

Social Work Program

Oral Roberts University

Self Study

Volume III
(Additional Information)

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PRACTICUM

MANUAL

ORAL ROBERTS UNIVERSITY

SOCIAL WORK PROGRAM

Junior Practicum I and II (SWK 341 & 342)

Senior Practicum I and II (SWK 443/444)

Fall 2010-Spring 2010

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INTRODUCTION

Practicum is an integral component to the Social Work educational process in that it is anchored in the mission, goals, values and ethics of the Social Work philosophy and is connected to the Program Curriculum Standards as required by the Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS). In addition, the experience allows students the opportunity *to further* examine their aptitude for the Social Work profession and better determine if it should be their choice of career in the future.

In the *classroom setting*, Social Work students acquire a body of knowledge, specialized skills and the scientific basis for practice. *Because this classroom learning is abstract – to most students – experience in the field gives them the opportunity to “make sense of it all” as they apply it to concrete (real life) situations.* Thus, the combination of classroom learning and hands on experiences prepare students *abstractly and concretely* for the challenges they will face when working with diverse clientele on all levels of the systems ecological framework.

The *integrative* effort of Faculty, Field Instructors, Administrators and other Staff who are involved in the endeavor of education students is vital. It could be gratifying to know we have invested our time and effort into a product that is capable of making a worthwhile contribution into the lives of others. The success of this production would not be *fully* possible to accomplish without your partnership.

On behalf of the students, the Social Work Faculty and Oral Roberts University please accept our sincere thanks and appreciation for sharing your energy, expertise, time and services with us. Although you are the final piece of the educational requirements for the Social Work Degree at ORU, perhaps you are *the most important piece* in that you make possible the environment that allows students the chance to “put the pieces together that make the whole”.

Thank you again for standing with us over the years. We look forward to continuing to work with you in the future and I look forward to strengthening the relationships we will continue to develop in the years to come.

Sincerely,

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DESIGN AND ORGANIZATION OF THE *PRACTICUM MANUAL*

This *Practicum Manual* is designed, in part, to provide a *brief* history of Oral Roberts University (ORU) and its mission and to profile the Social Work Degree Program at ORU. It also demonstrates how the program “fits” as a piece of the “wholeness concept” as espoused by the founder, Evangelist Oral Roberts, and outlines policies and procedures for Field Instructors, Administrators, students and for others who may become involved with the education of students during their Practicum internship. The *Manual* describes the various roles assumed by all participants and serves as a guide in the implementation of the mission, goals and objectives established by the Council on Social Work Education (CSWE) and by the Social Work Program at ORU.

In addition, the *Manual* is divided into sections that introduce some users (*and refresh the memory of others*) to the mission, values, philosophy and ethical principles that guide the Social Work profession. It also allows for easy accessibility to these (and other) topics as they relate to the Social Work Program at ORU and finally, can be used as a valuable tool to assist Field Supervisors to better understand the continuum of classes that relate to the educational process of ORU Social Work student interns and *where* Practicum places on that continuum.

Information contained in this *Practicum Manual* is based on that which is currently available to the author. As changes occur – with clientele, policies, procedures, and other – information in this *Manual* will be revised to reflect those changes and will be made available to users throughout the year as the needs arise.

ABOUT ORAL ROBERTS UNIVERSITY

Brief History

Oral Roberts University (ORU) was founded in 1963 by Evangelist Oral Roberts. It is a Christian Liberal Arts University that is located on 263 acres of countryside in suburban Tulsa, Oklahoma. The University offers in excess of 66 Undergraduate majors, 10 Masters Degree programs and two Doctoral programs. A combination of diverse ethnic and cultural groups from 50 states and 53 foreign countries are represented.

Distinctive credits include accreditation by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools; accreditation by the Oklahoma State Regents for Higher Education and the State Department of Education for approved programs in Teachers Education; member of the Association of Colleges of Teacher Education; member of the Association of American Colleges; member of the National Association of Independent Colleges and Universities and member of the Council for Christian Colleges and Universities (CCCCU). The University is affiliated with several international Universities and Colleges – including Livets Ord University, Uppsala Sweden and Peniel College of Higher Education Brentwood Essex, England.

Mission Statement

The *spiritual* mission of ORU is to assist students in their quest for knowledge of God and in their relationship to Him, humankind, and to the universe. The *academic* mission of ORU is to transform students, by the power of the Holy Spirit, into whole, competent servant-leaders. Through the teachings techniques of liberal-arts and sciences, professional education, interdisciplinary cross-pollination, and by demonstrating charismatic concern, students are graduated as “integrated” and “whole” persons who are spiritually alive, intellectually alerts, socially adept and physically disciplined.

Equal Opportunity Policy

Oral Roberts University is a Christian University that strives to comply with all federal and state laws that are applicable to admission, employment, educational and financial services. Additionally, it does not discriminate on the basis of race, ethnicity, disability, national origin or status as a veteran. The University seeks to provide an environment/atmosphere in which all people are treated with courtesy, respect, and dignity and is committed to abide by all laws that govern equal rights and treatment for all human beings. Accordingly, ORU request these policies and guidelines be practiced by all students, Staff, Faculty and constituents with whom the University is affiliated.

Faculty

ORU has a highly qualified and dedicated Faculty. There are approximately 200 full-time and part-time Faculty members all of whom hold earned graduate degrees in their respective Disciplines and have had many years of on-the-job experience and training prior to their teaching assignment at ORU.

SECTION ONE

General Statement

The Social Work Program is *accredited* by the Council on Social Work Education (CSWE). As an *accredited Program* within the University the ORU Social Work Faculty stands firm in its belief that “Social Workers [should] demonstrate respect for, and acceptance of, the unique characteristics of diverse populations (Social Work Values, Item #4). This belief is further emphasized in the Social Work Code of Ethics (summarized in another section of this *Manual* and included in its entirety in the Appendix section of this *Manual*.)

Therefore, it is expected that non-discriminatory practices be adhered to by students of the program, contracted Field Placements Agencies, their Staff and personnel as they work together during students’ Practicum tenure.

Examples of such Laws that govern equal opportunity practice adhered to by the University *and* by the Social Work Program at ORU are as follows:

- The Civil Rights Act of 1964 (Titles VI and VII)
- The Age Discrimination in Employment Act of 1967
- The Educational Amendments of 1972 (Title IX)
- The Americans with Disabilities Act of 1990
- Sexual Harassment Laws (Contained under the jurisdiction of the Equal Opportunity Commission)

More on these Laws and other Standards of Conduct can be found in the Appendix section of this *Manual*.

SECTION TWO

The following excerpts are taken from the *Educational Policy and Accreditation Standards (EPAS)* as set forth by the *Council on Social Work Education (CSWE)*.

Excerpts from the Preamble to the EPAS

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

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

Social work educators serve the profession through their teaching, scholarship, and service. Social work education—at the baccalaureate, master's, and doctoral levels—shapes the profession's future through the education of competent professionals, the generation of knowledge, and the exercise of leadership within the professional community.

(Taken from EPAS 2008—Council on Social Work Education)

SECTION THREE

SOCIAL WORK CORE VALUES

In order to accomplish life's tasks, the alleviation of distress, the realization of aspirations and values in relation to the self, the rights of others and to social justice for all people, social workers believe people should have equal access to:

- resources they need for optimal living;
- services they need to accomplish life goals;
- opportunities they need for advancement and success in life.

The following prescripts guide professional Social Workers in their practice and are manifested throughout every Social Work curriculum:

1. Social worker's professional relationships are built on their regard for individual worth and human dignity; and are furthered by mutual participation, acceptance, confidentiality, honesty, and responsible handling of conflict.
2. Social workers respect people's right to choose, to contract for services and to participate in the helping process.
3. Social workers contribute to making social institutions more humane and responsive to human needs.

4. Social workers demonstrate respect for, and acceptance of, the unique characteristics of diverse populations.
5. Social workers are responsible for their own ethical conduct, for the quality of their practice and for maintaining continuous growth in the knowledge and skills of their profession.

SECTION FOUR

THE NATIONAL ASSOCIATION OF SOCIAL WORKERS (NASW) CODE OF ETHICS*

A *complete* copy of the NASW Code of Ethics is included in the *Appendix* section of this *Manual*. The following is a summary of that Document.

Overview

The Social Work Code of Ethics stands as *general* ethical guidelines, or rules, for members of the Social Work profession to follow in their daily activities as Social Work practitioners. Additionally, it represents standards of behaviors for social workers in their professional relationships and conduct with colleagues, employers, other professionals, clients and communities.

It is *not the intent of the Code of Ethics* to provide a set of rules that prescribe *how* social workers should behave in *all* situations but rather to provide a set of values, principles, and standards that can be used to *guide* ethical decision-making and conduct when ethical issues arise.

The NASW Code of Ethics is relevant to Social Work practitioners, and Social Work students, regardless of the setting in which they are employed or serving as social work interns, their function in these settings, or the populations they serve.

The Preamble

The *primary* mission of Social Work is to enhance the well-being of all people, with particular emphasis placed on empowering those who are vulnerable, at risk, maltreated, oppressed, and/or are poverty-stricken. It is rooted in the core values, principles and ethical standards that give the profession its foundation, unique purpose and perspective.

Social Work strives to promote social justice and social change on behalf of a variety of clientele at all levels (e.g., *micro level* – individuals, families, peers; *mezzo level* – groups, school system, neighborhood, or communities; and *macro level* – social policies, societal attitudes and values).

Sections of the Code:

The NASW Code of Ethics consists of the following *four Sections*:

1. Section 1 (The Preamble) summarizes the mission of the social work profession and its core values.

2. Section 2 (Purpose of the Code) provides an overview of the Code's main functions and guidelines that may be used to resolve ethical dilemmas.
3. Section 3 (Ethical Principles) outlines the fundamental principles of social work that are based on its core values.
4. Section 4 (Ethical Standards) outlines specific standards to use as a basis for the adjudication of issues of misconduct for members who have allegedly deviated from standards expressed or implied in the code.

Purposes of the Code of Ethics:

The NASW Code of Ethics serves *six purposes*. These purposes are to:

1. identify core values on which social work's mission is based.
2. summarize broad ethical principles of the profession's core values.
3. enable social workers to identify relevant considerations when professional obligations, or conflicts, arise.
4. provide ethical standards for the general public to hold the profession accountable.
5. socialize new social work practitioners to the mission of social work, social work values, ethical principles and ethical standards.
6. delineate standards by which the profession can assess and adjudicate complaints of unethical behaviors that have allegedly been committed by its members.

Foundation of the Profession

The *foundation of Social Work is built on its core* values and Ethical Principles. These include, but are not limited to:

1. Service
2. Social Justice
3. Dignity and worth of the person
4. Importance of human relationships
5. Integrity
6. Competence

Ethical Principles:

1. **Service** (*Ethical Principle: Social worker's primary goal is to help people who are in need and to address social problems.*)
2. **Dignity and Worth of the Person** (*Ethical Principle: Social workers respect the inherent dignity and worth of the person.*)
3. **Social Justice** (*Ethical Principle: Social workers challenge social injustice, particularly on the behalf of vulnerable and oppressed individuals and groups of individuals.*)
4. **Importance of Human Relationships** (*Ethical Principle: Social workers recognize the central importance of human relationships and understand that the relationships between and among people are an important vehicle for change.*)
5. **Integrity** (*Ethical Principle: Social workers behave in a trustworthy manner; are continually aware of the profession's mission, values and ethical principles; are honest and responsible; and practice in a manner that is consistent with this principle.*)

6. **Competence** (*Ethical Principle*: Social workers practice within their areas of expertise and continually work to develop their professional expertise and competency.)

Ethical Standards:

Ethical **standards** (concerns) are relevant to the day to day professional activities of social workers. Some of the concerns addressed by the Code of Ethics are Social workers' ethical responsibilities to – *clients, colleagues, the practice setting, social workers as professionals, the social work profession, and to the broader society*. A summary of the above mentioned ethical responsibilities (standards) are outlined in the discussions that follow:

1. Social worker's ethical responsibility **to clients**:

- Commitment to clients' well-being. Respect for, and commitment to, clients' right to self determination.
- Informed consent (e.g., making sure clients understand their rights and are in agreement with the services they are receiving).
- Competence (e.g., social workers should represent themselves within the boundaries, or limits, of their education, training, and other areas of expertise).
- Cultural diversity (e.g., understanding the nature of social diversity and oppression with respect to ethnicity, color, sex, sexual orientation, age, marital status and mental or physical ability).
- Conflict of interest (e.g., being alert to conflicts of interest that might interfere with exercising professional discretion and the use of professional judgment in decision-making).
- Privacy and confidentiality (e.g., soliciting only that information from clients that is essential to providing services and only releasing information that is essential to clients' well-being).
- Access to records (e.g., providing clients with reasonable access to their records while taking precaution to protect the confidentiality of others that might be discussed in the records).
- Sexual relations (e.g., not engaging – under any circumstances – in sexual contact with current clients, clients' relatives or other individuals with whom clients have close contacts/relationships – regardless of whether such contacts/relationships are consensual or forced).
- Physical contact (e.g., not engaging in contact with clients when the possibility of harm may occur – as in the case of cradling [inappropriately touching] or caressing).
- Sexual harassment (e.g., making sexual advances toward clients – physical, verbal or non-verbal).
- Derogatory language (e.g., in written or verbal communication to clients and/or in their physical presence).
- Payment for services (e.g., ensuring fees for services are reasonable, fair, and commensurate with services performed).
- Termination of services (e.g., terminating services and professional relationships with clients when it is determined those services are no longer needed, or required).

2. Social worker's ethical responsibility **to colleagues**:

- Respect (i.e., avoiding unwarranted negative criticisms, such as demeaning comments that refer to colleagues' level of competency or to individual attributes such as race, national origin, sex, or other personality characteristics or status).

- Confidentiality (e.g., respecting confidential information shared by colleagues in the course of professional relationships and transactions).
- Interdisciplinary collaborations (e.g., working together with team members in decision-making that involves and affects the well-being of clients).
- Disputes that involve colleagues (e.g., not taking advantage of disputes between social worker and colleague as an opportunity for personal gain).
- Consultation (e.g., seeking advice only from colleagues who have demonstrated knowledge, expertise and competency in the issues related to the subject which consultation is needed).
- Sexual relations (e.g., not engaging in sexual relationship with students, or co-worker, - if the social worker is in a supervisory or consultant position over the student or co-worker – and not engaging in sexual relationships with colleagues where there may be the potential for any other conflict of interest).
- Sexual harassment (e.g., not engaging in any behaviors such as sexual solicitation, sexual advances, request for sexual favors, verbal comments of a sexual nature with supervisors, supervisees, student interns, or any with any other colleagues).
- Impairment of colleagues (e.g., consulting with colleagues with whom social workers have direct knowledge of the impairment and that it has interfered with colleagues' effectiveness in practice and, when feasible, offering advice and/or remedial assistance to alleviate the problem – and/or taking actions to report the problem to the appropriate sources, if colleagues fail to take steps to correct the impairment).
- Incompetence of colleagues (e.g., consulting with colleagues about their incompetence, when it is feasible or appropriate, and offering assistance to aid them in taking action to correct the problem).
- Unethical conduct (e.g., taking adequate measures to discourage, prevent, expose, and correct ethical conduct demonstrated by colleagues by being familiar with established procedures for handling such complaints).

3. Social workers ethical responsibility *to the practice settings*:

- Supervision and consultation (e.g., having the necessary knowledge and skill to provide appropriate supervision and consultation; setting clear, appropriate and culturally sensitive boundaries; abstaining from engaging in dual or multiple relationships with supervisees, or with consultants, where there is a risk of exploitation or potential harm to either; assessing evaluations respectfully, fairly and impartially; ensuring that continuing education and staff development are made available for all for which they are responsible and that these address current knowledge and emerging developments that are related to social work policies and ethics; working to improve agencies' policies and procedures and the efficiency and effectiveness of services).
- Education and training (e.g., as educators and as trainers – providing information and instructions based only on the most current information and knowledge available in the profession; abstaining from engaging in dual or multiple relationships with supervisees where there is a risk of exploitation or potential harm; evaluating supervisees' evaluation respectfully, fairly and impartially).
- Client records (e.g., taking reasonable steps to ensure – documentation of clients' records is – accurate and recorded in a timely manner; reflective of services rendered; to the extent possible, kept confidential).
- Billings (e.g., establishing and maintaining billing practices that accurately reflect the nature and extent of services provided and by whom the services were rendered).
- Client transfer (e.g., giving careful consideration to clients' needs, and current situations, before agreeing to accept referrals from other colleagues or agencies. This may necessitate discussing with potential clients the nature of their current relationship with colleagues and/or other service agencies and the implication acceptance of clients may have on the relationship of all who are involved).

- Administration (e.g., taking reasonable steps to ensure that – adequate agency, or organizational, resources are available to provide appropriate staff and supervision; the working, environment, for which they are responsible, is consistent and in compliance with, the NASW Code of Ethics; adequate resources to meet clients’ needs are available for their agencies; providing or arranging for continuing education and staff development for all staff for whom they are responsible; working to improve agencies’ policies and procedures and the efficiency and effectiveness of services provided to clients; advocating for resource allocation procedures that are open, fair and non-discriminatory to all clients).
 - Continuing education and staff development (e.g., as administrators and supervisors – ensuring that continuing education and staff development are made available for all staff for which they are responsible and that these address current knowledge and emerging developments that are related to social work policies and ethics).
 - Commitment to employers (e.g., working to improve agencies’ policies and procedures and the efficiency and effectiveness of services; taking steps to ensure employers are aware of ethical guidelines as set forth in the NASW Code of Ethics and their implications for social work practice; taking reasonable steps to not allow organization’s policies, procedures, regulations or administrative orders interfere with the ethical practice of social work; working to eliminate discrimination in the workplace, in work assignments and in employment policies and practices; accepting employment or arranging field placements only in organizations where fair personnel practices are exercised; being diligent stewards of employing agencies’ resources – conserving funds and services wisely, where appropriate, and not misappropriating or using them for purposes for which they are not intended).
4. Social worker’s ethical responsibility *as professional*:
- Competence (e.g., accepting responsibility or employment only on the basis of existing competence or the intention to acquire competence necessary to retain the employment; striving to become and remain proficient in professional practice and in the performance of professional function by critically examining and keeping current with emerging knowledge that is relevant to social work; basing social work practice on recognized knowledge, including empirically-based knowledge that are relevant to social work practice and social work ethics).
 - Discrimination (e.g., refraining from practicing, condoning, facilitating, or collaborating with any form of discrimination).
 - Private conduct (e.g., allowing private life to interfere with the ability to fulfill professional responsibilities).
 - Dishonesty, fraud and deception (e.g., not participating in, condoning or associating with dishonesty, fraud or deception of any type or kind).
 - Impairment (e.g., not allowing personal problems – psychosocial distresses, legal problems, substance abuse, or mental health – interfere, or jeopardize, the best interest or the professional judgment, performance or responsibilities to those with whom they are responsible and taking immediate actions to remedy such problems, if or as needed).
 - Misrepresentation (e.g., accurately representing organizations, when speaking on their behalf; claiming only professional credentials actually owned and taking steps to correct any inaccuracies or misinterpretations by others regarding ownership of credentials not owned; making clear distinctions between statements made and action engaged in as private individuals and as representatives of the social work profession).
 - Solicitation (e.g., avoiding engaging in uninvited solicitations, testimonials and/or endorsements from clients, potential clients, or from other persons, who, because of their particular circumstances are vulnerable to undue influence, manipulation or influence e).

