. Provide the physical resources that assure the student will have the necessary space, materials, and support to perform in an environment that promotes optimal learning and effective practice.
7. Demonstrate an agency sensitive to issues of human diversity and nondiscriminatory practices in staffing and patterns of service delivery.
8. Allow additional learning experiences to be developed outside the agency in the event necessary learning experiences for the student cannot be met within the placement agency.

### **Roles and Responsibilities**

### **Responsibilities of the Field Director:**

The Field Director is responsible for the on-going development, coordination, and evaluation of the internship program. In performing these duties, the Field Director utilizes the social work faculty, agency administrators, field instructors, and student in the following areas:

1. Develop the policies and procedures of the Internship Program.
2. Establish and evaluate the goals, objectives, and outcome of the internship programs to assure consistency with the overall objectives of the Social Work Program.
3. Provide an *Internship Manual* and all required forms to faculty, liaisons, field instructors, and students.
4. Assist with placement coordination of assigned students within internship agencies.
5. Develop and maintain relationship with internship agencies and field instructors.
6. Plan, develop, and provide orientation, and on-going training for field instructors.
7. Coordinate the application process for social work students applying for internship.
8. Evaluate and review agencies and Field Instructors for continued participation in the Internship Program.
9. Assume responsibility for termination of the internship placement if the placement is determined to be unsatisfactory to the student or to the Field Instructor/Agency. This determination will be made by the Director in collaboration with Faculty Liaison, Field Instructor, and Student.
10. Maintain an internship program which meets the accreditation of standards of the Council on Social Work Education.

### **Responsibilities of the Faculty Liaison:**

1. Maintain contact with Field Instructor and student at appropriate intervals for assessment and evaluation of student progress.
2. Identify training and professional needs of Field Instructors.
3. Provide consultation and support to the Field Instructors for development of the learning plan and instructional skills.

4. Become familiar with learning patterns and needs of student.
5. Assist student's plan for learning experiences in placement agency and select experiences that are compatible with the goals and objectives of the Program.
6. Mediate, as needed, between the student and the Field Instructor and/or Agency.
7. Assume responsibility for identifying the specific areas that will require additional faculty involvement to ensure that a social work focus and identification are sustained in cases where the Field Instructor does not have a professional Social Work Degree.
8. Consult with and keep the Field Director informed about student progress.
9. Assume responsibility for assigning the student's final grade for the internship course.

**Responsibilities of Field Instructor:**

The Field Instructor assures that the internship is mutually beneficial to the student, agency, and clients served by the agency. The role of the Field Instructor is crucial to the success of the overall learning experience. In roles as educator, mentor, and mediator the Field Instructor provides support and knowledge to the student in beginning professional development. The following responsibilities of the Field Instructor include:

1. Be knowledgeable of policies and procedures of the internship as outlined in the *Internship Manual*.
2. Conduct an initial interview and educational assessment of the prospective student prior to placement during which time the structure, functions, and requirements of the agency are identified and described to the student.
3. Develop and coordinate practice experiences and assignments designed to provide the student opportunities to engage in generalist social work practice through direct involvement in agency services.
4. Collaborate with the student to develop an individualized learning plan to meet the educational goals and objectives of the Program.
5. Conduct weekly conferences with the student to provide feedback on the student's performance and to identify any concerns or needs by the student.
6. Notify the Faculty Liaison promptly in the event problems arise with the student's performance or placement.

7. Complete student evaluations (mid-term and final) within the designated time frame to facilitate timely feedback to the student and to the Program. These evaluations should be completed with the student as a part of the educational focus of the internship.
8. Recommend a pass/fail grade for the student upon completion of the internship placement.
9. Participate in orientations and training conducted by the Social Work Program for Field Instructors.

Field Instructors participating in the Internship Program are expected to conduct themselves in a professional manner that is consistent and compatible with the *NASW Code of Ethics*. Listed below are specific standards included in the *NASW Code of Ethics*, which relate specifically to educators and Field Instructors.

## **2. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES TO COLLEAGUES**

### **2.7 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.

### **2.8 Sexual Harassment**

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

## **3. SOCIAL WORKERS' ETHICAL RESPONSIBILITIES IN PRACTICE SETTINGS**

### **3.2 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 student's 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 student. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

### **3.9 Commitment to Employers**

- (f) Social workers should accept employment or arrange student field placements only in organizations that exercise fair personnel practices.

*Code of Ethics of the National Association of Social Workers.* (Approved by the 1996 NASW Delegate Assembly and revised by the 2008 Delegate Assembly.)