- Acknowledging credit (e.g., honestly acknowledging work and/or contributions made by others and avoiding taking credit – including authorship credit – for work not performed or contributed).
5. Social work's ethical responsibility *to the social work profession*:
- Integrity of the profession (e.g., working toward maintaining and promoting high practice standards; upholding and advancing the values, ethics, knowledge and mission of the profession through appropriate study, research, active discussions and responsible criticism; contributing time and professional expertise to activities that promote respect for the value, integrity and competence of the profession in areas such as teaching environments, research, consultations, environments where policies are formed, debated and legislated; contributing to the knowledge base of social work; seeking to contribute to social work professional literature; sharing knowledge at professional meetings and conferences; taking action to prevent the unauthorized and unqualified practice of social work).
 - Evaluation and research (e.g., monitoring and evaluating policies, implementation of programs and practice interventions; critically examining and keeping current with emerging knowledge that is relevant to social work; utilizing evaluation and research evidence in professional practice; following ethical guidelines when practicing social work research; educating self, students and colleagues about responsible research practices).
6. Social worker's ethical responsibility *to the broader society*:
- Social welfare (e.g., promoting the general welfare of society – on the local and global levels – and the development of people, communities, and environments; advocating for living conditions that are conducive to the fulfillment of basic human needs; promoting social, economic, political and cultural values and institutions that are compatible with the realization of social justice).
 - Public participation (e.g., facilitating informed participation by the public in shaping social policies and institutions).
 - Public emergencies (e.g., in case of public emergencies, providing appropriate professional services to the greatest extent possible).
 - Social and political actions (e.g., engaging in social action that seeks to ensure that all persons have access to those resources, employment, services and opportunities required to meet their basic human needs and development; being aware of the impact the political arena has on social work practice and advocating for changes in policies and legislation that will improve social and human conditions; promoting conditions that encourage respect for cultural diversity and the rights, equality and social justice for all people within the United States and globally; promoting policies and practices that demonstrate respect for differences among people).

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SECTION FIVE

SOCIAL WORK ARTICULATION AGREEMENT

Students who complete the Associate of Science (AS) Degree in Human Services from Tulsa Community College (TCC) satisfy most of ORU's General Education Course requirements, as well as some of the curriculum prerequisites required before entering the Social Work Program at ORU.

Students who transfer in from TCC with the AS Degree should be able to complete the BSW Degree at ORU within two and one half years, or less.

SECTION SIX

OVERVIEW OF *THE SOCIAL WORK PROGRAM*

Location

The Social Work Program is located in the Behavioral Sciences Department on the second floor of the Graduate Center. The Department offers three undergraduate Degrees – a BSW Degree in Social Work, a Bachelor Degree in Psychology, and Minors in Social Justice and Sociology.

Dr. Randy Feller is the Chairperson of the Department, and Sandy Turnbow is the Departmental Secretary.

The Social Work Faculty

The Social Work *Faculty* is comprised of three well-qualified person, each with a minimum of a Masters Degree in Social Work and a minimum of 15 to 30 years of teaching and on-the-job experiences in the Social Work profession. The Director of the program is Lanny Endicott (University of Missouri), and the two other faculty are R. Chené Tucker (University of Oklahoma) and Robert Kiel, (Marywood College).

Accreditation Status and Benefits to Students

Accreditation gives programs status and recognition within their profession, their University community and local communities.

As mentioned earlier, The Educational Policy and Accreditation Standards set forth the basic requirements for *educators* and *education* to follow in the employment of their work and also allows for Flexibility in Curriculum development so that Programs can remain within areas that are relevant to their Institutions' goals and objectives.

The Social Work *Program* at ORU is a professional degree program that has been accredited by CSWE, without interruption, for 29 years. This means it has continually met all requirements necessary, to prepare students for entry-level generalist Social Work practice and the opportunity to apply for the Bachelors of Social Work Licensure in states that offer this license. It also places them in the position to apply to the one year Advance Standing Program for the MSW Degree at Oklahoma State University and apply to any other Graduate School in the United States providing these programs are CSWE accredited and offer this Credential.

Application Policies (two-stage)

First Stage: Applying for social work major

1. Complete SWK 202 – Introduction to Social Work
2. Submit a completed application form to the program director
3. Be interviewed by a faculty member in the Program
4. Have a current accumulative GPA of at least 2.00
5. Sign a statement to follow the NASW Code of Ethics.

A committee made up of social work faculty will determine the student's admission into the program. Once you are in the program you will be assigned a faculty member to be your advisor throughout your social work education at ORU.

Second Stage: Applying for senior practicum

1. Be senior status
2. Complete prerequisites for eligibility to participate in the senior practicum: SWK Practice I, II, and III, Human Behavior in the Social Environment I and II, Social Welfare Policy, Minority Group Relations, Research Methods, and Junior Practicums I and II
3. Be interviewed by Field Coordinator regarding field placement preferences and practicum fit
4. Be approved by the faculty to proceed with the senior practicum.

Continuation in the Program

Continuation in the program is based on the student's maintenance of the 2.00 GPA average in social work courses and ethical conduct necessary for professional social work practice. Courses taken in the core curriculum must have a "C" or better grade to be counted for social work credit. These courses include all major and cognate courses including cognates Biology (BIO 101), Statistics (MAT 232), and Economics (BUS 101) from general education (See the *Degree Plan Sheet*). If the student's performance falls below the standards for program continuation, then termination procedures may be considered. However, every effort is made to work with a student in this situation by providing advisement, referral for remedial assistance, and/or referral for medical or mental health treatment if appropriate.

Student Rights and Responsibilities

1. Students have the right to be treated in all aspects of the Social Work Program without discrimination on the basis of age, color, disability, ethnicity, gender, national origin, race, and religion.
2. Students have the right to form their own organization.
3. Students have the right to express grievance and make appeal within the Social Work Program.
4. Students have the responsibility to pursue excellence in their academic and social work career development.
5. Students have the responsibility to act ethically and follow the NASW Code of Ethics.
6. Students have the responsibility to behave professionally as beginning social workers.
7. Students have the right and responsibility to provide input into evaluating and planning program policies and curriculum.

Opportunities for Student Participation

Activities related to the major are made available for student participation. Students are made aware of these activities and are encouraged by the Social Work Faculty to participate. Some of these activities include:

The ORU Social Work Club – The Oral Roberts University Social Work Club has been part of ORU’s line-up of on-campus Clubs for approximately 20 years. Three purposes for the Club’s existence that stands out most are: (1) to enlighten students concerning the opportunities available to them in the field of Social Work (2) to enhance the socialization, relationship, communication and cohesiveness of Social Work students on campus and (3) to provide a means for Social Work students to hear from Alumni who occasionally return as guest speakers at some of the club meetings.

Guest speakers from other Agencies and Organizations (e.g., Child Welfare, Law Enforcement, Mental Health, etc.) are also invited to meetings to share with the group. This further serves to assist students to better understand the connectedness of Social Work to other kinds of services that are available in the community and to see the importance of networking to the Social Work profession.

The Club reorganizes each year with new officers elected by the membership body. Club officers and members generally range from freshman to senior Social Work students. The Club involves itself in a variety of activities during the school year. Some of these have included: serving meals to indigent populations at various holidays throughout the year; sponsoring two or more needy children at Christmas; helping in various relief efforts as they arise; working together with the ORU Community Outreach Program to collect and distribute canned goods to families on Halloween; and at Christmas, assisting with wrapping and distributing gifts that have been donated by the community to families who are in need.

Club members in good-standing and Club Officers are eligible to receive extra credit that they may apply to any Social Work class, or to any other class in the Behavioral Sciences Department, at the end of the semester.

Club officers serve on the **Advisory Board**, a group formulated to review policy and curriculum matters that are related to the Social Work Program.

A Social Work Faculty person serves as advisor to the Club.

Title IV-E Child Welfare Project – The Title IV-E is a program administered by The University of Oklahoma through the Department of Human Services (DHS). Students are eligible to apply to this program as they enter their junior year. They are interviewed by a representative from DHS and, if accepted as a participant, a contract is signed between them and DHS from one to three years. An educational allowance is paid by DHS to students throughout their junior and senior years in exchange for one to three years of employment in Child Welfare offices in the state of Oklahoma after graduation. The University of Oklahoma, Southwestern State University, East Central University and Northeastern University are other Institutions that participate in the Title IV-E Program.

Service Learning – The ORU Social Work Program provides a strong application of service learning principles that begin with teaching and learning in the classroom and continues to the application of this learning and training in the community. This effort is coordinated by the Social Work Faculty together with other departments within the University. Junior and Senior Practicum students are engaged in such activities as administering and operating a neighborhood resource center (under the supervision of Social Work Faculty), after school tutoring and reading programs, (coordinated with schools and local libraries), remedial

computer training for residents, and the Impact Development Program (*adapted from the Character First Development Manual*).

Russia Missions – Some students have accompanied the Program Director, Dr. Lanny Endicott, on mission trips to Russia. These trips have mostly involved working with teen-age orphanages and conducting summer and winter camps. Other opportunities include participating with Dr. Endicott and Russian social work students in a joint summer class together at the Russian American Institute in Moscow.

Mission of the Social Work Program

The *mission* of the Social Work Program is to prepare students with a strong Christian grounding as they enter a variety of work settings at the Bachelor level or as they enter into a continued education program at the Graduate level.

Goals of the Social Work Program

The goals of the Social Work Program are to prepare student with:

1. a strong grounding in Christian faith and the academic skills and knowledge needed for entrance into entry-level generalist social work practice;
2. skills required for entrance into a social work environment or into graduate school education;
3. knowledge and skills needed to apply for licensure on the BSW level in states where that license is offered.

ORU Social Work Program Core Competencies and Associated Behaviors

1. Identify as a professional social worker and conduct oneself accordingly
Associated behaviors: practice advocacy and self-reflection; attend to professional roles and boundaries; engage professional demeanor; pursue life-long learning; seek supervision and consultation
2. Apply social work ethical principles to guide professional practice
Associated behaviors: manage personal values; apply NASW Code of Ethics; appreciate ambiguity; engage ethical reasoning to make decisions
3. Apply critical thinking to inform and communicate professional judgments
Associated behaviors: integrate knowledge; analyze practice models; perform oral and written communication
4. Engage diversity and difference in practice
Associated behaviors: recognize oppression; investigate personal biases; appreciate differences; learn from cultural informants
5. Advance human rights and social and economic justice
Associated behaviors: assess dynamics of injustice; advance human rights and all forms of justice
6. Engage in research-informed practice and practice-informed research
Associated behaviors: apply research to inform practice and practice to inform research
7. Apply knowledge of human behavior and the social environment
Associated behaviors: apply bio-psycho-social-cultural-spiritual development and person-in-environment [PIE] context to assessment, intervention, and evaluation
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services
Associated behaviors: assess policies that advance social well-being, use collaboration to advocate policy action

9. Respond to contexts that shape practice

Associated behaviors: continually appraise and respond to societal factors, trends, science and technological forces that affect service delivery

10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Associated Behaviors: develop practice skills to engage, assess, intervene and evaluate services to clientele from micro through macro levels

11. Integrate a personal Christian World View with professional social work values and ethics

Associated behaviors: integrate Christian World View with social work values and professional ethics; appreciate spiritual diversity

Design and Structure of the Social Work Curriculum

The Social Work Major *Curriculum* is designed for students to build on knowledge and skills learned at the General Education Level. Students are expected to utilize these skills and knowledge as they move forward into the more specialized and intense courses that are required for the Major.

Each student in the major is assigned a Faculty advisor to counsel him or her in the development of class schedules. Advisors counsel advisees to take classes in the sequential order, as outlined on the Degree Plan Sheet (See insert in this *Manuel*) and to seek counsel at any point as they matriculate through the program.

The social work *curriculum* for generalist Social Work education is comprised of the following nine professional foundation areas:

1. Social Work Values and Ethics
2. Diversity
3. Promoting Social and Economic Justice
4. Populations at Risk
5. Human Behavior and the Social Environment
6. Social Welfare Policy and Services
7. Research
8. Practice
9. Practicum

Social Work Degree Plan Sheet 2010-2011

Page 1 of 2

ORAL ROBERTS UNIVERSITY		DEGREE PLAN SHEET 2010-2011				TOTAL HOURS REQUIRED		128
DEGREE:	Bachelor of Arts	Behavioral Sciences Dept: SWK				Hours in general education		61
MAJOR:	Social Work					Hours in major		50
						Hours in cognate		9
						Hours in electives		8
Name _____								
ID _____					Date _____			
Telephone _____					Email _____			
Advisor _____								
SEMESTER TAKEN	COURSE CODE	COURSE TITLE	CREDIT HOURS	SEMESTER TAKEN	COURSE CODE	COURSE TITLE	CREDIT HOURS	
FRESHMAN Semester 1				FRESHMAN Semester 2				
_____	THE 103	Charismatic Life & Healing Ministry	3	_____	SOC 101	Introduction to Sociology	3	
_____	SWK 202	Introduction to Social Work	3	_____	HUM _____ +	(Humanities Elec I)	3	
_____	COMP 102	Reading/Writing in Liberal Arts	3	_____	COM 101	Oral Communication	3	
_____	_____ 102*	Foreign Language	5	_____	_____ 203	Foreign Language	3	
_____	HUM 101 *	Humanitas	3	_____	HIS 101	American History	3	
_____	HPER 001 *	Health Fitness I	1	_____	HPER 002 +	Health Fitness II	1	
_____	PRF 070	Swimming Proficiency	0					
_____	GEN 099	Whole Person Assessment	0					
			18					
*May need Elementary language 101								
SOPHOMORE Semester 3				SOPHOMORE Semester 4				
_____	BLIT 110 *	Survey of Old Testament Literature	3	_____	GOV 101	American Government	3	
_____	PSY 201	Principles of Psychology	3	_____	MAT 232	Elementary Statistics	3	
_____	HUM _____ *	(Humanities Elec II)	3	_____	HUM _____ +	(Humanities Elec II)	3	
_____	BUS 201 *	Principles of Economics I	3	_____	COMP 303 +	Critical Reading & Writing	3	
_____	BIO 101	Principles of Biology	4	_____	BLIT 120 +	Survey of New Testament Literature	3	
_____	HPER 027	Swimming--May be replaced by HPER activity if swimming proficiency passed.	0.5 16.5	_____	HPER _____	HPER Activity	0.5 15.5	
JUNIOR Semester 5				JUNIOR Semester 6				
_____	SWK 331 *	SWK Practice I	3	_____	SWK 303 +	Social Welfare Policy	3	
_____	SWK 341 *	Junior Practicum I	2	_____	SWK 342 +	Junior Practicum II	2	
_____	SWK 332 *	SWK Practice II	3	_____	SWK 333 +	Social Work Practice III	3	
_____	SWK 302 *	Research Methods	3	_____	SWK 420 +	Minority Group Relations	3	
_____	SWK 309	Human Behavior in Social Env. I	3	_____	_____	Elective	3	
_____	HPER _____	HPER Activity	0.5 14.5	_____	SWK 310	Human Behavior in Social Env. II	3	
				_____	HPER _____	HPER Activity	0.5 17.5	
SENIOR Semester 7				SENIOR Semester 8				
_____	SWK 404 *	SWK Practice IV	2	_____	SWK 405 +	Senior Seminar	2	
_____	SWK 443	Senior Practicum I	6	_____	_____	Laboratory Science	4	
_____	SWK 444	Senior Practicum II	6	_____	_____	Elective	3	
_____	HPER _____	HPER Activity	0.5	_____	_____	Behavioral Sciences Elective*	3	
				_____	_____	Elective	1	
				_____	SWK 499	Senior Research Paper	3	
			14.5	_____	HPER _____	HPER Activity	0.5 16.5	
*Title IV-E Students must take SWK 381-Child Welfare								
=====								
Note: Courses requiring a "C" or better grade include: 1) all social work major courses; 2) all cognate courses (PSY 201, SOC 101, plus 3 hours of Behavioral Sciences electives); 3) BIO 101, BUS 101, MAT 232.								
=====								
KEY								
*	-	Offered in fall only						
+	-	Offered in spring only						

BEHAVIORAL SCIENCES - B.S.W. SOCIAL WORK				
2010-2011				
General Education Requirements--61 Hours				
___ Whole Person Assessment GEN 099 (0)	___ Biblical Literature 110 (3)	___ U.S. History 101 (3)		
___ COMP 102, COMP 303 (6)	___ Biblical Literature 120 (3)	___ American Government 10		
___ Humanities 101 (3) HUM Elec (9)	___ Theology 103 (3)	___ Oral Communication 101 (3)		
___ Foreign Language 102 (5)	___ Business 201 (3)	___ Health Fitness I* (1)		
___ Foreign Language 203 (3)	___ Biology 101 with Lab (4)	___ Health Fitness II* (1)		
___ Mathematics 232-Statistics (3)	___ Laboratory Science (4)	___ Swimming Proficiency (0)		
*After completing HPE I and II, Full time students must take an HPE activity course every semester. It is recommended the activity course be taken for a full credit unless enrolled in 18 hours or more				
+Humanities Sequence and Electives				
HUM 101	3	F	Humanitas	
Humanities (Choice of one of the following):			HUM 222, 233, 244, 301, 333	
Humanities (Choice of two of the following):			HUM 222, 233, 244, 301, 333, 250, 255, 260, 270	
			ART 103, ART 104, MUS 300, DRAM 215, COMP 101	
BEHAVIORAL SCIENCES - SOCIAL WORK - MAJOR COURSE WORK--50 HOURS				
Semester Sequence	Course Code	Credit Hours	When Offered	Course Title
Required Courses				
1	SWK 202	3	F,S	Introduction to Social Work
5	SWK 302	3	F	Research Methods
6	SWK 303	3	S	Social Welfare Policy
5	SWK 309	3	F	Human Behavior in the Social Environment I
6	SWK 310	3	S	Human Behavior in the Social Environment II
5	SWK 331	3	F	Social Work Practice I
5	SWK 332	3	F	Social Work Practice II
6	SWK 333	3	S	Social Work Practice III
5	SWK 341	2	F	Junior Practicum I
6	SWK 342	2	S	Junior Practicum II
7	SWK 404	2	F	Social Work Practice IV
8	SWK 405	2	S	Senior Seminar
6	SWK 420	3	S	Minority Group Relations
7 or 8	SWK 443	6	F,S	Senior Practicum I
7 or 8	SWK 444	6	F,S	Senior Practicum II
7 or 8	SWK 499	3	F,S	Senior Paper
Required Cognate Courses				
2	SOC 101	3	F,S	Introduction to Sociology
3	PSY 201	3	F,S	Principles of Psychology
8		3	F,S	PSY/SOC/SWK Elective
Required Cognate courses also include the general education courses BIO 101, BUS 201, and MAT 232.				
These courses as well as the major courses require a grade of C or higher.				
The Social Work elective SWK 381 Child Welfare is required for students accepted into the Title IV-E Child Welfare Program.				
61 General Education Hours				<u>Legend</u>
50 Social Work Major Hours				F = Fall
9 Cognate Hours				S = Spring
8 Elective Hours				
128 Total				

SECTION SEVEN

OVERVIEW OF THE PRACTICUM

Benefit of Student Interns to Social Services Agencies and Organizations

Although social services agencies and organizations rarely receive financial incentives from having social work interns as part of their staff, they gain benefits that go far beyond those profited through financial means. A few of these benefits might be;

1. Students who are still in the process of training can bring stimulating and enriching ideas fresh from the classroom to the staff and to the placement site;
2. Student interns can serve as a “second hand” to an overloaded, overburdened staff – thereby, leaving time for the employed staff to focus more on their clientele and more time to work on other projects;
3. Student interns allow social work supervisors the opportunity to utilize their teaching and practice skills in productive ways and gain gratification from having contributed to the learning skills and competency development of future professional social workers;
4. Because social services agencies and organizations have already spent time getting to know students during their internship, may need to invest less time and cost to screen, orient and evaluate them as potential employees – should a position become available in the future and former interns apply for that position;
5. Social services agencies and organizations who accept student interns can benefit by knowing they will have a pool of future social workers in the community that are knowledgeable about their services and will refer clients to me for services in the future.

Purpose of the Practicum

The Practicum serves many *purposes* for ORU students. Some of these purposes, in particular, are:

1. It allows students the opportunity to “test” professional social work values, skills, theories and practice modalities in concrete situations;
2. It provides students with an arena to evaluate their strengths and weaknesses and become better prepared to make the decision as to whether or not social work is the best choice of a profession for them. (*This is important for all students but is especially meaningful and important for Junior Practicum students who are early in the process of pondering this question*);
3. It allows students the opportunity to observe other professionals and learn from their actions;
4. It provides students with an environment by which students can become socialized into the professional subculture;
5. It is particularly helpful in providing students with the opportunity to examine and apply material taught in the foundation classes of Human Behavior, Social Policy, Research and Social Work Practice;
6. The Practicum also meets the University’s mission of “...graduating a whole and integrated person...” in that the diversity of the settings serve as an environment where students may sensitize all elements of classroom learning (including the spiritual aspect) into wholeness. This can, in turn, result in a well rounded, reflective and self-evaluating person and a more competent student and future professional social worker.

Goals and Objectives of the Practicum

Some of the goals and objectives of the Practicum are to prepare students to:

1. begin the process of developing their own style of practice;
2. learn how to work effectively with diverse clientele;
3. learn to function within a context that offers diverse services and opportunities for learning;
4. integrate and apply theoretical orientation, training and learning that is unique to social work practice;
5. experience and understand the dynamics of teamwork;
6. identify and make assessments of the various issues presented by client systems and, based on those assessments, work together with client systems toward problem resolution;
7. meet and establish rapport with client systems from various cultures, ethnic groups and socio-economic backgrounds and with those who present with various needs and dispositions;
8. function successfully as change agents within a multi-disciplinary context;
9. develop an appreciation for other professionals with whom Social Workers interact daily;
10. gain an appreciation for professionals from other disciplines who are also involved in the change process;
11. learn of the importance of competencies and engage the process of becoming a competent social worker.

Structure of the Practicum

The Practicum Courses

Students are required to complete three semesters of Practicum experience at ORU. This consists of two semesters (concurrent placements) at the Junior Level and one semester (block placement) at the Senior Level.

Diagrammatically, this proceeds as is shown in the char below:

<i>Courses</i>	<i>Hours in Practicum</i>	<i>Total Hours Required for Semester</i>
Junior Practicum I (Fall Semester)	5 hours per week/15 weeks	70 hours
Junior Practicum II Spring Semester)	5 hours per week/15 weeks	70 hours
Sr. Practicum I/II Spring and/or Fall)*	32 hours per week/15 weeks	480 hours
Sr. Practicum I/II (Summer)**	40 hours per week/12 weeks	480 hours

*Senior Practicum is a *combined course* and is offered during the fall, spring and summer semesters. In order to receive full benefit from the Practicum experience, students should be prepared to enroll in Senior Practicum I and Senior Practicum II simultaneously. On *rare occasions* students are given special permission to “split” the practicum by enrolling in Practicum I during the Fall Semester and Practicum II during the Spring Semester. However, Practicum I and Practicum II should be completed within the same academic school year. Approval must be gained from the Field Director or from the Director of the Social Work Program *before* enrolling in the course.

** Students who wish to enroll in Summer Session of Senior Practicum I and Senior Practicum II may do so only after receiving *prior approval* from the Department Chair.

Goals of the Practicum Courses

Junior Practicum I (SWK 341): This first Practicum is a “get the feet wet” experience. The *goals* mainly are to allow students the opportunity to assess their aptitude for the profession and examine their strengths and weaknesses for the field of social work. The Integrative Seminar (discussed later in this *Manual*) is an additional benefit in that it serves as an environment where students are able to process field experiences with their peers in a classroom setting and receive immediate feedback from them and from the Professor. This is a *concurrent* placement and requires students to spend a total of 70 clock hours in field settings for the semester, under the supervision of an MSW staff person, and 15 hours in-the-class meetings.

Junior Practicum II (SWK 342): The *goals* of the practicum are similar to those for Junior Practicum I. In this Practicum students are continuing to evaluate their strengths and weaknesses and their aptitude for the profession. They usually remain in the same Practicum setting as the previous semester, unless it is felt students have exhausted all learning this setting has to offer. This is also a *concurrent* placement for students and requires them to spend a total of 70 clock hours in field settings for the semester, also under the supervision of an MSW staff person, and 15 hours in-the-class meetings.

Senior Practicum (I and II): This is the final and *major* field experience for students. At this level students are expected to have fully examined their career goals and have made the decision that social work is the career they will pursue. Whereas Junior Practicum I and Junior Practicum II have been “get the feet we” and assessment experiences, in Senior Practicum, under the supervision of an MSW staff person, students are fully submerged into the social work experience and are expected to be prepared to meet the demands of a more intense and rigorous work environment. They follow the job description and roles similar to those of professionals that are employed by the placement setting. The *major goal* of this Practicum is to complete the process of graduating a student who is fully integrated and fully prepared for entry-level generalist social practice or for entrance into graduate school. This is a *block* placement (as opposed to the *concurrent* placement that is reserved for junior students) and requires students to spend a total of 480 *clock hours* in field settings for the semester and 15 hours in-the-class meetings. Students engage the process of becoming a competent social work practitioner.

The Integrative Seminar meets on Fridays of each week for one hour. It provides an open forum for students to discuss their field experiences and gives them an opportunity to integrate field experiences with classroom learning. Confidentiality is stressed and practiced and legal and ethical issues are discussed as they arise. Values and ethical dilemmas are processed and personal issues are present and discussed. Free expression of experiences, thoughts and ideas are welcomed and encouraged during these meetings.

Field Assignments and Other Responsibilities

The Learning Plan (Action Plan for addressing competencies)– Required for all Practicum students)

Students' Learning Plan is a contract between them and the Professor and delineates what they *commit to learn and/or achieve* during the course of the semester. The contract is written in realistic, measurable and achievable terms, i.e., given the time allotted for completion during the semester.

Development of this contract should involve students and their supervisors in order to ensure:

- a. the integrity of the practicum experience is not compromised;
- b. placement agencies can provide the means (e.g., resources) for students to meet the conditions of their contracts.

Students are required to finalize and submit their contract (goals and Objectives) to the Field Instructor and to the Professor around the third week of the semester.

The Process Recording (for Senior students only):

*The Process Recording is a *verbatim* narration of a *face-to-face* contact between a student and a client. It is an excellent teaching tool that enables the student to:

1. identify strengths and weaknesses;
2. “sharpen up” interviewing skills;
3. improve verbal expressions and communication;
4. improve self-awareness;
5. develop diagnostic skills.

The Process recording *required for this assignment* should consist of four (4) columns that should be used as follows:

1. Column I (Supervisor's Comments) ----This column is *left blank* and is reserved for *feedback from the student's field instructor*.
2. Column II (Dialogue Column) ----- This column contains *the verbatim*, i.e., the actual *conversation that transpired between the student and the client*.
3. Column III (Gut-Level Column) ----- This column is used for the *student to be aware of his, or her, feelings at all times during the conversation* and to record these feelings (This may be referred to as the *student's observation of what he or she is “doing” during the interview*).
4. Column IV (Clinical Analysis Column) --- In this column the *focus is on the client, i.e., what he or she is communicating (verbally and non-verbally)*.

Columns III and IV forces the student to keep his or her mind and feelings separate from those of the client and make a professional judgment that is based on the client's nuances and other verbal and non-verbal thoughts, feelings and behaviors observed and demonstrated during the interview.

This assignment is required for Senior Practicum students only and is to be completed and processed by the student's supervisor early in the semester.

Students are asked to make sure their supervisor receives this assignment early enough for processing and submit an identical copy to the Field Director on the date as indicated on the Course Calendar.

Supervisors are asked to inquire of students about this assignment if they have not received it by the 6th week of the semester.

***Additional explanation of the Process Recording assignment can be found in the Appendix Section of the *Manual*.**

Field Project (for Seniors only):

Senior Practicum students are required to complete a *field project for the Placement agency* by the end of each semester. This assignment is used as a way of showing appreciation to each respective placement site for having hosted them. The project chosen should be one that is:

1. consistent with students' level of training and competency;
2. beneficial to the needs of the placement agency;
3. time-limited (i.e., one that can be completed by the end of each semester).

Field supervisors are requested to *meet with students early in the semester* to choose the project and monitor its progress through completion.

Field Seminar/Workshop for Seniors only):

Each student is required to attend *at least one* local NASW meeting and one workshop/seminar during the semester.

The seminar/workshop should be:

1. related to the population served and/or services provided by the placement site,
2. scheduled during students' scheduled practicum hours – if possible.

Practicum supervisors are asked to work with students toward locating an appropriate seminar/workshop and allow them time off to attend these seminars/workshops.

In order to meet the requirements for this assignment, students will need to present verification of attendance to their Supervisors and request this be signed. Hours for attendance may then be entered on The Time Records and claimed as Practicum hours. This assignment will be discussed (along with all other field assignment) at the time the Field Director meets with the student and his or her supervisor at the end of each semester for the final evaluation.

Time Records (Required for all students):

Students are required to keep an *accurate account* of time spent in the field. Time Record used for this purpose must be completed and returned to the Field Director at mid-term and at the end of the semester.

Time Records with hours that are “questionable” (e.g., crossed out, and written over, scratched-out, or any other changes) *will not be accepted and students will not receive credit for those hours.*

Time Records must be signed by the student and by the Practicum Supervisor (or a designated and approved person) in order to receive credit.

Practicum Days and Hours (Junior and Senior Practicum Students):

Senior Practicum students enroll in block placement. This means they are expected to spend the majority of their time in their respective placements during the week. The usual schedule is Mondays through Thursdays for eight (8) hours per day; 32 hours per week; 15 weeks per semester; for a total of 480 clock hours the semester.

Junior students engage in a *concurrent* placement and are required to spend a total of 70 clock hours in field settings for the semester, under the supervision of an MSW staff person, and 15 hours in-the-class meetings.

The Field Director is cognizant of the fact that students and placement sites might need to make adjustments in days and number of hours per day, due to scheduling conflicts. Students and supervisors are asked to work together to determine what will work best for all concerned.

Hours, days and time should be discussed and decided at the time of the initial interview.

Weekly Supervision (Junior and Senior Practicum Students):

The practicum instructor/student relationship is an essential element of the Practicum and to the educational process and should be one that is built on mutual respect, dignity and integrity. Development of this kind of relationship between students and field supervisors is prerequisite to successfully completing the many tasks that are dictated by the educational objectives for the Social Work Major. *A minimum of one (1) hour per week of face-to-face supervision* between students and their Practicum supervisors is one of the building blocks that is essential to building this kind of relationship.

Supervisory conferences should be scheduled at the beginning of the internship and adhered to throughout the semester. These times could be used in any way that is termed by students and their supervisors to be suitable for learning, e.g., to review and assess progress students are making on their learning plan, for case reviews, to resolve conflicts, or for celebrations.

The Field Director should be notified right away if students’ supervision is changed to another person or if students’ responsibilities are altered from what is stated on the Agency Acceptance Form.

Modified Practicums (for Senior Practicum students only)

Because *Senior I and Senior II are taken as one class*, care was taken to see that the consistency of learning was considered when the structure of the course was developed. Therefore, it is *rare that authorization is given to students to “split” the Practicum – i.e., to take Senior Practicum I at one semester and Senior Practicum II at another semester.*

However, request by students to “split” the class are considered under extenuating circumstances and on occasion is honored. For the benefit of learning and to retain the integrity of the class, the two Practicum should be taken back to back.

Students who request to “split” the Practicum must receive permission from the Program Director and the Field Director before registering for the class.

International and Out-of-State Practicum Placements

Considerations for out-of-state and out-of-country Practicum placement are open to Senior Practicum students only.

Normally, an out-of-state or out-of-country (International) Practicum placement is not authorized but is considered, if it is determined this kind of Placement would best meet the student’s needs and would enhance his or her career opportunities in the future. Assessment of the need is made by the Field Director, with the final decision made by the Program Director.

Should the request be granted, ***the student must begin dialoguing with the Field Director at least six (6) months in advance of the anticipated beginning date of the Placement. Failure to meet this time frame may result in denial of the request.***

The student must submit the following to the Field Director:

1. A. completed application (See the Appendix Section of this *Manuel*) requesting the “why” of this placement – versus one in the immediate area?
2. Proof of liability coverage;
3. Proof of legal guardian’s approval (if student is under the age of majority or if the guardian is his or her main source of financial/educational support).

Practicum Files

Practicum Agencies (Social Work Program)

The Social Work Program retains an open file on all *active* Practicum Agencies. These files remain open when there are students in placement and for approximately one year afterwards. Because of limited space, they are destroyed after that period time.

Examples of information that might be kept in agency files are:

1. The Agency Agreement/Contract (*Discussed elsewhere in this Manuel*)
2. The student Agency Acceptance Form
3. Brochures from the Placement Agency
4. Contractual working arrangement with the Agency and Program (***If Applicable*** – See complete *Discussion under “Paid Practicums”*).
5. Students Final Evaluation of the Agency.

Student Files (Practicum Agencies)

Practicum Agencies are advised to keep an *active file* on students during their tenure. Files may be destroyed when students complete their internship or they may be retained by the Placement Agency.

Examples of Information that might be kept in students' files are:

1. The Agency Agreement/Contract
2. Students' Agency Acceptance Form;
3. Students' Goals and Objectives;
4. Students; Mid-Term and Final Evaluations Reports;
5. Notes from weekly conference meetings between Field Instructors and student;
6. Students' Process Recording;
7. Contractual working agreement with the Agency/Student and Program (**If Applicable** – See complete discussion below, under “Paid Practicums”)

Paid Practicums

The ORU Social Work Program places the educational value of students above the employment of the student in the agency. While students may benefit from monetary compensations they may receive from working for their placement agency, a conflict of interest could develop between the educational goals of the Program and employee goals of the agency. *For the most part*, agencies are discouraged from offering employment to students during their internship period.

In specific cases when students are offered employment with their placement agency and they accept this offer the following guidelines must be followed:

Students must:

1. *clearly* substantiate the need (in writing) to work at the placement agency (for example, if students need to work in order to support themselves or to help support their families – or other kinds of extenuating circumstances that *prevent them from working after Practicum hours*).
2. present a plan to the Field Director that *clearly* articulates how she or he will be able to meet the educational objectives/requirements of the course while working in the agency;
3. show evidence that the position (job) is consistent with their current level of training;
4. make a specific contractual working arrangement with the agency and Program that spells out the specifics of the working relationship and assurance that the educational goals can be met.

Practicum Agencies should:

1. be willing to make a specific contractual arrangement with both the student *and the* Social Work Program that spells out the specifics of the relationship and assurance that the student's educational goals will be met;
2. show evident that the position (job) is consistent with the students' current level of training;
3. ***show evidence that the employer is allowing students to take part in the liability insurance coverage offered by the agency/organization;***
4. retain a copy of the contractual agreement (signed by the Director, field instructor and the student) *in the student file* that is kept by the agency).

The above discussion does not refer to normal remunerations given to practicum students for expenses they may occur while performing their normal day to day tasks and responsibilities in the agency (e.g., reimbursement for mileage).

It is important for placement sites to know, a student ceases to be eligible for coverage under the malpractice insurance policy (refer to discussion under Professional Liability Insurance) offered to all other Practicum students if he or she accepts employment with his or her placement. In the “eyes” of the insurance carrier, when the student accepts employment with the placement site, his or her status changes from “student” to “employee.” Therefore, the expectation is the employer will offer the same insurance coverage to the student that it offers to all of its employees.

This should be kept in mind by students and placement sites alike – when employment is offered, or accepted.

Travel Requirements

To and From the Placement Site: (Students)

Students are responsible for their own transportation to and from the practicum site and are held responsible for following through with the commitments they make. Any issues they think might occur during their work together should be discussed at the initial interview and so noted on the *Agency Acceptance Form*.

Transporting Clients and Other Agency Travels

Some service *agencies* require all staff to have access to a vehicle for travel (e.g., to and from field appointments, transporting clients, attending Court hearings and required training, etc). Should this policy apply at the Agency where students are placed, a *minimum of the following should be discussed at the initial interview and so noted on the Agency Acceptance Form and in the Student File that is retained at the Agency:*

1. *Students should be asked to show proof of having a valid driver’s license and car insurance.*
2. *Students should be asked to show proof of malpractice insurance coverage (See discussion on Professional Liability Insurance that follows).*
3. *Practicum Agency should discuss with students their guidelines for re-imburement for travel expenses (e.g., amount paid per mile, method of payment, etc).*

Oral Robert University, the Social Work Faculty, or any other person(s) associated with the University or Social Work Program do not assume liability for injuries sustained to students, agency staff/personnel or clients while students are engaged in transporting clients or while conducting any other kind of agency business.

Professional Liability Insurance

All Social Work Practicum students are required to have secured professional liability insurance coverage prior to entering their Field placements. Applications are issued to students in their Junior year and the coverage is renewed through their Senior year of Field. The coverage is insured for a reasonable rate through a reputable insurance carrier for \$1,100,000/1,000,000 malpractice insurance coverage per year. Students are required to show proof of this coverage to the ORU Field Director and to the Placement Agency *prior to* beginning their Practicum.

Liability insurance coverage from this insurance carrier is ***good only within the United States and does not extend to countries outside of the U.S.*** Therefore, students who request, and gain permission for, *International Field Placement* will need to **obtain their own liability coverage and present proof of this coverage to the: Practicum Coordinator and to the Placement Agency prior to their departure.**

Agencies should make note of this discussion in the student's file they keep and on the Agency Acceptance Form that is returned to the Practicum Coordinator.