### **Responsibilities of the Student**

The internship is the place where the student integrates and applies the knowledge, values, and skills acquired from the classroom to practice. To maximize the internship experience, the student is responsible for the following:

1. Be familiar with the policies and procedures of the internship as outlined in the *Internship Manual*.
2. Participate in a conscientious manner in the internship application and planning process with the Field Director and the Faculty Liaison.
3. Be properly motivated at the time of application and assure, as much as possible, that personal and family situation is stable and unencumbered enough so as to assure successful completion of the internship. Notify the Field Director and/or Faculty Liaison of any anticipated problem that may interfere with the internship.
4. Conduct oneself within the internship in a professional manner that is consistent and compatible with the *NASW Code of Ethics* and the *East Central University Social Work Internship Placement Code of Conduct*. (*Code of Conduct* is included in Part III of this Manual.)
5. Obtain student professional liability insurance coverage as required by the Program.
6. Fulfill the time requirement of the internship;
  - a. that is, 32 hours per week for 14 weeks, totaling 448 hours of practice experience during the block placement. This is documented utilizing the “Cumulative Internship Time Sheet” form, or
  - b. if a split placement has been indicated on the application and approved by the Field Director, 16 hours per week for 14 weeks during the first internship semester, and 16 hours per week for 14 weeks during the second internship semester, for a total of 448 hours of practice experience during the split placement. This is documented utilizing the “Cumulative Internship Time Sheet” form.

7. The specific schedule for completion of hours is to be worked out between the agency, the Field Instructor, and the student, with the Faculty Liaison's approval. The schedule should consider the agency function, student learning goals, and the requirement of attendance at the Integrative Seminar.
8. Provide the Agency with information concerning the University calendar or other activities which might conflict with scheduled time at the placement agency. In any situation (illness, weather, transportation, etc.) where the student might fail to report to the agency as agreed upon, the student must notify the Field Instructor as promptly as possible.
9. Participate actively in field instruction conferences and document the information using the "Student Weekly Field Supervision/Instruction Log". Keep a weekly journal and provide a copy to the Faculty Liaison and the Field Instructor each week.
10. Collaborate with the Field Instructor to develop an individualized learning plan to meet the educational goals and objectives of the Program.
11. Be concurrently enrolled in SOWK 4892 Integrative Seminar in Social Work and complete all assignments in the course and attend all class sessions.
12. Use Field Instructor and Faculty Liaison supervision as a means of learning. Supervision includes the open discussion of student's strengths, as well as areas for personal and professional growth and development.
13. Develop and sustain helping relationships with clients within the framework of the placement agency, recognizing the limitations and responsibilities of worker, agency, community, and client.
14. Develop professional working relationships with colleagues within the agency and community in developing and providing services to the client(s).
15. Complete all written requirements including the Learning Plan, Student's Evaluation of Internship, Weekly Journals, the Internship Time Sheet, the Student Weekly Field Supervision/Instruction Log and any requirements established by the Field Instructor and/or Faculty Liaison.

## **SELECTION AND PLACEMENT PROCESS**

The Social Work Program has developed a pool of agency placements to allow students the opportunity to pursue different field interests during the internship experience. While the goal of the Program is to develop generalist social work practicum placements, there are advantages in permitting students to practice in areas of major interest to them. The evaluation and development of placement agencies is an on-going process of the Field Director.

The ECU Social Work Program is committed to the use of professionally educated social workers (DSW, MSW, BSW) as Field Instructors. Such instruction is essential for students to receive a quality professional internship experience. However, due to the University's location in a rural area with, at times, a shortage of professionally educated social workers, exceptions are sometimes made. In these instances, the Faculty Liaison is responsible for providing supplemental instruction and support to ensure that each experience fully meets the expectations of the Social Work Program. Field Instructors must be willing to meet the roles and responsibilities listed in the *Manual*.

### **Procedures for Field Placement of Students**

Following is the procedure which culminates in the field placement:

#### **1. Development of the Placement Agencies and Field Instructors/Supervisors**

- a. Field Director and/or Faculty Liaison develops and evaluates potential and current placement agency.
- b. Information is provided to agency concerning the Social Work Internship Program.
- c. Based on agency characteristics and willingness to participate in the Internship Program, determination of appropriateness for placement is made.
- d. Collect resumes/CV's from all placement supervisors to verify social work degree and years of practice experience.

#### **2. Application for Internship and Selection of Placement Agency**

- a. In the semester prior to placement semester, the internship application is completed by the student and submitted through Tevera. This must be done no later than the fourth week of the semester.
- b. Application is evaluated by the Field Director to ensure the student meets criteria, G.P.A. requirements, and has completed all required social work courses. Only those students who have met the Program's criteria will be placed in an internship setting. Work experience or life experience will not take the place of the internship, which is educationally directed and supervised.
- c. Utilizing agency placement information and resources within Tevera, the student shall choose their top two placements of interest. With faculty support, students will contact and arrange interviews with each of their desired agencies. During the interview, student should share the Internship Manual with the placement and discuss internship requirements. Information regarding professional communication will be made available to the student prior to reaching out to possible placements.
- d. If all parties respond favorably, "Internship Agreement" form is signed by all

parties – student, agency representative, and Faculty Liaison. A copy of the Agreement is available to all signing parties through Tevera.