Holidays

Students will *not* be allowed to claim hours for holidays observed by their placement site unless ORU is also observing that same holiday. Students placed at Practicum sites that observe holidays *not* observed by ORU may need to plan in advance ways to make up those hours missed during the holiday closings.

Agencies are asked to work together with students to assist them in making up hours lost during these closings.

Personal and Sick Leave

It is understandable that there may be times when students will need to be absent from their placements because of illness or to take care of personal matters. It is incumbent upon students to notify their supervisors in a timely manner of such needs – *when possible*. Students are *not allowed to claim sick or personal leave time* on their Time Records and are required to make up this time before the semester ends.

SECTION EIGHT

Selection of the Practicum Participants

The Practicum Agency:

Although the Social Work Program ultimately makes the final determination as to the Practicum site that best meets students' needs, CSWE guidelines and who is best qualified to supervise students, recommendations by current Field Supervisors, placement agencies and their staff are *welcomed and greatly appreciated*.

Oral Roberts University Social Work Program is committed to providing a well-rounded educational experience to students. This commitment begins in the classroom and extends to the selection of appropriate and diverse practicum settings where students can practice. Agencies chosen should be able to offer students the opportunity to apply social work theories, practice modalities, and concepts learned in class to concrete circumstances and situations.

The following delineates the three basis sources used for possible Practicum sites:

1. Prospective agencies and organizations contacts the Program and expresses an interest in working with student interns;
2. The Field Director makes contact with appropriate placement sites and initiates the process;
3. Students seek out placement sites on their own and suggest these be evaluated for possible practicum opportunities.

Practicum sites selected should be willing to meet the following *minimum* standards:

1. Enter into a Social Agency Agreement with The Social Work Program that outlines the responsibilities all involved;
2. Have an MSW on staff person (or one available outside of the agency) that will provide direct supervision to students;
3. Demonstrate they can provide avenues by which students will be exposed to a wide range of Social Work and practical experiences that are suitable to students' level of learning and training;
4. Are willing to release students to receive additional training outside of the agency – if such training will enhance students' learning and the Placement Agency cannot provide such training;
5. Can show evidence of non-discriminatory practices – for example, in staffing, hiring, and in service delivery to clientele;
6. Are willing to work together with the Social Work Program in its effort to provide quality social work training and education to social work interns;
7. Are willing, and able, to provide students with a well-rounded experience in assessment, problem-solving and problem identification on all levels of the systems/ecological framework;
8. Are able to provide students with adequate physical space to work, and meet, with clients and clerical support – when needed.
9. Are willing, and able, to provide overall accommodation that will motivate students to learn;
10. Are sensitive to cultural diversity in the delivery of services and resources to client systems.
11. Are willing and able to help students negotiate action plans for addressing ORU social work program competencies and associated behaviors.

Field Instructors

The *quality* of supervision students receive in Field experience may be more important than the amount of time they spend at the Placement site. The ORU Social Work Program aims to utilize field instructors of the highest quality who share in its goals of developing students into generalist social work practitioners.

The selection of field instructors is guided by the following standards:

1. Masters or Bachelors Degree in Social Work (MSW) from an accredited school of social work;
2. Ability to develop a sensitive, accepting, empathic, and educational relationship with students;
3. Good understanding of social work concepts, theories and practice skills;
4. Ability to be patient and tolerant with mistakes students may make and be able to offer constructive criticisms, when needed;
5. Ability to evaluate student's potential for Social Work practice and provide feedback to students and the Program about their potential;
6. Provide structure and creativity in the practicum environment that will enhance students' motivation for learning;
7. Knowledge of the placement Agency and be willing to involve students in the various aspects of its functioning;
8. Understand how the placement agency functions as a "system" and be able to clearly articulate this to students inters;
9. Willingness to meet with each student for one hour of quality supervision time each week during the semester;
10. Willingness to attend training scheduled for field instructors during the semester;
11. Willingness to meet/coordinate with Field Director for student evaluation during the semester;
12. Willing to prepare all necessary reports required by the Program;
13. Understand and promote the need for Practicum as a vital part of the social work curriculum and work with students from that premise;
14. Model ethical and appropriate behavior and values when in the presence of students;
15. Committed to self improvement and professional growth/development and demonstrate this to students.
16. Are willing and able to help students negotiate action plans for addressing ORU social work program competencies and associated behaviors.

Field Supervisors Meetings and Training

Training for field instructors is usually offered at least one time during the academic school year and serves several purposes. It provides an opportunity for:

1. Field Instructors to visit the University and meet the Social Work Faculty and get acquainted with other Field Instructors who work with students from the Program;
2. learning about new and updated information on the Social Work Program's curriculum, review of the basic principles of field supervision, and other areas that relate to the Practicum experiences;
3. Field Instructors who are new to the Program to learn new and innovative ways to be productive in their work with ORU Social Work students;
4. Networking with peers who are of like ideas and interests.

Use of Agencies without MSW Staff

Normally, only those Agencies that have an MSW staff already in place are selected as placement Agencies. In the event the Agency *does not* have an MSW on staff and *has met* the Criteria used for selection of Field Agencies, (*Discussed in another section of this Manual*), one of the two guidelines listed below is used:

1. The Agency agrees to provide a person *outside* of the agency who has an MSW Degree to meet face-to-face with the student once each week for supervision. In addition, this person will agree to be accessible to the student (directly or indirectly) as needed for consultation – *Or*,
2. The Field Director will be available to meet this guideline.

Contracting

After an Agency has been found suitable for student placement, the contracting procedure is initiated. This consists of the following:

1. The Social Work Program and the Placement Agency enter into a formal agreement by signing the *Social Agency Agreement* (See the Appendix Section of this *Manual*).
2. The field instructor (or another person designated by the agency) completes and signs the *Agency Acceptance Form* (See the Appendix Section of this *Manual*) outlining and duties the student will assume while in placement.

SECTION NINE

Roles, tasks and Responsibilities of the Practicum Participants

A. The Practicum Coordinator:

The Field Director has the responsibility for the overall development, coordination and administration of the Practicum. The responsibilities are many and include, in part, General Responsibilities; Responsibilities to the Social Work Program; Responsibilities to Students and Responsibilities to Field Supervisors and Contract Agencies.

General Responsibilities:

General responsibilities might entail those such as serving as a liaison between students, the University and placement agencies; seeing that the social Work Program is presented properly and professionally within contract agencies; seeing that students receive the training and experiences that are required by CSWE and assist field supervisors in their work with students.

Responsibilities to the Social Work Program:

Some of these responsibilities might include:

1. Representing the University in officially making arrangements with cooperating Practicum Agencies to accept Practicum students for placement.
2. Convening semi-annual meetings with Field Instructors for implementation of Program guidelines, sharing new information and changes – as applicable – clarification of roles and other information that is relevant to the Program;
3. Maintaining a directory of members of the Social Work Advisory Board;
4. Continuous recruitment and maintenance of a Core of appropriate Practicum sites for placement of students;
5. Making on-site visits to Practicum sites as needed to comply with CSWE regulations and guidelines.
6. Continuous evaluation of Agencies and student needs and desire.
7. Based on feedback from student reports, the Field Director's own observation and input from the Social Work Program Director, assessing the need to terminate the use of a Practicum Placement site.
8. Keeping the *Practicum Manual* updated with changes in the Program and other matters that are related to the Practicum.
9. Working to maintain a viable relationship between the Program and Placement Agencies.
10. Demonstrating professional and positive behaviors to Agencies and their personnel.
11. Assisting practicum instructors and supervisors with helping students develop action plans to address social work program competencies and associated behaviors.

Responsibilities to Students:

1. Assisting students in selecting placements that suit their interest and career goals;
2. Working together with students and Agencies in resolving conflicts that may arise;
3. Meeting with students for the Integrated Seminars and helping them process their weekly activities.
4. Grading assignments weekly and providing written feedback to students;
5. Reading and grading students' weekly assignments in a timely manner and providing feedback to them;
6. Assessing the quality of student/field supervisor relationship and making recommendation when needed;
7. Conducting evaluations with students and Field Supervisors each semester;
8. Making sure all paperwork and materials that are relevant to the success of the placement be forwarded to the Placement Agency on schedule;
9. Working to maintain a viable school/agency relationship
10. Demonstrating examples of professional and positive behaviors in their presence.
11. Assisting practicum instructors and supervisors with helping students develop action plans to address social work program competencies and associated behaviors.

Responsibilities to Field Instructors and Contract Agencies:

1. Clarifying the mission, goals, and competencies of the Social Work Program with Practicum Agencies and assisting them in following the policies and procedures.
2. Assisting Field Instructors, through periodic training and through other means to develop new supervisory skills and enhance those they already have;
3. Being available to give advise – as needed – or to visit the agency if an emergency should arise with students while they are in placement;
4. Making sure all placement agencies receive at least one copy of the *Practicum Manual* and have them understand they are to contact the Field Director if they need additional copies.
5. Working together with students and Agencies in resolving conflicts that may arise;
6. Working to maintain a viable school/agency relationship.

B. Field Instructors

The Field Instructor works closely with students and the Field Director in furthering students' efforts to develop as professionals. *Some* of the many duties and responsibilities of the Field Instructor are to:

1. serve in the role of adjunct faculty member and carry out responsibilities such as, evaluating students performance and assisting student with developing action plans to meet competencies and associated behaviors;
2. Make plans to meet with new students early in the semester to assist them with developing their Learning Plan to comply with what the Placement Agency has to offer;
3. assist students in meeting their educational goals and objectives;
4. arrange to be available to meet with student for one hour per week for supervision;
5. be able to understand social work theories, concepts, and practice skills, and be willing to articulate these to students, as needed;
6. be able to demonstrate tolerance and acceptance for people who are from diverse populations, ethnicities, cultures, nationalities, etc.
7. be available to meet with Program representative for mid-term and final evaluation;
8. plan daily activities for students and introduce them to diverse learning experiences;
9. orient students to the agency's policies and procedures early in the semester;
10. be willing to prepare paperwork for the Program as needed during the Semester.
11. contact the Field Director to help with resolving issues with students *when they have been unsuccessful in their own efforts to bring about a resolution*;
12. demonstrate examples of professional and positive behaviors in the presence of students.

C. Practicum Students

The end results of students' learning can be measured, for the most part, by their active participation in the process. *Some* of the students' responsibilities are to:

1. prepare a resume and present it to the Field Instructors at the pre-placement interview;
2. make sure they have stable and reliable transportation to get to their Placement (including back-up transportation) should their regular means of transportation is not available;
3. become familiar with the guidelines and policies of the Placement Agent;

4. be an *active* participant in their own learning;
5. develop action plans to address program competencies and associated behaviors;
6. notify the Practicum Agency (and the Field Director) early in the day if/or when they will be absent;
7. see that all assignments relevant to the Practicum are clearly communicated to the Field Instructor at the beginning of the Placement;
8. see that all assignments relevant to the Practicum Course are completed and submitted to the Professor on schedule;
9. complete the number of clock hours that are required for the Practicum;
10. work with the Field Instructors early in the semester to develop the Goals and Objectives;
11. Complete the Process Recording (and submit it on the scheduled date) for processing to the Field Instructor and to the Professor;
12. make sure all Evaluation Forms, Time Records and other paperwork are given to the Field Instructor on time for him/her to review and complete;
13. see that all paperwork is returned to the Professor on the scheduled date as indicated on the Course calendar;
14. follow conduct that is appropriate for social workers, as indicated in the NASW code of Ethics;
15. demonstrate an ongoing relationship with the Field Instructor that shows openness, friendliness and the desire to learn;
16. follow the policies and guidelines as stipulated by the Placement Agency, as closely as possible, and notify the Field Director if any of these conflict with those of the ORU Social Work Program.

D. Contract (Practicum Placement) Agencies

Placement Agencies are an essential element in students' educational process as they are the environment that offers a place for students to "practice their craft". *Some* of the ongoing responsibilities of Practicum Placement Agencies are to:

1. commit to signing a formal agreement between them and the ORU Social Work Program;
2. see that students are receiving proper supervision and training during their tenure;
3. allow the person that is assigned to supervise students to have release time from his or her usual responsibilities so as to be able to spend *quality* time with students interns;
4. See that the Agency follows the policies and guideline as outlined in the *Practicum Manual*.
5. Ensure that a wholesome environment is created that is conducive to student learning;
6. Provide adequate material and space that is necessary for students to complete tasks assigned to them;
7. demonstrate compliance with all local, state and federal laws that address non-discrimination;
8. demonstrate a supportive and caring attitude toward the mission, goals, and competencies required by the social work program.

SECTION TEN

Agency Evaluation of the Social Work Program

The final aspect of the reciprocal Program/Student/Agency evaluation process is the Field Instructor's evaluation of the *ORU Social Work Program*. This assessment addresses areas such as student professional development and preparedness, accessibility to Faculty, curriculum suggestions and other areas that relate to the Practicum.

Students will need to make a copy of the Evaluation Form (from this *Manual*) and present it to their Field Instructor in ample time for it to be completed (*Practicum Supervisors may also make a copy and complete it, should the student inadvertently not present it to them in due time*). The *completed form* is due back to the Field Director at the end of the Semester.

The ORU Social Work Faculty welcomes this feedback as we are always in the process of making improvements in the Program, and in ourselves, that will benefit our students – our end product. It is structured in a format that is easy to read and requires minimum time to complete.

The Evaluation Form is included in the Appendix section of this *Manual* for review and for copying.

APPENDIX

PRACTICUM EVALUATION REPORTS

1. ORU Practicum Assessment Form **Mid-term and Final Evaluations**

SWK 443/444 (SR. PRACTICUM I & II)
and
SWK 341 and 342 (JUNIOR PRACTICUMS I & II)

2. STUDENT FINAL EVALUATION OF THE AGENCY

3. AGENCY EVALUATION OF THE PROGRAM

Documents in this section are used for various purposes and may be duplicated as often as needed by the Practicum Placement Agency

Practicum Assessment Form
Oral Roberts University Social Work Program
Junior Practicum I and II (SWK 341 & 342)
Senior Practicum I and II (SWK 443 & 444)

Midterm _____ Final _____

Name of Student _____ Date _____

Instructions for rating students on the 11 Competencies and associated behaviors:

Scores in each category are based on the rubric developed for the practicum. Please examine the rubric before assigning scores to each category. The scores are based on the student's performing the plan of action developed in consultation with the practicum instructor to address the following competencies and associated behaviors. Note that "NA" indicates that no action plan was developed related to the competency. A "0", on the other hand, indicates that an action plan was developed but little to no follow-through was engaged to address it. Also, note that Junior Practicum I students develop action plans for competencies 1-5 and 11 and evaluated on them; Junior Practicum II students do competencies 6-10 and 11; Senior Practicum I and II students do all competencies 1-11 and associated behaviors.

NA	No action plan developed
0	Not attempted (Reserved for scores 59.5-)
1	Unacceptable (Reserved for scores 69.5-60)
2	Acceptable (Reserved for scores 79.5-70)
3	Competent (Reserved for scores 89.5-80)
4	Exemplary (Reserved for scores 90-100)

In the comments discuss student strengths and areas needing improvement. This evaluation is to provide feedback to the student in his/her practicum experience. This evaluation is part of a broader evaluating where the students is also scored on other required assignments (i.e., logs, article reviews). The faculty field coordinator will assign the final grade.

1. Identify as a professional social worker and conduct one-self accordingly.

		4	3	2	1	0	NA
a.	Practice advocacy						
b.	Practice self-reflection						
c.	Attend to professional roles and boundaries						
d.	Engage professional demeanor						
e.	Pursue life-long learning						
f.	Seek supervision and consultation						
	Total						
	Mean						

Provide Comments relative to student's identity as a social work professional:

2. Apply social work ethical principles to guide professional practice.

		4	3	2	1	0	NA
a.	Manage personal values						
b.	Apply NASW Code of Ethics						
c.	Appreciate ambiguity						
d.	Engage ethical reasoning to make decisions						
Total							
Mean							

Comment on student's application of social work values and ethics:

3. Apply critical thinking to inform and communicate professional judgments

		4	3	2	1	0	NA
a.	Integrate knowledge (from the classroom to the field)						
b.	Analyze practice models						
c.	Perform oral communication						
d.	Perform written communication						
Total							
Mean							

Comments on student's critical thinking relating to professional judgments:

4. Engage diversity and difference in practice.

		4	3	2	1	0	NA
a.	Recognize oppression						
b.	Investigate personal biases						
c.	Appreciate differences						
d.	Learn from cultural informants						
Total							
Mean							

Comments regarding student's engagement of diversity and those different:

5. Advance human rights and social and economic justice.

		4	3	2	1	0	NA
a.	Assess dynamics of injustice						
b.	Advance human rights and all forms of justice						
Total							
Mean							

Comments on understanding and advancing human rights and justice.

6. Engage in research-informed practice and practice-informed research.

		4	3	2	1	0	NA
a.	Apply research to inform practice						
b.	Apply practice to inform research						
Total							
Mean							

Comment both on student's application of research to inform practice and practice informing research.

7. Apply knowledge of human behavior and the social environment.

		4	3	2	1	0	NA
a.	Apply bio-psycho-social-cultural-spiritual development to assessment, intervention, and evaluation.						
b.	Apply person-in-environment context to assessment, intervention, and evaluation.						
Total							
Mean							

Comment on student's application of human behavior and social environment concepts:

8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

		4	3	2	1	0	NA
a.	Assess policies that advance social well-being						
b.	Use collaboration to advocate policy action						
Total							
Mean							

Comment on the student's ability to assess policies and engage in policy advocacy:

9. Respond to contexts that shape practice.

		4	3	2	1	0	NA
a.	Continually appraise and respond to societal factors, trends, science and technological forces that affect service delivery.						
Total							
Mean							

Comment on student's awareness of practice contexts:

10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

		4	3	2	1	0	NA
a.	Develop practice skills to engage, assess, intervene and evaluate services to individuals.						
b.	Develop practice skills to engage, assess, intervene and evaluate services to families.						
c.	Develop practice skills to engage, assess, intervene and evaluate services to groups.						
d.	Develop practice skills to engage, assess, intervene and evaluate services to organizations.						
e.	Develop practice skills to engage, assess, intervene and evaluate services to communities.						
Total							
Mean							

Comment the student's abilities to engage, assess, intervene and evaluate services to clientele.

11. Integrate a personal Christian World View with professional social work values and ethics.

		4	3	2	1	0	NA
a.	Integrate Christian World View with social work values and professional ethics.						
b.	Appreciate spiritual diversity.						
Total							
Mean							

Comment on student's integration of Christian World View; appreciating spiritual diversity.

Total:
Mean:

Midterm Evaluation

- Student is performing in an exemplary manner meeting social work practice competencies.
- Student is performing competently in meeting social work practice competencies.
- Student is performing in an acceptable manner meeting social work practice competencies.
- Student is performing in an unacceptable manner meeting social work practice competencies.

Comments:

Final Evaluation

- Student is performing in an exemplary manner meeting social work practice competencies.
- Student is performing competently in meeting social work practice competencies.
- Student is performing in an acceptable manner meeting social work practice competencies.
- Student is performing in an unacceptable manner meeting social work practice competencies.

Comments:

Signature of Field Instructor _____

Agency _____ Date _____

ORU Field Director _____ Date _____

The following section should be completed by the intern:

After field instructor and social work program field coordinator have discussed the evaluation with the student, the student agrees or disagrees with the evaluation.

Agree with evaluation

Disagree with evaluation

Student's Signature

_____ Date _____

If the student disagrees with the evaluation he/she has the right to request a meeting to discuss the disagreement with the field instructor and field coordinator. Student's comments should be submitted to both field instructor and coordinator.

Student Comments (add pages as necessary):

**SWK 443/444: Senior Practicum
Rubric for Practicum Assessment**

CRITERIA	EXEMPLARY	COMPETENT	ACCEPTABLE	UNACCEPTABLE	NOT ATTEMPTED	N/A
GRADE	A: 90-100%	B: 80-89%	C: 70-79%	D: 60-79%	F: 00-59%	N/A
<p>1—Identify as a professional social worker and conduct oneself accordingly.</p> <p>Practice advocacy and self-reflection; attend to professional roles and boundaries; engage professional demeanor; pursue life-long learning; seek supervision and consultation</p>	Exceeds expectations in identity as a social worker: able to practice skills of advocacy, demonstrates ability to self-reflect, expresses professional roles and boundaries, behaves as a social worker, eagerness to learn, and seeks consultation in a supervisory relationship.	Evidences an above average in identity as a social worker: able to practice skills of advocacy, demonstrates ability to self-reflect, expresses professional roles and boundaries, behaves as a social worker, eagerness to learn, and seeks consultation in a supervisory relationship.	Has trouble/shows difficulty presenting self as a social worker: falls short to practicing skills of advocacy, demonstrating ability to self-reflect, expressing professional roles and boundaries, behaving as a social worker, eagerness to learn, and seeking consultation in a supervisory relationship.	Fails/unable to present self as a social worker in terms of: practicing skills of advocacy, demonstrating ability to self-reflect, expressing professional roles and boundaries, being eager to learn, and seeking consultation in a supervisory relationship.	Fails/unable to present self as a social worker in terms of: practicing skills of advocacy, demonstrating ability to self-reflect, expressing professional roles and boundaries, behaving as a social worker, being eager to learn, and seeking consultation in a supervisory relationship.	Unable to evaluate as no action plan was developed to demonstrate competency.
<p>2—Apply social work ethical principles to guide professional practice.</p> <p>Manage personal values; apply NASW Code of Ethics; appreciate ambiguity;</p>	Exceeds expectations in ability to: manage personal values, apply the NASW Code of Ethics, appreciate ambiguity when making ethical decisions, and engage ethical	Demonstrates above average ability to: manage personal values, apply the NASW Code of Ethics, appreciate ambiguity when making ethical decisions,	Demonstrates a basic ability to: manage personal values, apply the NASW Code of Ethics, appreciate ambiguity when making ethical decisions, and engage ethical	Demonstrates minimal ability to: manage personal values, apply the NASW Code of Ethics, appreciate ambiguity when making ethical decisions, and engage ethical reasoning to	Fails to manage personal values, apply the NASW Code of Ethics, appreciate ambiguity when making ethical decisions, and engage	Unable to evaluate as no action plan was developed to demonstrate competency.

engage ethical reasoning to make decisions	reasoning to make decisions.	and engage ethical reasoning to make decisions.	reasoning to make decisions.	make decisions.	ethical reasoning to make decisions.	
3—Apply critical thinking to inform and communicate professional judgments Integrate knowledge; analyze practice models; perform oral and written communication	Demonstrates evidence for mastery of written & verbal critical thinking skills to integrate knowledge; analyze practice models.	Demonstrates evidence for mastery of written & verbal critical thinking skills, to integrate knowledge; analyze practice models; perform oral and written communication.	Demonstrates evidence for good basic verbal & critical thinking skills, to integrate knowledge; analyze practice models; perform oral and written communication	Demonstrates minimal evidence for written & verbal critical thinking skills to integrate knowledge; analyze practice models; perform oral and written communication	Fails to demonstrate evidence of verbal & critical thinking skills to integrate knowledge; analyze practice models; perform oral and written communication	Unable to evaluate as no action plan was developed to demonstrate competency.
4—Engage diversity and difference in practice. Recognize oppression; investigate personal biases; appreciate differences; learn from cultural informants	Demonstrates an exceptional understanding in recognition for oppression, for examining personal biases, appreciating differences in others, and engaging cultural informants to learn about others.	Demonstrates an above average understanding for recognition of oppression, for examining personal biases, for examining personal biases, appreciating differences in others, and engaging cultural informants to learn about others.	Demonstrates a concrete understanding for recognition of oppression, for examining personal biases, appreciating differences in others, and engaging cultural informants to learn about others.	Demonstrates minimal understanding for recognition of oppression, for examining personal biases, appreciating differences in others, and engaging cultural informants to learn about others..	Fails to demonstrate any understanding for recognition of oppression, for examining personal biases, appreciating differences in others, and engaging cultural informants to learn about others.	Unable to evaluate as no action plan was developed to demonstrate competency.
5—Advance human rights and social and economic justice.	Evidences professional ability to assess dynamics of	Evidences above average ability to assess	Evidences a basic ability to assess dynamics of injustice and	Evidences little ability to assess dynamics of injustice and	Fails to demonstrate any ability to assess	Unable to evaluate as no action plan was developed

Assess dynamics of injustice; advance human rights and all forms of justice	injustice and engage activities to advance human rights and all forms of justice.	dynamics of injustice and engage activities to advance human rights and all forms of justice.	engage activities to advance human rights and all forms of justice.	engage activities to advance human rights and all forms of justice.	dynamics of injustice and engage activities to advance human rights and all forms of justice.	to demonstrate competency .
6—Engage in research-informed practice and practice-informed research. Apply research to inform practice and practice to inform research	Demonstrates remarkable skill in the use of research to inform practice and to use practice to inform research—thus, to engage in evidence informed practice.	Demonstrates above average skill in the use of research to inform practice and to use practice to inform research—thus, to engage in evidence informed practice..	Demonstrates average skill in the use of research to inform practice and to use practice to inform research—thus, to engage in evidence informed practice..	Demonstrates above minimal skill in the use of research to inform practice and to use practice to inform research—thus, to engage in evidence informed practice..	Fails to understand how the use of research should inform practice and to use practice to inform research—thus, to engage in evidence informed practice.	Unable to evaluate as no action plan was developed to demonstrate competency .
7—Apply knowledge of human behavior and the social environment. Apply bio-psycho-social-cultural-spiritual development and person-in-environment [PIE] context to assessment, intervention, and evaluation	Demonstrates a remarkable ability in applying bio-psycho-social-cultural-spiritual development and person-in-environment [PIE] context to assessment, intervention, and evaluation.	Demonstrates an above average ability in applying bio-psycho-social-cultural-spiritual development and person-in-environment [PIE] context to assessment, intervention, and evaluation.	Demonstrates a basic ability in applying bio-psycho-social-cultural-spiritual development and person-in-environment [PIE] context to assessment, intervention, and evaluation.	Demonstrates a vague understanding of and ability in applying bio-psycho-social-cultural-spiritual development and person-in-environment [PIE] context to assessment, intervention, and evaluation.	Fails to communicate any ability in applying bio-psycho-social-cultural-spiritual development and person-in-environment [PIE] context to assessment, intervention, and evaluation.	Unable to evaluate as no action plan was developed to demonstrate competency .
8—Engage in	Demonstrate	Demonstrate	Demonstrate	Demonstrate	Fails to	Unable to

<p>policy practice to advance social and economic well-being and to deliver effective social work services.</p> <p>Assess policies that advance social well-being, use collaboration to advocate policy action</p>	<p>s a remarkable ability to assess policies that advance social well-being and use collaboration to advocate policy action.</p>	<p>es an above average ability to assess policies that advance social well-being and use collaborati on to advocate policy action</p>	<p>s a basic ability to assess policies that advance social well-being and use collaboration to advocate policy action</p>	<p>s a vague understandin g of and ability to assess policies that advance social well-being and use collaboration to advocate policy action</p>	<p>communicate any ability to assess policies that advance social well-being and use collaboratio n to advocate policy action</p>	<p>evaluate as no action plan was developed to demonstrate competency .</p>
<p>9—Respond to contexts that shape practice.</p> <p>Continually appraise and respond to societal factors, trends, science and technological forces that affect service delivery</p>	<p>Demonstrate s exceptional skills to continually appraise and respond to societal factors, trends, science and technological forces that affect service delivery.</p>	<p>Demonstrates above average skills to continually appraise and respond to societal factors, trends, science and technological forces that affect service delivery.</p>	<p>Demonstrates average skills to continually appraise and respond to societal factors, trends, science and technological forces that affect service delivery.</p>	<p>Demonstrates minimal skills for continually appraising and responding to societal factors, trends, science and technological forces that affect service delivery.</p>	<p>Fails to evidence skills expected -- to continually be appraised and respond to societal factors, trends, science and technologic al forces that affect service delivery.</p>	<p>Unable to evaluate as no action plan was developed to demonstrate competency .</p>
<p>10—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.</p>	<p>Demonstrates exceptional skills to engage, assess, intervene and evaluate services to clientele from micro through macro levels.</p>	<p>Demonstrates above average skills to engage, assess, intervene and evaluate services to clientele from micro through</p>	<p>Demonstrates average skills to engage, assess, intervene and evaluate services to clientele from micro through macro levels.</p>	<p>Demonstrates minimal skills to engage, assess, intervene and evaluate services to clientele from micro through macro levels.</p>	<p>Fails to evidence skills necessary to engage, assess, intervene and evaluate services to clientele</p>	<p>Unable to evaluate as no action plan was developed to demonstrate competency .</p>

Develop practice skills to engage, assess, intervene and evaluate services to clientele from micro through macro levels		macro levels.			from micro through macro levels.	
<p>11—Integrate a personal Christian World View with professional social work values and ethics.</p> <p>Integrate Christian World View with social work values and professional ethics; appreciate spiritual diversity</p>	Demonstrates exceptional ability to integrate Christian World View with social work values and professional ethics and to appreciate spiritual diversity.	Demonstrates above average ability to integrate Christian World View with social work values and professional ethics and to appreciate spiritual diversity.	Demonstrates average ability to integrate Christian World View with social work values and professional ethics and to appreciate spiritual diversity.	Demonstrates minimal ability to integrate Christian World View with social work values and professional ethics and to appreciate spiritual diversity	Fails to show ability to integrate Christian World View with social work values and professional ethics and to appreciate spiritual diversity	Unable to evaluate as no action plan was developed to demonstrate competency.

**Oral Roberts University
Social Work Program**

Senior Practicum I/II (SWK 443/444)

Student Evaluation of Practicum Placement

The Student Evaluation of the Practicum Placement allows the opportunity for the student to:

- give fee-back to the Field Instructor
- give feedback to the Agency
- give feedback to the Social Work Program

It is not meant to be used as a negative tool but is instead meant to be used as an instrument by which improvement can be made, if needed, by all concerned.

Thoughtful consideration should be put into the responses you make.

Student: _____

Name of Agency: _____

Field Supervisor: _____

Academic School Session: Fall ____ Spring ____ Summer ____ Year: 20____

Respond to the following statements and submit on the date as indicated on the Course Calendar.
(You may copy this form from the *Manual* and use it, or answer the questions on your own paper).

1. What Program, within the Agency, did you intern?

2. Give a description of your job (e.g., your tasks, responsibilities, etc.)

3. Comment on the physical work environment (e.g., your work space, attractiveness, of the environment, privacy, access to phone and computer, friendliness/acceptance and welcoming attitude of co-workers, etc.)

1. How would you rate your Practicum Supervisor? (Use the Scale below to answer this question)

- 5 – Exceptional
- 4 – Above Average
- 3 – Average
- 2 – Below Average
- 1 -- Unsatisfactory

- _____ Is knowledgeable about Social Work Practice.
- _____ Inspired me to think creatively.
- _____ Included me in decision-making that was appropriate for my learning.
- _____ Scheduled (and kept) supervisory sessions with me.
- _____ Was an advocate for me – when I needed him/her to be.
- _____ Assigned tasks to me that were challenging and added to my learning.
- _____ Was attentive to my field needs.
- _____ Returned my field work to me on schedule (e.g., the Field Evaluation Reports).
- _____ Responded to my emails and/or returned phone messages I left for him or her.
- _____ Encouraged interaction and discussions with me.
- _____ Modeled appropriate and professional behaviors in my presence.
- _____ Helped me write and accomplish action plans for competency development.
- _____ Was flexible and understanding when I needed to make adjustments in my Field Schedule.
- _____ Provided constructive criticisms to me.

2. Describe the *quality* of supervision you had with your Field Instructor (or with someone designated to supervise you in his/her absence).

3. Were the Field Instructor/student meetings beneficial to you? Why? Why not?

4. Could the Agency have done anything to make your Placement more meaningful?

5. Is there anything you could have done that would have made your Placement more meaningful?

9. Using the *scale below*, rate how you feel you performed in the Practicum.

- 5 – Exceptional**
- 4 – Above Average**
- 3 – Average**
- 2 – Below Average**
- 1 -- Unsatisfactory**

_____ Maintained good Work Ethic.

_____ Asked for help (from my supervisor or a co-worker), as needed.

_____ Kept my Instructor advised of my schedule and called her (or another person in the office) if I was unable to go in when scheduled to do so.

_____ Submitted my work assignments on schedule.

_____ Was attentive to working to complete my action plans for competency practice.

_____ Showed respect for the work environment (e.g., kept my work area clean and organized).

_____ Presented with a friendly and pleasant attitude with co-workers.

_____ Worked as a team member in getting the job done.

1. Would you recommend this Practicum Placement to another Social Work Practicum student? Why? Why not?

2. Additional comments:

Student's Signature _____ Date _____

Oral Roberts University Social Work Program

Agency Evaluation of the Social Work Practicum Program

(Circle the number you wish to apply to each statement)

1. The ORU Social Work Program discussed the student's placement with the Placement Agency prior to student placement and provided adequate orientation as to the student and Program requirements.

Strongly Disagree	Disagree	Strongly Agree	Agree	Unable to Respond
1	2	3	4	5

If you checked "Unable to respond", please explain in the space below why you were not.

2. The ORU Social Work Program provided the Placement Agency with adequate information on all Participant's roles prior to the Placement, (e.g., provided the Placement Agency with the *Practicum Manual*, paperwork required, etc.).

Strongly Disagree	Disagree	Strongly Agree	Agree	Unable to Respond
1	2	3	4	5

If you checked "Unable to respond", please explain in the space below why you were not.

3. The ORU Social Work Program provided the Placement Agency with Adequate support as needed during the semester.

Strongly Disagree	Disagree	Strongly Agree	Agree	Unable to Respond
1	2	3	4	5

If you checked "Unable to respond", please explain in the space below why you were not.

4. The ORU Social Work student(s) assigned to the agency was/were prepared to enter the Social Work Practicum experience.

Strongly Disagree	Disagree	Strongly Agree	Agree	Unable to Respond
1	2	3	4	5

If you checked "Unable to respond", please explain in the space below why you were not.

5. The Agency field instructor was encouraged to provide input into the ORU Social Work Program, e.g., on the student's Mid-Term and Evaluation forms and at the final evaluation meeting with him/her and the student.

Strongly Disagree	Disagree	Strongly Agree	Agree	Unable to Respond
1	2	3	4	5

If you checked "Unable to respond", please explain in the space below why you were not.

Please respond in the comment "Additional Comments" section on the next page

Additional Comments:

The Social Work Faculty welcomes your comments and ask you to please feel free to be *candid* with your responses to any matters that are related to the statements on this Evaluation, or to other matters that are related to the Practicum experience and to the Social Work Program.

Agency _____ Date _____

Name of person completing Evaluation _____

CHARACTERISTICS FOR RATING OF STUDENT PERFORMANCE

Characteristics of Outstanding Student Performance

1. Enthusiasm. Performs tasks with enthusiasm. Will volunteer to take on extra experiences or assignments. Will agree to working extra hours, e.g. Saturdays or evenings when special activities are planned.
2. Seeks Direction from Field Instructor. Aggressively seeks field instructor out – does not wait for her to come to him all the time. Will consistently welcome the supervisor's feedback without defensiveness.
3. Attendance. Is never absent except for obvious illness or personal/family crisis. Will initiate, without supervisory suggestion, a plan for making up lost time.
4. Emotional Maturity. Is emotionally stable and mature. These traits are reflected in student's attitude and decisions. Personal problems, if present, are handled so well as not to interfere with performance.
5. Attitude Toward Clients. Is aware of any personal limitations or biases. Always able to control any negative attitudes or biases towards the clients so that they do not adversely affect the client/worker relationship.
6. Follow-Through. Always follows through. Known for always getting things in on time, no matter what happens.
7. Professional Conduct. Conducts herself in a professional manner at all times (without being told). Becomes the model for other students and some staff to look up to.
8. Timely Completion of Work. Work is always completed on time. Student consistently writes clearly, concisely, and professionally. May be producing an unusually high volume of work through her ability to write quickly and effectively.
9. Mental Alertness. Constantly asks questions, challenges concepts, and comes up with creative ideas, goals, and approaches. Field Instructor may have a difficult time keeping one step ahead of the student.
10. Performance. May be outstanding in ever area of performance or knowledge. The truly outstanding student will stand out and be noticed by all in particular role-set, or agency.

From Suanna J. Wilson, Field Instruction, Techniques for Supervisors.

Characteristics of Satisfactory Student Performance

1. Enthusiasm. Performs tasks with enthusiasm. May occasionally stay late to finish work begun.
2. Seeks Directions from Field Instructor. Seeks instructor when unclear about task assignment. Will usually welcome the instructor's feedback without defensiveness.
3. Attendance. Though occasionally absent, will not be excessive as determined by supervisor and school. When absent, will call in and will make up days missed willingly.
4. Emotional Maturity. Is emotionally stable and mature. Will not allow personal problems to continually interfere with performance.
5. Attitude Toward Clients. May feel uncomfortable with and reject or be biased toward certain clients, but when this happens, will usually recognize her own bias/values and take steps to resolve these that they not adversely affect the client/worker relationship.
6. Follow-Through. May need to be reminded to complete some assignments, but as a rule will follow through with assignments in a timely fashion.
7. Professional Conduct. Is usually businesslike in behavior and approach. Dresses appropriately.
8. Timely Completion of Work. Takes an appropriate length of time to complete written assignments. Work is usually submitted on schedule.
9. Mental Alertness. HAS AN INQUIRING MIND, ASKS QUESTIONS, AND CRITICALLY ANALYZES IDEAS AND CONCEPTS.
10. Performance. May be outstanding in some areas and marginal in a few minor areas. May not be noticed for being unusually good, or for having unusual problems. While there is no need for negative feedback. Highly outstanding performance is limited to only a few incidents or case situations.
11. Focus. Engages the process of pursuing competency development as spelled out in the ORU Social Work Program.