### **3. The Placement**

- a. For block placement, students enroll in SOWK 4892 - Integrative Seminar in Social Work and in SOWK 4946 (sections 01 and 02) - Internship in Social Work in section listed with their specified Faculty Liaison.
- b. For split placement, in the first semester, student enrolls in SOWK 4946 (01)- Internship in Social Work in section listed with their specified Faculty Liaison. In the second semester, student enrolls in SOWK 4892 - Integrative Seminar in Social Work and in SOWK 4946 (02) - Internship in Social Work in section listed with their specified Faculty Liaison.
- c. An Internship Orientation video is made available to the student and field supervisor the week prior to the placement semester.
- d. Student reports to placement agency on the date designated on the *Social Work Internship Agreement*, which typically aligns with the start date of the semester.
- e. Faculty Liaison meets with Field Instructor and student a minimum of once per semester(s) to monitor and evaluate the internship experience.
- f. For block placements, students are in the field 32 hours per week for 14 weeks. For split placements, students are in the field 16 hours per week for 14 weeks. After orientation to the agency, the student assumes gradually increasing responsibility for social work tasks. Conferences between the Field Instructor and intern should be scheduled on a regular weekly basis. Site visits by the Faculty Liaison are scheduled on a planned basis, a minimum of once during the semester(s) at mid-term, and again near the end of the semester if needed. Evaluations of student growth and performance are submitted by the Field Instructor utilizing the Social Work Education Assessment Project, the “SWEAP” instrument.

### **Designing the Internship in the Curriculum**

The Social Work internship is based on the principle that an educationally directed field experience is an integral part of the preparation of the generalist professional social worker. The internship is designed, implemented, and evaluated on the basis of the goals and objectives of the Social Work Program. It should be strongly emphasized that the primary criterion on which field activities are selected should be their contribution to the student’s learning and professional development and demonstration of competencies that characterize generalist practice.

Through field instruction, classroom knowledge with agency practice come together. The student observes and evaluates the professional role of social work. While specialized

experience and knowledge is valuable, it is the knowledge and skill that can be generalized to any helping setting that is of primary importance to the student.

The internship learning plan developed by the Field Instructor and student is the key instrument for accomplishing the internship educational objectives. It must be a collaborative effort between the Field Instructor and student with the support and guidance of the Faculty Liaison. Individual learning plans established for each student identify strategies and activities for achieving competencies, as well as the means to evaluate outcomes. The learning plan is a flexible and dynamic instrument that is reviewed and updated at mid-term during the internship placement to encourage and challenge the student throughout the internship.

Interns will identify and work on learning plans focused on three levels of generalist practice during their internship: the micro level – dealing with individuals and families, the mezzo level – dealing with small groups, and the macro level – dealing with community and organizations. Placing emphasis on engagement, assessment, intervention, and evaluation of practice with individuals, families, groups, organizations, and communities.

### **Work Setting for Internship Placement**

The policy regarding the use of a work setting for an internship is that the Field Director will generally **NOT** assign a student to a placement in a service agency where the student is an employee. However, in certain circumstances, the request to utilize the work setting for an internship may be granted. It is recognized that due to the increasing cost of education and other obligations, many students must work while pursuing their degree, and the utilization of the work setting may become an option.

The Council on Social Work Education (CSWE) standards address the need to maintain the educational focus of the field experience and differentiate between job and internship activities. This option is considered on an individual basis by the Field Director to ensure that students receive a variety of field experiences and supervision in the internship. The criteria established for utilizing the work setting as an internship is:

- The Agency must be large enough to provide a move or a significant change to a different department, section, or program that represents new and different experiences than the student's current employment.
- This department, section, or program must be able to meet the educational needs of the student, fulfill the objectives for the internship, and allow the student to complete the required internship hours.
- This change to a different department, section, or program with the agency must expose the student to a client population and responsibilities that are a significant change from the student's employment.
- The agency must provide a Field Instructor who is not the regular supervisor. If this person is not a MSW or experienced BSW, the agency must allow face-to-face field instruction/supervision of the student by a MSW or experienced BSW,

who comes from outside the agency on a planned basis, a minimum of every two weeks.

- The agency must provide written documentation from an agency administrator that the student will be released from regular work to attend to internship matters and attend the Integrative Seminar. This documentation must also include an understanding from the agency administrators that the student's time will focus on learning, not performance or work demands of the agency. The internship placement will be terminated if this understanding is not honored.
- Agencies must meet all the criteria for an internship placement as specified by the *Internship Manual*.
- Students who are in a position of authority (CEO, Director, etc.) **CANNOT** intern in their agency.

### **Request for Use of Work Setting for Internship Placement**

The student interested in using their work setting for internship will submit a written request to the Field Director at least one semester before the internship begins. The written request from the student **MUST** contain the following:

1. Description of present and potential job responsibilities, title, and supervisor.
2. Beginning date of employment with the agency.
3. Description of proposed field internship assignment, including department, section, and/or program change.
4. Intended internship supervisor; if this person is not a MSW or BSW.
5. Written plan detailing the release time for internship work and other school work signed by the current job supervisor and the intended supervisor, and the MSW or experienced BSW.
6. Written approval from an agency administrator agreeing to the student's plan. This should also include signatures from the present supervisor, intended internship supervisor, MSW or experienced BSW supervisor (if applicable), program director, department head, or section leader of the proposed internship setting.