Causes for Unsatisfactory Performance

1. Resistant attitude toward learning. Shows general unwillingness to accept constructive feed-back. Unwilling to accept and recognize areas where growth is needed. Takes offense when areas of weakness are pointed out.
2. Chronic absenteeism. Allowances can be made for death in family and illnesses; however, if student is repeatedly absent with flimsy excuses, we must question that student's commitment. Repeated tardiness is also questioned. Behavior not tolerated from an employee must not be tolerated from a student.
3. A personality unsuited for social work. Though this is a difficult area to assess, there are personality traits that are unsuited for social work. Among these are "highly punitive, rigid, or judgmental approaches to people; abrupt, curt, overly businesslike approaches; a cold, reserved, unapproachable appearance or attitude; extreme compulsiveness, perfectionist habits that interfere with the ability to get the job done; and so on". Attempt should be made to call these to the student's attention. Constructive feed-back some times help. If not a conference is needed with student and the Field Director.
4. Unprofessional or immoral behavior. Examples of the former are disregard for clients, or gross insensitivity to clients' needs. Disregard for agency's policies. Examples of the latter include sexual involvement with clients or staff and indecent behavior.
5. Emotional problems and needs that interfere with the student's ability to work. The student's unmet needs or neuroses fall within this category. Also include marital problems and parental responsibilities. Student may tend to view herself as a helpee, rather than a helper, and may inappropriately share her needs with the clients. Students showing these problems should be encouraged to get professional counseling, and field instructor should make the decision as to whether to retain the student in practicum.

STUDENT APPLICATION FOR APPROVAL OF:

**1. OUT-OF-STATE/COUNTRY PRACTICUM
PLACEMENT**

2. PAID PRACTICUM PLACEMENT

ORU SOCIAL WORK PROGRAM

STUDENT APPLICATION FOR APPROVAL FOR OUT-OF-STATE/COUNTRY PRACTICUM PLACEMENT

I have read the information in the *Practicum Manual* on the topic of Placement in an Out-of-state/country type of Agency prior to completing this application form and Understand the requirements I must meet in order to be approved.

Check (v) one: Yes ___ No ___

Student's Name: _____
Address: _____
Phone#: Home/Room: _____; Cell: _____
Application Date: _____

A. Placement Agency Information:

Name: _____
Address: _____
Contact Person:
Name: _____
Phone: _____
Title: _____

B. Give a brief summary of why you feel you will benefit from a Practicum placement with this Agency, rather than an Agency in the immediate area (e.g., possibility of being hired by this Agency after graduation, desire to do International Social Work after graduation, ect.) *Please attach an extra sheet of paper, if you need to do so.*

SIGNATURES:

_____ Program Director: A ___ D _____
Dr. Lanny Endicott Date
_____ Practicum Liaison: A ___ D _____
R. Chené Tucker, MSW/LCSW Date

ORU SOCIAL WORK PROGRAM

STUDENT APPLICATION FOR APPROVAL FOR PLACEMENT IN A PAID PRACTICUM SETTING

I have read the information in the *Practicum Manual* under the topic of “Paid Practicums” prior to completing this application form and understand the requirements I must meet in order to be approved.

Check (v) one: Yes ___ No ___

Student’s Name: _____

Address: _____

Phone#: Home/Room: _____; Cell: _____

Application Date: _____

A. Placement Agency Information:

Name: _____

Address: _____

Phone #: _____

Practicum Supervisor: _____

Title: _____

Phone #: (Office) _____ Cell # (Optional) _____

B. Discuss the reason(s) you are requesting a paid Practicum Agency for your internship.

(Continue with items C and D on the next page)

C. Explain how your duties will allow you the opportunity to meet the educational requirements for this Course? How will you avoid any conflicts of interest that might surface?

D. Proposed work duties and responsibilities (List these)

SIGNATURES:

_____ **Program Director: A ___ D ___** _____
Dr. Lanny Endicott Date

_____ **Practicum Liaison: A ___ D ___** _____
R. Chené Tucker, MSW/LCSW Date

GUIDELINES FOR WRITING THE:

- 1. DEVELOPING ACTION PLANS TO REALIZE COMPETENCIES**
- 2. PROCESS RECORDING**

Guidelines for Writing Action Plans to Address Competencies

In keeping with its mission, the primary objective of the ORU Social Work Program is to prepare baccalaureate level graduates to practice generalist social workers in a variety of settings. To this end, ORU practicum courses require students to work towards proficiency in the Ten Core Competency and Associated Behaviors (with the eleventh specific to ORU) as stated in the CSWE Education Policy and Accreditation Standards (2008).

Through the practicums (two mini practicums in the junior year and the single senior practicum), students are expected to evidence growing proficiency and eventual competence appropriate for baccalaureate level social work practice. With this in mind, students will create an action plan for all three practicum courses based on the Core Competencies and Associated Behaviors as summarized below.

ORU Social Work Program Core Competencies and Associated Behaviors

1. Identify as a professional social worker and conduct oneself accordingly.

Associated behaviors: practice advocacy and self-reflection; attend to professional roles and boundaries; engage professional demeanor; pursue life-long learning; seek supervision and consultation.

2. Apply social work ethical principles to guide professional practice.

Associated behaviors: manage personal values; apply NASW Code of Ethics; appreciate ambiguity; engage ethical reasoning to make decisions.

3. Apply critical thinking to inform and communicate professional judgments.

Associated behaviors: practice advocacy and self-reflection; attend to professional roles and boundaries; engage professional demeanor; pursue life-long learning; seek supervision and consultation.

4. Engage diversity and difference in practice.

Associated behaviors: recognize oppression; investigate personal biases; appreciate differences; learn from cultural informants.

5. Advance human rights and social and economic justice.

Associated behaviors: assess dynamics of injustice; advance human rights and all forms of justice.

6. Engage in research-informed practice and practice-informed research.

Associated behaviors: apply research to inform practice and practice to inform research.

7. Apply knowledge of human behavior and the social environment.

Associated behaviors: apply bio-psycho-social-cultural-spiritual development and person-in-environment [PIE] context to assessment, intervention, and evaluation.

8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Associated behaviors: assess policies that advance social well-being, use collaboration to advocate policy action.

9. Respond to contexts that shape practice.

Associated behaviors: continually appraise and respond to societal factors, trends, science and technological forces that affect service delivery.

10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Associated Behaviors: develop practice skills to engage, assess, intervene and evaluate services to clientele from micro through macro levels.

11. Integrate a personal Christian World View with professional social work values and ethics.

Associated behaviors: integrate Christian World View with social work values and professional ethics; appreciate spiritual diversity.

ASSIGNMENTS

Junior Practicum I:

In collaboration with the practicum field instructor, students will identify two (2) activities that will enable them to progress toward proficiency in **Core Competencies 1-5 and 11.**

Junior Practicum II

In collaboration with the practicum field instructor, students will identify two (2) activities that will enable them to progress toward proficiency in **Core Competencies 6-10 and 11.**

Senior Practicum I & II

In collaboration with the practicum field instructor, students will identify two (2) activities that will enable them to progress toward proficiency in **Core Competencies 1-11.**

Examples:

- A. In fulfillment of Competency #8, *Engage in policy practice to advance social and economic well-being and to deliver effective social work services*, I will do the following:
1. Read the agency's policy manual by January 15, 2----.
 2. _____
- B. In fulfillment of Competency #10 -- *Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities*, I will do the following:
1. Observe agency staff during a group session, 3-5 individual client intakes, and 2-3 family sessions by March 20, 2---.
 2. _____.

Creating Action Statements:

Action statements should describe specific observable behaviors students desire to perform, modify and/or change by the end of the semester.

Action plans delineate “steps” that will be taken in order to reach the goals or desired end.

Action plans should be:

- *Consistent with students' level of knowledge and skill.*
- *Written in explicit and measurable terms.*
- *Related to the desired end or results sought.*
- *Feasible – i.e., achievable during the semester.*
- *Stated in terms that emphasize growth.*
- *Compatible with the agency's function and population it serves.*

Action plans may be framed as cognitive, affective, professional or skill-oriented strategies.

Cognitive – Consist of ideas, facts or concepts. When writing, may use such words as: Understand..., Explain..., Compare..., and Define....

Affective – Consists of inner and outer directed feeling and/or values.

- Outer-directed feelings and values– directed toward ideas, people and events.
Examples are: anger toward individual suffering, appreciation for individual differences (e.g., cultures, ethnicity), valuing the ideas of a client or fellow coworker/student.
- Inner-directed feelings and values -- directed to the self.

Examples are: Developing:

- confidence in one's ability and judgment.
- pride in oneself for having accomplished a particular learning, goal or task.
- patience with progress toward personal growth.
- assertiveness.

May begin by using such words and/or phrases as: Understand..., Become aware of..., etc.

Skill – Consists of “doing” (i.e., the application of knowledge). May begin by using such words as: Analyze, Assess, Evaluate, Distinguish, Listen attentively to, Plan, to Identify and Synthesize.

Professional – Consists of the transfer of classroom knowledge and skills to the *professional (real) world*.

When creating action plans, remember to:

- be specific!
- include the time frames, *i.e.*, the beginning and ending date for each action plan.

Using the steps in this guideline will enable students to:

- Stay focused on the proposed learning plan.
- Measure progress as the semester progresses.

The Process Recording

Because one of the aims of the senior practicum is to provide students with the opportunity to strengthen their interviewing and counseling skills the process recording, as outlined by Suanna J. Wilson, is recommended as a means by which the field instructor can help the student learn these skills.

In the process recording the students are asked to write down everything they can remember about the interview. This includes a verbatim report of what the students say and what the clients say, plus observations of non-verbal communication as well as observations of the immediate environment, and the gut-level feelings of the students to the client and the interview. The recording is done immediately after the interview and after the client has left, while the details are fresh in the students' mind.

Students are to divide a legal size sheet into *four columns*. The extreme left column is headed, "Supervisory Comments", and is used for the supervisor to make remarks in regard to the dialogue or gut-level feelings recorded by the student in the adjacent columns. The center column is headed, "Content-Dialogue", and records word for word what is said or observed during the interview. The extreme right column is headed, "Gut-level feelings", and records how the student is feeling and thinking during the dialogue. The last column is headed, "Assessment/Analysis", and records what the client is "doing" (e.g., non-verbal cues and/or students' uses of facilitative skills).

Using the four-column method helps students "to differentiate among factual data (what actually took place in the interview); their own gut-level reaction to what was occurring, and an objective analysis of what took place". It is also very useful in increasing the students' self-awareness.

At the end of the process recording the student should include a brief summary of his analytical thinking about the client and the situation presented. As stated earlier, the process-recording is an effective tool for assisting students in strengthening their interviewing or counseling skills; however, its effectiveness lies in the feed-back provided by the supervisor. Positives and strengths as well as weaknesses should be pointed out. Beginning students, for instance, may deal with concrete needs of the client, entirely ignoring emotional needs. They sometimes enter the interview using a structured unbending approach, and even where the situation warrants, are unable to exercise flexibility in response to the needs of the client. Students often use closed-ended questions when clearly open-ended questions are needed. These are but a few of the common weaknesses shown by many beginning students. Without supervisors' (field instructors') feed-back they can go undetected and the students miss the opportunity to learn. Field instructors should explain why a given technique or interchange was or was not effective, and should be prepared to suggest alternative approaches that might have been more effective. Students, on the other hand, are encouraged to be honest in their reporting, to record obvious mistakes and even embarrassing ones. With both supervisor and students working together students' learning and interviewing skills are enhanced.

PRE-PLACEMENT INTERVIEW PACKET

Pre-Placement Interview Packet

JUNIOR AND SENIOR PRACTICUM PLACEMENTS

Student's Name _____

Phone # _____ email _____

You will need to make contact with the *prospective* Placement Agency by the first Monday after the first class meeting of the semester and make arrangements for an interview. The following is to be prepared and taken to the interview:

- VITA -- A copy of the VITA is to be left with the Field Instructor and a second copy is to be retained by the student.
- Professional and Required Courses -- This form is to be completed and attached to the VITA. It will enable the Agency to determine your level of training to this point so as to be able to develop the best suited experience for you.
- Agency Acceptance Form -- This form is to be completed by the Practicum Agency at the time of the interview and returned to the Field Director by the second class meeting.

It is important for field placements to begin the second week of the semester in order to complete the number of practicum hours required for the course, (480 hours for Practicum III and IV students and 70 hours each for Practicums I and II students). The interview, and other preliminary activities related to the Practicum, can be included as part of Practicum hours. *You will need to record these on your Time Sheet Record in order to receive credit.* They may also be used for discussion in Weekly Logs #1 and #2.

Pre-placement Interview Packet (Continued)

SOCIAL WORK PROGRAM
Oral Roberts University
Agency Acceptance of Student Intern

Check one:

- Practicum I or II
- Practicum III, IV

5 hours/week for 15 weeks
32-40 hours/week for 15 weeks

Semester: (*Check one*) Fall Spring Summer **Year:** 20

Student _____ Phone # () _____

Email Address _____

Field Instructor _____ Title _____

Field Agency _____ Phone () _____

Email Address _____

Agency Address _____ City _____ Zip _____

Beginning Date _____ Completion Date _____

Job Description:

Duties: (Please Complete)

- A.
- B.
- C.
- D.

This agency hereby accepts the above named student as a student intern for the times listed above.

Agency Representative

Date

Pre-placement Interview Packet (Continued)

(STUDENT VITA: *AN EXAMPLE*)

NAME: _____

CAMPUS: _____

TELEPHONE # _____

EMAIL ADDRESS: _____

SUMMARY OF INTEREST: This should be one or two sentences of your special interest
That is relevant to the Practicum Placement.

EDUCATION

The “professional and Required Courses” sheet (attached) is the form to be completed and used for this section.
Any other Courses and or Credentials you have completed should also be included on the VITA.

WORK EXPERIENCE

Paid Employment

Volunteer Work

EXTRA CURRICULAR ACTIVITIES:

VITAL STATISTICS

DOB: (optional)

WEIGHT: (optional)

HEIGHT:

HEALTH:

Pre-placement Interview Packet (Continued)

Department of Behavioral Science
Social Work Program
Oral Roberts University
Professional and Required Courses

Student's Name _____ Semester _____

<u>Course Title</u>	<u>Completed</u>	<u>Currently Enrolled</u>
Intro to Social Work	_____	_____
Intro to Sociology	_____	_____
Principles of Psychology	_____	_____
Principles of Biology	_____	_____
HBSE I	_____	_____
HBSE II	_____	_____
SWK Practice I	_____	_____
SWK Practice II	_____	_____
SWK Practice III	_____	_____
SWK Practice IV	_____	_____
Sr. Seminar	_____	_____
Research Methods	_____	_____
Economics I	_____	_____
Elementary Statistics	_____	_____
Social Welfare Policy	_____	_____
Minority Group Relations	_____	_____
Practicum I	_____	_____
Practicum II	_____	_____
Senior Research Paper	_____	_____

Other Courses Taken and/or Credentials received:

Pre-placement Interview Packet (Continued)

Student is to retain this information for personal use.

General Responsibilities of the Student Intern

The student is responsible for fulfilling the requirements of each fieldwork experience as provided in the Course Syllabus and follow the General Responsibilities and guidelines below:

- A. Prepare *appropriately* for the interview with the prospective Placement Agency.
- B. Provide the agency with personal background information (VITA/resume) along with academic achievements and accomplishments (May use the attached “Professional and Required Courses” form to assist with this).
- C. Make *reliable* transportation arrangements. (The Agency Supervisor may assist with this since he or she would probably be more familiar with the Agency community).
- D. Follow the policies and duties outlined by the Agency, and meet all scheduled commitments and arrangements made in connection with training assignments.
- E. Submit periodic reports, assignments, meetings, classes, etc. as required by the Program and the Agency.
- F. Attend all conferences, classes etc. that are scheduled by the Agency and the Field Director.
- G. Submit a Final Student Evaluation of the Practicum Agency to the Field Director and to the Agency Field Instructor at the end of the semester (**Senior students only**).
- H. Submit the Action Plans to the Agency Field Instructor and to the Field Director on the date as is scheduled on the Course Calendar.
- I. Complete the minimum number of clock hours that are required by the Program.
- J. Be responsible for transportation, and other cost for the Field Director to make the final face-to-face Agency visit between the student and the Field Instructor at the end of the semester, if the Practicum site is located out of the area. **These arrangements must be made prior to the student’s placement in the agency.**

TIME RECORD

Date _____

SOCIAL WORK PROGRAM
Oral Roberts University

Supervisory Conference Report

Student: _____

Duration of conference time: _____

Date: _____

Action plans were discussed during meeting. (Specifically list areas of the plan discussed and specific suggestions that were made.) :

Please evaluate student's progress toward completion of goals and objectives:
(Scale: "0" being strongly disagree, "5" being strongly agree.)

Student is progressing toward completion of goals and objectives at a reasonable pace.

0 1 2 3 4 5

Comments:

Identify any problems areas with student, supervisor-student relationship, or relationship with staff, clients or agency that were discussed. **Please include outcome of discussion and plan for problem resolution that were formulated—attach an additional sheet if needed.**

Assignments given to student during supervision:

Student's Signature

Date

Practicum Field Instructor's Signature

Date

- C. Sexual Harassment Policies**
- D. Federal Laws Enforced by the EEOC**
- E. Guidelines for Organizations**
- F. “Other” Information**

Perceptions

People have different perceptions and perceptions are sometimes misconceptions!

ORAL ROBERTS UNIVERSITY'S STAND ON SEXUAL HARASSMENT AND OTHER DISCRIMINATORY BEHAVIORS AND CONDUCT

Oral Roberts University is committed to providing an environment in which its students are treated with courtesy, respect, and dignity. Thus, the University will not tolerate or condone any actions that constitute harassment of a student. The University forbids retaliation or reprisal against anyone for reporting any discriminatory or harassment behavior, use of derogatory or discriminatory remarks/language, or any action that would suggest negative and/or unfair treatment toward others.

APPLICABILITY

The policy is applicable to all students, Administrators, and Faculty of Oral Roberts University. Each individual is responsible to immediately report any knowledge or information concerning such non-acceptable behaviors.

SEXUAL HARRASSMENT (DEFINED)

Sexual harassment is any unwelcome sexual advances; requests for sexual favors, or other verbal, physical, or visual conduct of a sexual nature when any one of the following conditions is present:

1. Submission to such conduct is made explicitly and implicitly a term or condition of an individual's educational or employment opportunity;
2. submission to or rejection of such conduct by an individual is used as the basis for academic performance or continuation as a student or employee of the University;
3. such conduct has the purpose or affect of unreasonably interfering with an individual's performance or creating an intimidating, hostile, or offensive environment.

This means conduct such as deliberate, repeated, unsolicited verbal comments; sexual jokes or ridicule; physical gestures or actions of a sexual or physical nature; and solicitations for sexual favors is a violation of the University's policy on harassment and will subject the offender to disciplinary proceedings.