The written request will be reviewed by the Field Director. A decision by the field Director will be made within 10 days of the receipt of the proposal. The student, agency, and supervisor are expected to adhere to the agreement reached between the Field Director, the student, the supervisors, and the agency. If the Field Director and/or Faculty Liaison learns the student is attending to regular job duties during the designated internship time, the Field Director will terminate the internship.

## TERMINATION POLICY

Termination of a student from the Internship Program is not an action which is considered routine, but is seen as a Program gatekeeping responsibility for the social work profession. Students should be knowledgeable of the Program's Student Conduct and Retention Policies outlined in the *Social Work Program Handbook*, which includes behaviors that may result in a student's termination from the Internship Program and/or Social Work Program. Students are expected to adhere to the *NASW Code of Ethics*, to follow agency policies and procedures, and to otherwise conduct themselves in a professional manner. Failure to meet these expectations will be reflected in the internship grade and/or may result in other action taken by the Program, including termination from the internship placement. The behaviors and conduct for termination of the internship placement include, but are not limited to the following:

1. Chronic Absenteeism. Unexcused absences which form a pattern that makes effective learning and discharge of responsibilities impossible, constitute a legitimate basis for termination.
2. Unprofessional Behavior. Consistent behavior that has been identified as being in violation of the *NASW Code of Ethics* is a legitimate basis for termination.
3. Assaultive or Threatening Behavior. Behavior that is directed at clients, colleagues, or instructors, and that does not respond to warnings or efforts of remediation, may be cause for termination.
4. Behavior Damaging to Clients. Habitual hostility, disparaging remarks, violations of client confidentiality, ridicule of clients, and related behaviors which do not change in response to warnings or efforts at remediation shall be a basis for termination.
5. Persistent Ineffectiveness in Work with Clients. Whether due to emotional immaturity, personal prejudice, resistance to learning, inability to complete assigned tasks, or a persistent incapacity for mastering and performing the necessary skills for interpersonal helping, a student who repeatedly is unable to demonstrate appropriate levels of effective performance, and who gives no evidence of progress shall be appropriately considered for termination.
6. Academic Behavior. Unacceptable academic behavior will not be tolerated. Unacceptable academic behavior includes not only violations of traditional standards of academic integrity such as cheating, plagiarism, and lying, but also prohibitions against sexual harassment, discriminatory harassment, misappropriation of equipment, and other violations against persons and property not acceptable in an academic community. These behaviors may result in the student's termination.

7. Criminal Acts. Some criminal acts, if known to the Program, and of a nature clearly contrary to professional practice, would lead to termination from internship placement and/or dismissal from the Program.

When appropriate, students will be given the opportunity to work with faculty on a formal remedial plan to correct behaviors before termination is pursued. The remedial plan will be at the discretion of the Field Director and will be signed by the student, placement supervisor, faculty liaison, and field director. If the remedial plan is unsuccessful, the student will be terminated from the internship program.

Students terminated from their internship are informed of such action in writing. Students have a right to appeal their dismissal and procedures are in place for the appeal/grievance process, which are explicated below.

## **GRADING AND EVALUATION**

### **Internship Evaluations and Grading**

Field Instructors and students are required to collaboratively develop a learning plan in which experiences and activities are identified which will contribute to the student's development of competencies for generalist social work practice. The internship is designed so that planned field experiences are supervised, coordinated, and evaluated over the course of the internship. Consistent and on-going supervision and instruction are essential to the student's learning process so that the student receives feedback about their strengths and needs. The formal process for evaluation occurs at mid-term and at the end of the internship.

At mid-term and at the end of the semester, the Field Instructor will conduct with the student an evaluation of performance, using the program's evaluation assessment tool, the SWEAP instrument. Evaluation is viewed as important to the overall learning process of the student and to their professional growth and development during the internship semester. The student's achievement of the program's competencies for professional practice is the ultimate desired outcome of the internship.

The mid-term evaluation provides a measure of the student's progress towards achievement of competencies through demonstration of practice behaviors. During the mid-term evaluation conference, acceptable performance and performance needing improvement should be identified and discussed. If improvements are needed, a written plan for remediation will be developed. The completed evaluation form is to be reviewed, discussed, and signed by the Field Instructor, student, and Faculty Liaison, as well as the Field Director. The SWEAP assessment tool is online and will be submitted to the Field Director.

At the end of the student's internship experience and completion of required 448 hours, a final evaluation is conducted with the student to assess the achievement of the program's competencies through identified practice behaviors. If the student is in a split placement, the SWEAP instrument will be utilized during the last semester of internship. Areas needing improvement that were identified at mid-term will be re-evaluated. The final evaluation includes the Field Instructor's assessment of the student's overall readiness for beginning level generalist social work practice. It is critical for the Field Instructor when completing the evaluation form to be thoughtful and explicit, and give supporting evidence for ratings.



If there is a disagreement between the student and Field Instructor on the mid-term and/or final evaluation, the Faculty Liaison must be consulted. It is the responsibility of the Faculty Liaison to determine, in consultation with the Field Director, the best course of action to resolve the disagreement. If the Faculty Liaison is unable to reach an agreed upon outcome, then the Field Director will make a final decision after a complete and comprehensive review of the situation and issues involved.

The mid-term and final evaluation, and observations of the Faculty Liaison, will form the basis for the final grade of Pass or Fail. Ultimately, it is the responsibility of the Faculty Liaison to assign the final grade for the internship. No final grade will be recorded until the completed final evaluation is received by the Faculty Liaison.

### **Student Evaluation of Internship**

Each student is required to complete a *Student Evaluation of the Internship* at the end of the internship experience and submit to the Field Director. Student feedback is valued and important. It contributes to decisions on improving and/or discontinuing use of specific placement agencies. The evaluation also assists in the matching process of future students with specific agencies and/or Field Instructors. Students are encouraged to initiate their own direct communication with their Field Instructors regarding their perceptions of internship strengths and concerns.

### **Student Appeal Grievance Process**

An undergraduate student who has an academic or non-academic conduct grievance, shall discuss the matter with the faculty member involved or Program administrator, if appropriate. If the dispute is not resolved with the faculty member, the matter can be appealed to the Social Program Director within five (5) calendar days of the decision that is the subject of the grievance (if the grievance involves the internship, the student can appeal to the Field Director and then to the Program Director, if necessary). The grievance will be reviewed by a faculty panel and an official written response will be issued to the student within ten (10) calendar days. If the dispute is not resolved at the Program level, the student will submit the grievance in writing to the Chair of the Department of Professional Programs in Human Services within ten (10) calendar days of the decision that is the subject of the grievance. The student will be assisted, as needed, to access and implement the grievance process. The student may carry the appeal to the Dean of the College of Liberal Arts and Social Sciences if the grievance is not resolved to the student's satisfaction at the Department Chair level. The student will be notified by the Dean of the decision regarding their grievance within ten (10) days of consideration of the grievance.

The University's Student Grievance policy, as quoted below from the *ECU Catalog* will be followed by the Social Work Program.

“A student should attempt an informal resolution of his/her grievance with the appropriate faculty member, staff member or administrator. If the grievance cannot be resolved at the level to which the complaint is made, it is referred to the next higher level. The President will review lower level decisions if an appeal is made to the

President. The President may overrule any and all decisions. Also, anyone choosing to do so may file a grievance directly with the President; the complaint will then be processed through the administrative channels to attempt resolution prior to the taking of final action.”(p. 37)

### **ECU Grade Appeal Policy**

As stated in the *ECU Catalog*, “The University believes students should be given the opportunity to meet with instructors and department chairman to resolve issues concerning assigned grades. Student grade appeals are not intended to interfere with the instructor’s right to determine the evaluation process and to perform that evaluation. They are intended for instances that deviate from the basic understanding of how grades are to be assigned.

Students wishing to appeal a grade should first discuss the grade with the instructor. If the student is still dissatisfied and believes there are circumstances that merit an appeal of grade, the student should discuss the issue with the department chair and if necessary, the dean. If further appeal is requested, information can be obtained on the process from the Provost/Vice President for Academic Affairs and/or designee.” (p. 30)

***For Social Work majors, if the student is still dissatisfied after discussing their grade with their social work instructor, they should discuss the issue with the Social Work Program Director, then the Chair of the Department of Professional Programs in Human Services, and lastly, the Dean of the College of Liberal Arts and Social Sciences.***

**PART II**

**SOCIAL WORK PROGRAM AND POLICIES**

**MAJOR IN SOCIAL WORK – THE BACHELOR OF SOCIAL WORK DEGREE**

Baccalaureate Social Work (BSW) Education

A BSW education combines liberal arts with required social generalist curriculum to prepare graduates for professional practice. To ensure professional standards, BSW programs must meet rigorous academic standards to gain and maintain accreditation from the Council on Social Work Education. Baccalaureate social work is the only undergraduate major that educates students to be professional social workers. (*National Association of Social Workers, BSW Brochure*)

The BSW curriculum provides a professional education that is transferable to different settings, population groups, and problem areas. The generalist curriculum is a competency-based; nine competencies (see *Educational Policies and Accreditation Standards of the Council on Social Work Education (2022)* in Part IV of this manual) that are common to all social work practice are:

- Demonstrate ethical and professional behavior
- Advance Human Rights and Social, Racial, Economic, and Environmental Justice
- Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
- Engage in practice-informed research and research-informed practice
- Engage in policy practice
- Engage with individuals, families, groups, organizations, and communities
- Assess individuals, families, groups, organizations, and communities
- Intervene with individuals, families, groups, organizations, and communities
- Evaluate practice with individuals, families, groups, organizations, and communities