An amorous relationship between any Faculty or Administrator and any student for whom he or she has a professional responsibility is deemed unwise, In a personal relationship between any Faculty or Administrator and a student when there is no *current* professional responsibility, there should be sensitivity to

the possibility that the Faculty or Administrator may unexpectedly be placed in a position of responsibility or authority for, or over the student.

**Defining Sexual Harassment:
Quid Pro Quo**

Sexual harassment may also be deemed as occurring when educational opportunities, Employment decisions or expectations are based on an employee's or student's willingness to grant or deny sexual favors (e.g., hiring decisions, promotions, salary increases, shift or work assignments, work or academic performance expectations, or grades).

Hostile Work or Hostile Educational Environment:

Sexual harassment may also be deemed as occurring when verbal or non verbal behavior focuses on the sexuality or gender of another person, is unwanted or unwelcome, and is severe or pervasive enough to affect the person's environment. It may include the following:

- Unwelcome advances or touching;
- Requests for sexual favors;
- An atmosphere of disrespect;
- Visual, verbal, or physical actions that are intimidating, hostile or offensive; *Potential examples are:* profanity, shouting, pushing, grabbing, hitting, throwing; threats, obscene gesture, suggestive comments, critical jokes, name labels, etc.

Federal Laws Enforced by the EEOC

The Equal Employment Opportunity Commission (EEOC) is an independent government agency that investigates complaints filed by persons who feel they are victims of employment discrimination. The EEOC has jurisdiction over all complaints filed under the following laws;

- **Title VII of the Civil Rights Act of 1964**
prohibits discrimination based on race, sex, color, religion, and national origin by employers of 15 or more persons. Coverage includes all aspects of employment, such as hiring, placement, training, promotion, termination, and layoff.
- **The Age Discrimination in Employment Act of 1967**
prohibits discrimination based upon age against individuals who are 40 years of age or older.
- **The Equal Pay Act of 1963**
prohibits differences in pay between men and women who are performing substantially similar work under substantially similar conditions.
- **The American with Disability Act of 1990**
prohibits discrimination against disabled persons in employment and public accommodations.
- **The Family Medical Leave Act**

provides protection for employee who takes up to twelve weeks of leave to take care of him/herself or a parent, spouse or child due to a major illness.

Guidelines for Employers and Employees

- Create an atmosphere of openness, i.e., a willingness to discuss problems factually and a desire to resolve differences rationally.
- Show respect by listening with empathy.
- Be sensitive and receptive to others' views, while being accepting of your right to respectfully disagree.
- Challenge yourself realistically – your attitudes, assumptions, values, and especially your expectations. Check to see if they add or detract from your efforts and those on your team.
- Cultural differences can get in the way of clarity. Therefore, work hard to make sure you communicate understanding to each other.
- Avoid using language, telling jokes, or sending e-mails that could be interpreted as being sexist, racist, or demeaning.
- Take a positive stand with your workers, and with your organization, by letting your employees and employers know that negative, cultural stereotyping is destructive to the lives and well-being of others.
- Be a mentor. Share your positive experiences, your talents, and your ideas with those who are just learning to develop their skills.
- Don't be discouraged in your attempts to make positive changes. Keep trying.
- Remember, there is dignity in work, therefore, do nothing to undermine your dignity by performing your duties to the best of your ability.
- Look beyond mere compliance with the law and create a productive environment where differences are respected and everyone can contribute to their fullest.

Today's work force demands that we:

- Look beyond mere compliance with the law and
- Create a productive environment where differences are respected and
- Everyone can contribute to their fullest.

SOCIAL AGENCY AGREEMENT

SOCIAL AGENCY AGREEMENT

THIS AGREEMENT is entered into this _____ day of _____, 20_____,
by and between

ORAL ROBERTS UNIVERSITY
(hereinafter referred to as "ORU")

and

(hereinafter referred to as "Agency")

WITNESSETH:

WHEREAS, the ORU Social Work Program seeks to provide each student majoring in Social Work an opportunity to participate in an educationally directed program (under the supervision of the Social Work Faculty) which offers the student opportunities to acquire skill in beginning Social Work practice, to try out social work practice roles in the Field, to broaden the student's concept of agencies, to provide experiences that will expand the student's understanding of human behavior, to provide the student with experience that will facilitate the development of his/her professional self, and to test, in a field setting, the theories and principles learned in the classroom; and

WHEREAS, it is expected that the Agency in which students are placed for their Practicum experience will view the cooperative enterprise as positive; students will be seen as 1) challenging and stimulating; 2) of value to the Agency in terms of needed services they can provide; 3) potential recruits to the profession; and 4) citizens whose increased knowledge of Social Welfare and Social Work will ultimately benefit their communities;

NOW, THEREFORE, in consideration of the mutual covenants herein contained, it is agreed:

1. The Behavioral Sciences Department/Social Work Program of ORU will assign to Agency certain students (a number or numbers to be mutually agreed upon) who have been approved by both parties. The selection will be based upon the student's maturity and academic preparation; personality, abilities, and interests in the particular objectives of ORU and the ORU Social Work Program; and upon the student's willingness to meet the working conditions of the Agency. (Specific hour requirements and objectives of this experience are outline in the Program's *Practicum Manual*.)
2. The ORU Social Work Program will assign a Social Work Professor as the field liaison between ORU, the Program and Agency. The Field Director will visit the Agency each year and will be available for consultation as needed by the Agency. The Field Director will provide report forms as needed for the Agency to use in evaluating the student.

3. Agency will provide an experienced and qualified member of its staff as Field Instructor, who will give adequate time to the student to insure he/she is oriented to its philosophy and activities. The Agency Supervisor shall confer with the student at least once a week to discuss work performed, analyze problems, and give new and appropriate assignments. This will give the student experience with the objectives of the Course so he/she may obtain the optimum individual growth in the Field experience. The Agency Supervisor will make the necessary evaluation and reports to the ORU Social Work Program on the progress of the Student.
4. The Practicum Coordinator and the Agency Supervisor will evaluate the cooperative field placement at mid-term and final each semester and will mutually seek to strengthen it as an educational experience through dialogue and exchange of ideas.
5. Agency may withdraw or discharge any student from the program, with the mutual consent of the Field Director and the Social Work Program Director, whose work, conduct or health, in the judgment of the Agency, is having a detrimental effect on the Agency's clientele or personnel, or any student who is not performing in accordance with the rules and regulations of the Agency. (The only exception to this provision #5 is specified in item #11.)
6. The parties agree that no employee of ORU or Practicum will be accepted, under the terms of this agreement, as an employee of the Agency unless previously discussed and agreed upon by ORU, the Social Work Program and Agency.
7. The ORU Staff, Faculty, and students will respect and conscientiously observe the confidential nature of all information which may come to the attention of the same, individually or collectively, with respect to Agency procedures and policy, the population served by the Agency and any client's records during his/her tenure under this program. No student, Faculty member or ORU employee will use any information (confidential, personal or otherwise) as a basis for any publication of any nature without the prior written consent of both Agency and ORU.
8. ORU students will provide their own transportation to and from the Agency at said student's expense.
9. Agency will provide appropriate working conditions, adequate work space, and suitable professional supervision during the course of a student's tenure within the Agency.
10. Agency will make available necessary storage space for the student's personal belongings which pertain to his/her work at the Agency. Any damage or loss of such personal belongings will not be the responsibility of the Agency.
11. This agreement cannot be altered or amended except by mutually written agreement by both parties. Either party may terminate this agreement by giving a 30-day written notice to the other party. However, any student who is currently enrolled in this Program will be allowed to continue and complete his or her current semester under the terms and conditions of agreement, if the ORU Field Director cannot find a suitable substitute placement for the student. It is assumed that every effort will be made by the ORU Field Director to find such a substitute placement.

12. Agency cannot assume responsibility for liability insurance coverage of student against medical expenses and/or damages incurred if injured on the job, unless the student has met the conditions for employment with Agency, as outlined in the *Practicum Manual*.

IN WITNESS WHEREOF, this instrument is executed as of the date first above written.

Signatures:

By: _____ Date: _____
(ORU Social Work Program Field Director or Program Director)

By: _____ Date: _____
(Agency Field Instructor or Representative)

**NATIONAL ASSOCIATION OF SOCIAL
WORKERS (NASW)
CODE OF ETHICS**

National Association of Social Workers (NASW) Code of Ethics

Approved by the 1996 NASW Delegate Assembly and revised by the 1999 NASW Delegate Assembly

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 profession's 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 professions accountable.

5. The *Code* socializes practitioners new to the field to social work's missions, value, 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.*In subscribing to this *Code*, social workers are required to cooperate in its implementation, participate in NASW adjudication proceeding, and abide by an NASW disciplinary rulings or sanctions based on it.

*For 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 board 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 stances 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 see 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 which 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. 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 clients 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 client's 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 clients' 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, request for sexual favors, and other verbal or physical conduct 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 of 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 interest 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 other, 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.

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 member 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, and 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

1.01 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.

1.02 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.

1.03 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.

1.04 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.

1.05 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.

1.06 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.

1.07 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, and 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.

1.08 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 ethics.

1.09 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.

1.10 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.

2. Social Workers' Ethical Responsibilities as Professionals

2.01 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.

2.02 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.

2.03 Private Conduct

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

2.04 Dishonesty, Fraud, and Deception

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

2.05 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.

2.06 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.

2.07 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).

2.08 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.

3. Social Workers' Ethical Responsibilities to the Social Work Profession

3.01 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.

3.02 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 evident 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 engage 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' 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 participants' 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 late 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.

4. Social Workers' Ethical Responsibilities to the Broader Society

4.01 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.

4.02 Public Participation

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

4.03 Public Emergencies

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

4.04 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.

Competencies for Baccalaureate Social Work Practice ORU

1. Identify as a professional social worker and conduct oneself accordingly.

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

2. Apply social work ethical principles to guide professional practice.

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

3. Apply critical thinking to inform and communicate professional judgments.

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

4. Engage diversity and difference in practice.

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

5. Advance human rights and social and economic justice.

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

6. Engage in research-informed practice and practice-informed research.

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

7. Apply knowledge of human behavior and the social environment.

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

8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development.

9. Respond to contexts that shape practice.

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

10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

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

11. Integrate a personal Christian World View with professional social work values, ethics, and practice.

Professional practice involves the dynamic and ongoing integration of one's Christian World View with the values and ethics of the profession; that the professional will embrace the diversity of belief systems of individuals and groups in a respectful, supportive, caring, and nonjudgmental manner.

ORU Social Work Program Core Competencies and Associated Behaviors

- 1—Identify as a professional social worker and conduct oneself accordingly.**
(Associated behaviors: practice advocacy and self-reflection; attend to professional roles and boundaries; engage professional demeanor; pursue life-long learning; seek supervision and consultation)
- 2—Apply social work ethical principles to guide professional practice.**
(Associated behaviors: manage personal values; apply NASW Code of Ethics; appreciate ambiguity; engage ethical reasoning to make decisions)
- 3—Apply critical thinking to inform and communicate professional judgments**
(Associated behaviors: integrate knowledge; analyze practice models; perform oral and written communication)
- 4—Engage diversity and difference in practice.**
(Associated behaviors: recognize oppression; investigate personal biases; appreciate differences; learn from cultural informants)
- 5—Advance human rights and social and economic justice.**
(Associated behaviors: assess dynamics of injustice; advance human rights and all forms of justice)
- 6—Engage in research-informed practice and practice-informed research.**
(Associated behaviors: apply research to inform practice and practice to inform research)
- 7—Apply knowledge of human behavior and the social environment.**
(Associated behaviors: apply bio-psycho-social-cultural-spiritual development and person-in-environment [PIE] context to assessment, intervention, and evaluation)
- 8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.**
(Associated behaviors: assess policies that advance social well-being, use collaboration to advocate policy action)
- 9—Respond to contexts that shape practice.**
(Associated behaviors: continually appraise and respond to societal factors, trends, science and technological forces that affect service delivery)
- 10—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.**
(Associated Behaviors: develop practice skills to engage, assess, intervene and evaluate services to clientele from micro through macro levels)
- 11—Integrate a personal Christian World View with professional social work values and ethics**
(Associated behaviors: integrate Christian World View with social work values and professional ethics; appreciate spiritual diversity)

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Handbook

Social Work Policies

ORAL ROBERTS UNIVERSITY

SOCIAL WORK PROGRAM

Academic Year 2010-2011

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Introduction

The Social Work Program is located in the Behavioral Sciences Department on the second floor of the Graduate Center. Along with social work, the Department includes psychology and sociology (minor), thereby creating a compact and cooperative arrangement between both faculties and students of the three disciplines. The Social Work Program is accredited by the Council on Social Work Education (CSWE), thus enabling graduates to enter generalist social work practice as professional social workers, to be eligible to apply for licensure in states which have appropriate laws, and advanced standing for graduate school education. The ORU program has been accredited since 1980.

Social Work faculty are composed of three well-qualified persons each of who possess at least a master in social work (MSW) degree. The Program is directed by Lanny Endicott (University of Missouri); CheneTucker (University of Oklahoma) and Robert Kiel (Marywood College) round out the faculty. Each faculty member possesses a wide variety of experiences in the field of social work practice. Students will be assigned one faculty person who will be your advisor throughout the duration of your social work training at ORU.

Application Policies (two-stage)

First Stage: Applying for social work major

1. Complete SWK 202 – Introduction to Social Work
2. Submit a completed application form to the program director
3. Be interviewed by a faculty member in the Program
4. Have a current accumulative GPA of at least 2.00
5. Sign a statement to follow the NASW Code of Ethics.

A committee made up of social work faculty will determine the student's admission into the program. Once you are in the program you will be assigned a faculty member to be your advisor throughout your social work education at ORU.

Second Stage: Applying for senior practicum

1. Be senior status
2. Complete prerequisites for eligibility to participate in the senior practicum: SWK Practice I, II, and III, Human Behavior in the Social Environment I and II, Social Welfare Policy, Minority Group Relations, Research Methods, and Junior Practicums I and II
3. Be interviewed by Field Coordinator regarding field placement preferences and practicum fit
4. Be approved by the faculty to proceed with the senior practicum.

Academic Policies

Transfer of Credit Policy

The Social Work Program treats transfer credit on a case-by-case basis. Course and/or practicum credit is not given for life or work experience. Credit is given for comparable practice and foundation courses being transferred from other CSWE accredited schools. Courses being considered for transfer from schools not accredited by the Council will be examined individually, in which the student will need to produce catalog and other information describing the course(s) in question (e.g., texts, syllabi, etc.). The Senior Practicum must be taken at ORU and cannot be transferred from another institution.

Continuation in the Program

Continuation in the program is based on the student's maintenance of the 2.00 GPA average in social work courses and ethical conduct necessary for professional social work practice. Courses taken in the core curriculum must have a "C" or better grade to be counted for social work credit. These courses include all major and cognate courses including cognates Biology (BIO 101), Statistics (MAT 232), and Economics (BUS 101) from general education (See the *Degree Plan Sheet*). If the student's performance falls below the standards for program continuation, then termination procedures may be considered. However, every effort is made to work with a student in this situation by providing advisement, referral for remedial assistance, and/or referral for medical or mental health treatment if appropriate.

Termination Policy

For continuation policy please see the above section on continuation. In the event a student needs to be terminated from the social work professional program, the following steps are taken. Program faculty meet together to discuss the student in question. The student is brought before the faculty or faculty designee (appointed by the Director) to discuss concerns and devise a plan for remediation. Progress is carefully monitored. Only if the remediation efforts prove unsuccessful is the student considered for termination. A majority of the faculty must agree that the student should be terminated. The Director informs the student of the termination and appoints a faculty member in the program to provide advisement and referral for seeking an alternative academic major. The student may appeal the decision to terminate to the Chair of the Behavioral Sciences Department and on to the Dean of the Science and Engineering if desired. Confidential written documentation is kept on all proceedings of termination. Conditions which may initiate termination proceedings include such things as unethical conduct; unsatisfactory academic performance, inability to work with clients, colleagues, and/or supervisors; and general failure to adhere to professional expectations and standards of the social work profession.

The termination process is initiated only after a reasonable effort has been made to assist the student with gaining access to relevant resources (i.e., medical care, counseling) to help resolve personal issues. In the event that a student is terminated from the social work program, assistance is provided to seek another academic major so as to graduate in a timely manner.

Curriculum Planning

The social work curriculum for generalist social work education is made up of six important ingredients: general education, social work practice, human behavior in the social environment, research, social

policy, and field practicum. The courses in the social work curriculum should be taken, it at all possible, according to the sequencing arrangement provided by the *Degree Plan Sheet*. The courses are ordered in such a way as to provide a building block structure for the curriculum. The *Degree Plan Sheet* is also arranged to provide students with the prerequisites and/or co-requisites needed for each course in the curriculum. See the University Catalog for a description of courses in the social work curriculum, along with pre- and co- requisites. The *Degree Plan Sheet* can be found below.

Student Policies

Student Rights and Responsibilities

1. Students have the right to be treated in all aspects of the Social Work Program without discrimination on the basis of age, color, disability, ethnicity, gender, national origin, race, and religion.
2. Students have the right to form their own organization.
3. Students have the right to express grievance and make appeal within the Social Work Program.
4. Students have the responsibility to pursue excellence in their academic and social work career development.
5. Students have the responsibility to act ethically and follow the NASW Code of Ethics.
6. Students have the responsibility to behave professionally as beginning social workers.
7. Students have the right and responsibility to provide input into evaluating and planning program policies and curriculum.

Student Participation

Students are encouraged to participate in the Social Work Club. Each semester monthly meetings are held and often include social workers from local social service agencies serving as guest speakers. Additionally, the Club serves to provide students a means for socializing with other students and faculty in the program. All social work students are eligible for club membership. A \$5 annual fee is assessed for membership and is used for purchasing food and supplies for club functions. The President of the Social Work Club serves on the Social Work Advisory Committee that periodically meets with faculty and community representatives to review policy and curriculum matters related to the social work program.

Student Grievance Procedures

In matters of student grievance in the program, the following procedures are followed. If the grievance pertains to a grade the student received in a course, the student should complete the Petition for Grade Change and the Petition for Policy Exception (both found in the Department or Registrar) stating reasons for the requested change. These two forms should be signed by the individual faculty member, Social Work Program Director, and Chair of the Behavioral Sciences Department. In the event the faculty member will not change the grade, the student may present the case to the program Director, and if necessary, on to the Behavioral Sciences Chair and Dean of the School of Science and Engineering. The Dean's ruling is final in the case.

In situations where there is conflict with a faculty member and/or advisor, the student may present the complaint to the Program Director for a hearing or mediation. The Program Director may change advisor for the student if the change is warranted. If the student has a complaint against the Program Director, a hearing may be requested with the Department Chair.

Field Practicum Policies

Eligibility for Senior Practicum

Students desiring to enroll in Senior Practicum must be senior status in the Social Work Program and completed SWK Practice I, II, and III, Human Behavior in the Social Environment I and II, Social Welfare Policy, Minority Group Relations, Research Methods, and Junior Practicums I and II; or, in other words, the core courses in the Social Work Program.