**Bachelor of Social Work (BSW) Degree**  
**Requirements**

**I. General Education (40 HOURS)**

*10 hours (BIOL 1114, PSYCH 1113, SOC 1113) counted in the major*

Other hours needed 34  
**hours**

Includes recommended Math course – MATH 1413

**II. Major in Social Work 46**  
**hours**

HURES 2083 Human Behavior and Social Environment I

HURES 2103 Interviewing Techniques  
HURES 3183 Case Management Practice  
HURES 3763 Group Processes and Practice  
SOWK 2273 Intro to Social Work & Social Welfare  
SOWK 2521 Prof Skills for Soc Work and Soc Welfare  
SOWK 3013 Social Work Practice I  
SOWK 3613 Social Welfare Policy & Services  
SOWK 3833 Research Methods in Social Work  
SOWK 4423 Human Behavior & Social Environment II  
SOWK 4494 Social Work Practice II  
SOWK 4892 Integrative Seminar in Social Work  
SOWK 4946 Internship in Social Work  
SOWK 4946 Internship in Social Work

**III. Related Work** **10 hours**

**A. Required General Education**

BIOL 1114 General Biology (Courses satisfy general education requirement and must be completed prior to enrollment in HURES 2083 Human Behavior and Social Environment)  
SOC 1113 Introduction to Sociology (Courses satisfy general education requirement and must be completed prior to enrollment in HURES 2083 Human Behavior and Social Environment and HURES 2103 Interviewing Techniques)  
PSYCH 1113 General Psychology (Courses satisfy general education requirement and must be completed prior to enrollment in HURES 2083 Human Behavior and Social Environment and HURES 2103 Interviewing Techniques)

**IV. MINOR (Not Required)**

**V. Electives** **30 hours**

It is recommended that the Social Work major select elective courses from the Department of human resources or a related field.

**VI. Total Hours Required** **120 hours**

**VII. Special Requirements**

“Teachers” or “methods” courses do not count in the major. The OSRHE computer proficiency graduation requirement will be met through completion of one of the courses in the institution’s general education computer literacy option (including equated or substituted courses) or testing out of the challenge exam for one of these courses (all courses may not have challenge exams), OR successful completion of an associate of arts or associate of science degree at an Oklahoma two-year college in which the computer skills requirement was met. Satisfaction of this requirement may not reduce or remove any program requirements.

**East Central University**  
**College Name (CEP, CHS, CLASS, SSoB)**  
**(Year and Degree) Degree Plan**

<b>FIRST YEAR</b>	
<b>Fall Semester</b>	<b>Spring Semester</b>
PSYCH 1113 General Psychology (Cultural and Aesthetic Awareness/Global Citizenship)	ENG 1213 Freshman Composition II (Information Literacy)
SOC 1113 Introductory Sociology (Intercultural Knowledge and Competence)	HURES 2083 Human Behavior and the Social Environment I
BIOL 1114 General Biology (Information Literacy)	Mathematical and Statistical Reasoning (Critical Thinking - Recommended: MATH 1223 Introduction to Probability)
UNIV 1001 (Information Literacy)	--3 Cultural and Aesthetic Awareness
ENG 1113 Freshman Composition I (Communication)	--3 Gen Ed Elective
<b>14 TOTAL HOURS</b>	<b>15 TOTAL HOURS</b>
<b>SECOND YEAR</b>	
<b>Fall Semester</b>	<b>Spring Semester</b>
HURES 2103 Interviewing Techniques	SOWK 2273 Intro to Social Work & Social Welfare
--3 Electives	SOWK 2521 Prof Skills for Social Work and Social Welfare
--3 Cultural and Aesthetic Awareness	HURES 3183 Case Management Practice
--3 Civic Consciousness	--3 Gen Ed Elective
--3 Nature and Science	--3 Civic Consciousness
	--3 Electives
	*Students apply to the Social Work Program
<b>15 TOTAL HOURS</b>	<b>16 TOTAL HOURS</b>
<b>THIRD YEAR</b>	
<b>Fall Semester</b>	<b>Spring Semester</b>
SOWK 3013 Social Work Practice I	SOWK 4494 Social Work Practice II
HURES 3763 Group Processes and Practices	SOWK 3613 Social Welfare Policy & Services
-9 Electives	-9 Electives
	*Students submit Internship Application
<b>15 TOTAL HOURS</b>	<b>16 TOTAL HOURS</b>
<b>FOURTH YEAR</b>	
<b>Fall Semester</b>	<b>Spring Semester</b>
SOWK 3833 Research Methods in Social Work	SOWK 4892 Integrative Seminar in Social Work
SOWK 4423 Human Behavior & Social Environment II	SOWK 4946 Internship in Social Work
-9 Electives	SOWK 4946 Internship in Social Work
<b>15 TOTAL HOURS</b>	<b>14 TOTAL HOURS</b>

TOTAL = 120

Students must apply to the Social Work Program after taking SOWK 2273  
It is recommended that students take SOWK 4494 their second to last semester  
Students apply for internship the semester before they plan to begin  
All ECU students are required to meet the Board of Regents' Computer Proficiency Requirement  
Courses taken to meet Nature and Science must be from two different disciplines

## **Social Work Course Descriptions**

### **SOWK 2083 Human Behavior and Social Environment I**

3 hours--Prereq: SOC 1113 and PSYCH 1113; for Social Work Majors, SOC 1113, PSYCH 1113 and BIOL 1114. Theoretical frameworks drawn from the biological, social, and behavioral sciences for understanding across the life span and the range of social systems in which people live; and the ways social systems promote or deter achievement of health and well-being. Explored is the impact of factors including ethnicity, race, class, age, gender, sexual orientation, disability, and culture on human development and behavior.

### **SOWK 2273 Introduction to Social Work & Social Welfare**

3 hours--Prereq.: Sophomore standing. Coreq.: 2511. Provides students with an overview of social work as a profession, its historical development, and knowledge, value and skills for practice. Informed sensitivity to all aspects of human diversity is emphasized and the advocacy role of social workers with oppressed and devalued populations. History, development, and philosophy of the social welfare institution in U.S. society and the role of the profession is explored.

### **SOWK 2521 Professional Skills for Social Work & Social Welfare**

1 hour--Prereq.: Sophomore standing. Coreq.: 2273. Field experience in a social services agency or organization, including those serving older adults. Emphasis is on use of self in the helping process and exploration of social work as a career.

### **SOWK 3013 Social Work Practice I**

3 hours--Prereq.: 2273, 2511 and admission to the Social Work major. ONLY Social Work majors may be enrolled in this course. This first course in the social work practice curriculum sequence, emphasizes the preparation of students for competent strengths-oriented action with individuals, families, groups, organizations, and communities through use of professional knowledge, values and skills. A generalist practice framework, using a problem solving model approach is the context for the course. Students are introduced to relevant theoretical and conceptual frameworks for generalist practice and for work with diverse populations, including older adults.

### **SOWK 3613 Social Welfare Policy & Services**

3 hours--Prereq.: 2273 and 2511. This course prepares students to understand how policy affects service delivery and how to actively engage in policy practice to advance and improve the quality of social services. Content includes the history and current structure of policies and services; the role of policy in service delivery; and the role of practice in policy development. Students analyze, propose, and formulate policies that advance social well-being. The advancement of human rights and social and economic justice provides a context for the course.

### **SOWK 3833 Research Methods in Social Work**

3 hours--Prereq.: 2273 and 2511; or departmental approval. This course introduces students to systematic approaches to scientific thinking necessary for knowledge building and evaluating one's own practice and practice that informs research. Critical thinking and analysis skills are

emphasized within the context of ethical scientific inquiry and practice. Students apply research to evaluation of practice and improvement of practice, policy, and social services delivery.

### **SOWK 4423 Human Behavior & Social Environment II**

3 hours--Prereq.: 2273, 2511 and HURES 2083; Co-req.: 4494 if a Social Work Major. This is the second course in the Human Behavior and Social Environment curriculum sequence that builds on competencies from HURES 2083 and knowledge from the liberal arts. Emphasized is the range of social systems impacting on social functioning and well-being, as well as the dimensions of human diversity which may oppress, marginalize, and alienate people in their environment. Content focuses on how social workers respond to evolving organizational, community, and societal contexts at all levels of practice.

### **SOWK 4494 Social Work Practice II**

3 hours—Prereq.: 2273, 2511, 3013, HURES 2103, HURES 3183, and admission to Social Work Major; Coreq.: 4423. ONLY Social Work majors may enroll in this course. The second course in the social work practice curriculum sequence, which prepares students for generalist practice within the context of the problem-solving model approach. Emphasis is on preparing students for competent strengths-oriented practice using relevant knowledge, values, and skills to work with individuals, families, groups, organizations, and communities, which encompasses work with diverse persons, including older adults. Focus is on the interactive process of engagement, assessment, intervention, and evaluation.

### **SOWK 4892 Integrative Seminar in Social Work**

2 hours—Prereq.: Departmental approval. Coreq.: SOWK 49412. This course, taken concurrently with the Social Work Internship, provides students the opportunity to reflect on the application of the theoretical and conceptual contribution of the classroom and field as preparation for generalist practice. The seminar is a forum for exchange of ideas and experiences relative to practice issues, professional development, the helping process, and social work values and ethics. The seminar is further defined by evaluation of student learning and competency building that has occurred across the social work curriculum in the classroom and field.

### **SOWK 49412 Internship in Social Work**

12 hours—Prereq.: Departmental approval. Coreq.: 4892. The social work internship socializes students to perform in the role of practitioner. The theoretical and conceptual contribution of the classroom is connected to the practice setting, where interns demonstrate achievement of the program's generalist practice competencies and corresponding behaviors. This 448 hour internship is systematically designed and supervised through coordination of the program and practice setting.

## **SOCIAL WORK VALUES**

The Social Work Program is committed to and guided by the *Code of Ethics* of the National Association of Social Workers (NASW), which was last updated in 2021. The *Code* serves as a guide to the everyday professional conduct of social workers. Some codes apply specifically to students as they prepare themselves educationally for a career in social work.

The *NASW Code of Ethics* is included in this *Manual*. It is expected that students are familiar with the contents of the *Code* and conduct themselves in accordance with the *Code* throughout their enrollment in the Social Work Program. Additionally, students should demonstrate a commitment to the core values of social work that includes respect for the dignity and worth of every individual and his or her right to social justice.

Student conduct in classes, including field work and internship, as well as personal behavior, are demonstrable evidence of professional behavior and internalization of social work values and ethics. Students will sign a *Code of Conduct* form for the internship, which reinforces the expectation for ethical conduct during the internship.

## **SOCIAL WORK PROGRAM STUDENT CONDUCT AND TERMINATION POLICY**

In accordance with the Program's commitment to the ethical and professional conduct of students admitted to the Social Work Program, the Program has implemented policies, procedures, and criteria to evaluate the professional conduct of students, including termination of a student's enrollment in the Program if conduct is deemed inconsistent with the practice of professional social work.

At the time of the student's formal admission to the Program, the student and his or her social work advisor will discuss the Student Conduct and Termination Policy and the student and advisor will sign an *Acknowledgment* form, which will be retained in the student's program file; and a copy will be retained by the student.

Social work students are expected to conduct themselves in a manner consistent with:

- the *NASW Code of Ethics* (copy of the *Code* is included in the *ECU Social Work Program Handbook*)
- the *ECU Academic Integrity Policy* (copy available in all social work courses and posted in Blackboard for courses utilizing Blackboard)
- the *ECU Student Handbook*, "Code of Student Conduct" (available through the ECU Website [Current Students] and Dean of Students Office)
- Social Work Program policies for conduct included in the *Social Work Program Handbook* (copy distributed to all social work majors at the point of admission to the Program)
- *Internship Student Code of Conduct* (executed and signed with the *Internship Agreement* prior to the student's first day of internship)
- student conduct policies and professional behavior as is explicated in the Council on Social Work Education *Educational Policy and Accreditation Standards* (EPAS), 2022
- Conduct policies in courses as is reflected in all social work syllabi

The Social Work Program has the right and responsibility to terminate a student's participation in the Program on the basis of a determination of professional non-suitability for the social work major and ultimately, for the social work profession.



Concerns regarding student conduct/professional performance will first be addressed on an individual basis by faculty member(s) through assessment feedback, advisement sessions, and/or written documentation of specific violations. Specifically, violations of the ECU Academic Integrity Policy regarding cheating and plagiarism will result in the formal filing of an *Incident Report*, which becomes part of the student's records at ECU. The appropriate social work faculty member will submit this incident report to the Provost and Vice President of Academic Affairs.

If remediation efforts with a student have not been successful and further conduct violations occur, the student's performance will then be formally reviewed by the social work faculty for possible termination. If the faculty determine that the student's conduct has constituted a significant violation (or pattern of violations) of ethics, program policy, academic integrity, or the standards of conduct and behavior expected of students in a social work education program (2022 EPAS), they will offer recommendations regarding any action(s) to be taken effecting the student's continuation in the Program.

Such action(s) could result in the student's dismissal from the Program and rescindment of his or her admission to the Program. At this point, the student will be apprised in writing by the Program Director of the faculty's concerns and decision to terminate her or him from the Program. Within ten (10) days of the date the letter is mailed to the student, the Director will meet with the student regarding this determination and his or her right to appeal the decision of the faculty, as is stated in the *Social Work Program Handbook*, "Social Work Student Appeal/Grievance Process". The Program Director will also notify the Chair of the Department of Human Resources of such action as well as the Office of the Dean of Students.

More specifically, it is important that the social work student be emotionally and physically well so that personal issues and/or conditions do not interfere with their education and abilities to be effective in working within an agency structure and with clients. In situations where a student's behavior suggests unresolved issues, they may be denied admission or asked to withdraw from the program. Admission/re-admission may be obtained by the student by submitting documents from qualified professional, which attest to the student's physical/emotional well-being and ability to withstand the rigors of their education and eventual professional interaction with agency clients and staff in their internship.

The criminal history of a student may not be cause for denial of admission or retention in the Social Work Program or denial of entrance into the internship, but such history may present difficulties for students in the selection of field work studies and internship placements and in employment upon graduation. Agencies are increasingly requesting that students/graduates submit to an Oklahoma State Bureau of Investigations (OSBI) Criminal History Check. Federal, State, and county agencies prohibit employment of individuals who have been convicted of a felony. Obviously, some criminal acts, if known to the Program, and of a nature clearly contrary to professional practice, would lead to denial of admission to the Social Work Program, or if the commission of the act occurs after admission, may lead to dismissal from the Program.

## **ECU CONDUCT REQUIREMENTS**

The Student Code of Conduct provides the student body information regarding the expected standards of behavior and policies that are fundamental to the normal activities of East Central University. Moreover, the purpose of the Code of Conduct is to develop and maintain guidelines for a reasonable and comfortable learning environment for all East Central University community members. The intent of the University is to ensure that students do not overlook their civic and social responsibilities nor lose their rights as citizens and members of this community. Therefore, the document specifically clarifies the rights and responsibilities of students at East Central University. For specific information, the complete Student Code of Conduct can be found on the ECU website at <https://www.ecok.edu/policies-and-handbooks/ecu-student-code-conduct>

## **PART III**

[NASW Code of Ethics](#)

[CSWE EPAS 2022](#)