Liability Insurance

All Social Work Practicum students are required to have secured professional liability insurance coverage prior to entering their field placements. Applications are issued to students in their junior year and the coverage is renewed through their senior year of field. The coverage is insured for a reasonable rate through a reputable insurance carrier for \$1,100,000/1,000,000 malpractice insurance coverage per year. Students are required to show proof of this coverage to the ORU Professor/Practicum Coordinator and to the Placement Agency *prior to* beginning their Practicum.

Liability insurance coverage from this insurance carrier is good only within the United States and does not extend to countries outside of the U.S. Therefore, students who request, and gain permission for, International Field Placement will need to obtain their own liability coverage and present proof of this coverage to the: Practicum Coordinator and to the Placement Agency prior to their departure.

Travel to and from Practicum Site

Students are responsible for their own transportation to and from the practicum site and are held responsible for following through with the commitments they make. Any issues they think might occur during their work together should be discussed at the initial interview and so noted on the Agency Acceptance Form.

Transporting Clients and Other Agency Travels

Some service agencies require all staff to have access to a vehicle for travel (e.g., to and from field appointments, transporting clients, attending Court hearings and required training, etc). Should this policy apply at the Agency where students are placed, a minimum of the following should be discussed at the initial interview and so noted on the Agency Acceptance Form and in the Student File that is retained at the Agency:

1. Students should be asked to show proof of having a valid driver's license and car insurance.
2. Students should be asked to show proof of malpractice insurance coverage (See discussion on Professional Liability Insurance that follows).
3. Practicum Agency should discuss with students their guidelines for re-imbursement for travel expenses (e.g., amount paid per mile, method of payment, etc).

Oral Robert University, the Social Work Faculty, or any other person(s) associated with the University or Social Work Program do not assume liability for injuries sustained to students, agency staff/personnel or clients while students are engaged in transporting clients or while conducting any other kind of agency business.

Paid Practicums

The ORU Social Work Program places the educational value of students above the employment of the student in the agency. While students may benefit from monetary compensations they may receive from working for their placement agency, a conflict of interest could develop between the educational goals of the Program and employee goals of the agency. For the most part, agencies are discouraged from offering employment to students during their internship period.

In specific cases when students are offered employment with their placement agency and they accept this offer the following guidelines must be followed:

Students must:

1. clearly substantiate the need (in writing) to work at the placement agency (for example, if students need to work in order to support themselves or to help support their families – or other kinds of extenuating circumstances that prevent them from working after Practicum hours.
2. present a plan to the Field Coordinator that clearly articulates how she or he will be able to meet the educational objectives/requirements of the course while working in the agency;
3. show evidence that the position (job) is consistent with their current level of training;
4. make a specific contractual working arrangement with the agency and Program that spells out the specifics of the working relationship and assurance that the educational goals can be met.

Practicum Agencies should:

1. be willing to make a specific contractual arrangement with both the student and the Social Work Program that spells out the specifics of the relationship and assurance that the student's educational goals will be met;
2. show evident that the position (job) is consistent with the students' current level of training;
3. show evidence that the employer is allowing students to take part in the liability insurance coverage offered by the agency/organization;
4. retain a copy of the contractual agreement (signed by the Director, field supervisor and the student) in the student file that is kept by the agency).

The above discussion does not refer to normal remunerations given to practicum students for expenses they may occur while performing their normal day to day tasks and responsibilities in the agency (e.g., reimbursement for mileage).

It is important for placement sites to know, a student ceases to be eligible for coverage under the malpractice insurance policy (refer to discussion under Professional Liability Insurance) offered to all other Practicum students if he or she accepts employment with his or her placement. In the

“eyes” of the insurance carrier, when the student accepts employment with the placement site, his or her status changes from “student” to “employee.” Therefore, the expectation is the employer will offer the same insurance coverage to the student that it offers to all of its employees.

Practicum Responsibilities

The end results of students’ learning can be measured, for the most part, by their active participation in the process. *Some* of the students’ responsibilities are to:

1. prepare a resume and present it to the Field Supervisor supervisors at the pre-placement interview;
2. make sure they have stable and reliable transportation to get to their Placement (including back-up transportation) should their regular means of transportation is not available;
3. become familiar with the guidelines and policies of the Placement Agent;
4. be an *active* participant in their own learning;
5. notify the Practicum Agency (and the Practicum Coordinator) early in the day if/or when they will be absent;
6. see that all assignments relevant to the Practicum are clearly communicated to the Field Supervisor at the beginning of the Placement;
7. see that all assignments relevant to the Practicum Course are completed and submitted to the Professor on schedule;
8. complete the number of clock hours that are required for the Practicum;
9. work with the Field Instructors early in the semester to develop action plans;
10. Complete the Process Recording (and submit it on the scheduled date) for processing to the Field Instructor and to the Professor;
11. make sure all Evaluation Forms, Time Records and other paperwork are given to the Field Instructor on time for him/her to review and complete;
12. see that all paperwork is returned to the Professor on the scheduled date as indicated on the Course calendar;
13. follow conduct that is appropriate for social workers, as indicated in the NASW code of Ethics;
14. demonstrate an ongoing relationship with the Field Supervisor that shows openness, friendliness and the desire to learn;
15. follow the policies and guidelines as stipulated by the Placement Agency, as closely as possible, and notify the Practicum Coordinator if any of these conflict with those of the ORU Social Work Program.

Child Welfare Professional Enhancement Program (CWPEP) Opportunity

Program is administered by The University of Oklahoma through the Department of Human Services (DHS). Students are eligible to apply to this program as they enter their junior year. They are interviewed by a representative from DHS and, if accepted as a participant, a contract is signed between them and DHS for up to two years. An educational allowance is paid by DHS to students throughout their junior and senior years in exchange for a year work commitment with Oklahoma Child Welfare per year received the financial allowance. The senior practicum must be conducted in a DHS Child Welfare county agency. The University of Oklahoma,

Southwestern Oklahoma State University, East Central Oklahoma State University, Northwestern State University, and Northeastern State University are other institutions that participate in the CWPEP or Title IV-E Program. Educational allowance for 2010-2011 is: \$6789.

Mission, Goals, and Objectives of the Social Work Program

Mission of the Social Work Program

The mission of the social work program is to *prepare students with a strong Christian grounding to enter entry-level social work practice in a variety of social work settings on the baccalaureate (BSW) level and prepare for pursuit of graduate education in social work (MSW).*

Goals of the Social Work Program

develop students, grounded in the Christian faith, who are prepared academically and with practice skills for entry-level professional social work practice in a variety of settings as generalist social workers; who meet entry qualifications for graduate social work education; and who are qualified to apply for licensure on the baccalaureate level in states with licensure laws.

Competencies for the Social Work Program (first 10 from Council on Social Work Education with number 11 unique to ORU Social Work Program)

1. Identify as a professional social worker and conduct oneself accordingly.

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

2. Apply social work ethical principles to guide professional practice.

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

3. Apply critical thinking to inform and communicate professional judgments.

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

4. Engage diversity and difference in practice.

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's

life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.

5. Advance human rights and social and economic justice.

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

6. Engage in research-informed practice and practice-informed research.

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

7. Apply knowledge of human behavior and the social environment.

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

8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development.

9. Respond to contexts that shape practice.

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

10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge

includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

11. Integrate a personal Christian World View with professional social work values, ethics, and practice.

Professional practice involves the dynamic and ongoing integration of one's Christian World View with the values and ethics of the profession; that the professional will embrace the diversity of belief systems of individuals and groups in a respectful, supportive, caring, and nonjudgmental manner.

Social Work Program Competencies and Associated Behaviors

With the core competencies are associated behaviors that functionalize the competencies—make them operational

1. Identify as a professional social worker and conduct oneself accordingly
Associated behaviors: practice advocacy and self-reflection; attend to professional roles and boundaries; engage professional demeanor; pursue life-long learning; seek supervision and consultation
2. Apply social work ethical principles to guide professional practice
Associated behaviors: manage personal values; apply NASW Code of Ethics; appreciate ambiguity; engage ethical reasoning to make decisions
3. Apply critical thinking to inform and communicate professional judgments
Associated behaviors: integrate knowledge; analyze practice models; perform oral and written communication
4. Engage diversity and difference in practice
Associated behaviors: recognize oppression; investigate personal biases; appreciate differences; learn from cultural informants
5. Advance human rights and social and economic justice
Associated behaviors: assess dynamics of injustice; advance human rights and all forms of justice
6. Engage in research-informed practice and practice-informed research
Associated behaviors: apply research to inform practice and practice to inform research
7. Apply knowledge of human behavior and the social environment
Associated behaviors: apply bio-psycho-social-cultural-spiritual development and person-in-environment [PIE] context to assessment, intervention, and evaluation
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services

Associated behaviors: assess policies that advance social well-being, use collaboration to advocate policy action

9. Respond to contexts that shape practice

Associated behaviors: continually appraise and respond to societal factors, trends, science and technological forces that affect service delivery

10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Associated Behaviors: develop practice skills to engage, assess, intervene and evaluate services to clientele from micro through macro levels

11. Integrate a personal Christian World View with professional social work values and ethics

Associated behaviors: integrate Christian World View with social work values and professional ethics; appreciate spiritual diversity

Social Work Degree Plan Sheet (2010-2011)

ORAL ROBERTS UNIVERSITY		DEGREE PLAN SHEET 2010-2011				TOTAL HOURS REQUIRED		128
DEGREE:	Bachelor of Arts	Behavioral Sciences Dept: SWK				Hours in general education		61
MAJOR:	Social Work					Hours in major		50
						Hours in cognate		9
						Hours in electives		8
Name _____								
ID _____				Date _____				
Telephone _____				Email _____				
Advisor _____								
SEMESTER TAKEN	COURSE CODE	COURSE TITLE	CREDIT HOURS	SEMESTER TAKEN	COURSE CODE	COURSE TITLE	CREDIT HOURS	
FRESHMAN Semester 1				FRESHMAN Semester 2				
_____	THE 103	Charismatic Life & Healing Ministry	3	_____	SOC 101	Introduction to Sociology	3	
_____	SWK 202	Introduction to Social Work	3	_____	HUM _____ +	(Humanities Elec I)	3	
_____	COMP 102	Reading/Writing in Liberal Arts	3	_____	COM 101	Oral Communication	3	
_____	_____ 102*	Foreign Language	5	_____	_____ 203	Foreign Language	3	
_____	HUM 101 *	Humanitas	3	_____	HIS 101	American History	3	
_____	HPER 001 *	Health Fitness I	1	_____	HPER 002 +	Health Fitness II	1	
_____	PRF 070	Swimming Proficiency	0					
_____	GEN 099	Whole Person Assessment	0					
			18					
*May need Elementary language 101								
SOPHOMORE Semester 3				SOPHOMORE Semester 4				
_____	BLIT 110 *	Survey of Old Testament Literature	3	_____	GOV 101	American Government	3	
_____	PSY 201	Principles of Psychology	3	_____	MAT 232	Elementary Statistics	3	
_____	HUM _____ *	(Humanities Elec II)	3	_____	HUM _____ +	(Humanities Elec II)	3	
_____	BUS 201 *	Principles of Economics I	3	_____	COMP 303 +	Critical Reading & Writing	3	
_____	BIO 101	Principles of Biology	4	_____	BLIT 120 +	Survey of New Testament Literature	3	
_____	HPER 027	Swimming--May be replaced by HPER activity if swimming proficiency passed.	0.5 16.5	_____	HPER _____	HPER Activity	0.5 15.5	
JUNIOR Semester 5				JUNIOR Semester 6				
_____	SWK 331 *	SWK Practice I	3	_____	SWK 303 +	Social Welfare Policy	3	
_____	SWK 341 *	Junior Practicum I	2	_____	SWK 342 +	Junior Practicum II	2	
_____	SWK 332 *	SWK Practice II	3	_____	SWK 333 +	Social Work Practice III	3	
_____	SWK 302 *	Research Methods	3	_____	SWK 420 +	Minority Group Relations	3	
_____	SWK 309	Human Behavior in Social Env. I	3	_____	_____	Elective	3	
_____	HPER _____	HPER Activity	0.5 14.5	_____	SWK 310	Human Behavior in Social Env. II	3	
						HPER _____	HPER Activity	0.5 17.5
SENIOR Semester 7				SENIOR Semester 8				
_____	SWK 404 *	SWK Practice IV	2	_____	SWK 405 +	Senior Seminar	2	
_____	SWK 443	Senior Practicum I	6	_____	_____	Laboratory Science	4	
_____	SWK 444	Senior Practicum II	6	_____	_____	Elective	3	
_____	HPER _____	HPER Activity	0.5	_____	_____	Behavioral Sciences Elective*	3	
						_____	Elective	1
						SWK 499	Senior Research Paper	3
			14.5	_____	HPER _____	HPER Activity	0.5 16.5	
*Title IV-E Students must take SWK 381-Child Welfare								
Note: Courses requiring a "C" or better grade include: 1) all social work major courses; 2) all cognate courses (PSY 201, SOC 101, plus 3 hours of Behavioral Sciences electives); 3) BIO 101, BUS 101, MAT 232.								
KEY								
*	-	Offered in fall only						
+	-	Offered in spring only						

BEHAVIORAL SCIENCES - B.S.W. SOCIAL WORK				
2010-2011				
General Education Requirements--61 Hours				
___ Whole Person Assessment GEN 099 (0)	___ Biblical Literature 110 (3)	___ U.S. History 101 (3)		
___ COMP 102, COMP 303 (6)	___ Biblical Literature 120 (3)	___ American Government 10		
___ Humanities 101 (3) HUM Elec (9)	___ Theology 103 (3)	___ Oral Communication 101 (3)		
___ Foreign Language 102 (5)	___ Business 201 (3)	___ Health Fitness I* (1)		
___ Foreign Language 203 (3)	___ Biology 101 with Lab (4)	___ Health Fitness II* (1)		
___ Mathematics 232-Statistics (3)	___ Laboratory Science (4)	___ Swimming Proficiency (0)		
*After completing HPE I and II, Full time students must take an HPE activity course every semester. It is recommended the activity course be taken for a full credit unless enrolled in 18 hours or more				
+Humanities Sequence and Electives				
HUM 101	3	F	Humanitas	
Humanities (Choice of one of the following):			HUM 222, 233, 244, 301, 333	
Humanities (Choice of two of the following):			HUM 222, 233, 244, 301, 333, 250, 255, 260, 270	
			ART 103, ART 104, MUS 300, DRAM 215, COMP 101	
BEHAVIORAL SCIENCES - SOCIAL WORK - MAJOR COURSE WORK--50 HOURS				
Semester Sequence	Course Code	Credit Hours	When Offered	Course Title
Required Courses				
1	SWK 202	3	F,S	Introduction to Social Work
5	SWK 302	3	F	Research Methods
6	SWK 303	3	S	Social Welfare Policy
5	SWK 309	3	F	Human Behavior in the Social Environment I
6	SWK 310	3	S	Human Behavior in the Social Environment II
5	SWK 331	3	F	Social Work Practice I
5	SWK 332	3	F	Social Work Practice II
6	SWK 333	3	S	Social Work Practice III
5	SWK 341	2	F	Junior Practicum I
6	SWK 342	2	S	Junior Practicum II
7	SWK 404	2	F	Social Work Practice IV
8	SWK 405	2	S	Senior Seminar
6	SWK 420	3	S	Minority Group Relations
7 or 8	SWK 443	6	F,S	Senior Practicum I
7or 8	SWK 444	6	F,S	Senior Practicum II
7 or 8	SWK 499	3	F,S	Senior Paper
Required Cognate Courses				
2	SOC 101	3	F,S	Introduction to Sociology
3	PSY 201	3	F,S	Principles of Psychology
8		3	F,S	PSY/SOC/SWK Elective
Required Cognate courses also include the general education courses BIO 101, BUS 201, and MAT 232. These courses as well as the major courses require a grade of C or higher. The Social Work elective SWK 381 Child Welfare is required for students accepted into the Title IV-E Child Welfare Program.				
61	General Education Hours			<u>Legend</u>
50	Social Work Major Hours			F = Fall
9	Cognate Hours			S = Spring
8	Elective Hours			
128	Total			

Social Justice Minor **(Offered through the Social Work Program)**

Social justice is a cornerstone value for the practice of social work. The major in social work provides students with the values, knowledge, and skills to practice as a social work professional. The minor in social justice through the social work program provides students: 1) the opportunity to further examine social work as a major course of study; and 2) offers students from other disciplines a minor that provides an in-depth examination of social justice and its socio-economic, cultural, political, and spiritual ramifications.

Studying the issues of poverty, racism, discrimination, and oppression, including those people groups most vulnerable, can lead to involvement in the struggle for social justice.

Required:

SWK 202 Introduction to Social Work
SWK 303 Social Welfare Policy
SWK 310 Human Behavior in the Social Environment II
SWK 420 Minority Group Relations
SWK 450 Directed Study in Social Work

Choose one from:

SWK 381 Child Welfare
SOC 329 Social Deviancy/Social Control
SOC 308 Cultural Anthropology

*For statistical purposes

10. What strengths do you believe you possess that would make you an effective social worker?

11. What are some areas you believe you will need to strengthen to make you an competent social worker?

12. List some personal growth goals you believe you need to pursue for becoming an effective social worker.

Signature: _____ Date: _____

ORU address, telephone, email:

Home address, telephone (ORU phone, Cell), email:

Statement to Apply the NASW Code of Ethics

My signature below signifies the application of the NASW Code of Ethics as my ethical guide to the practice of social work.

Signature: _____ Date: _____

Practicum Assessment Form
Oral Roberts University Social Work Program
Junior Practicum I and II (SWK 341 & 342)
Senior Practicum I and II (SWK 443 & 444)

Midterm _____ Final _____

Name of Student _____ Date _____

Instructions for rating students on the 11 Competencies and associated behaviors:

Scores in each category are based on the rubric developed for the practicum. Please examine the rubric before assigning scores to each category. The scores are based on the student's performing the plan of action developed in consultation with the practicum instructor to address the following competencies and associated behaviors. Note that "NA" indicates that no action plan was developed related to the competency. A "0", on the other hand, indicates that an action plan was developed but little to no follow-through was engaged to address it. Also, note that Junior Practicum I students develop action plans for competencies 1-5 and 11 and evaluated on them; Junior Practicum II students do competencies 6-10 and 11; Senior Practicum I and II students do all competencies 1-11 and associated behaviors.

NA	No action plan developed
0	Not attempted (Reserved for scores 59.5-)
1	Unacceptable (Reserved for scores 69.5-60)
2	Acceptable (Reserved for scores 79.5-70)
3	Competent (Reserved for scores 89.5-80)
4	Exemplary (Reserved for scores 90-100)

In the comments discuss student strengths and areas needing improvement. This evaluation is to provide feedback to the student in his/her practicum experience. This evaluation is part of a broader evaluating where the students is also scored on other required assignments (i.e., logs, article reviews). The faculty field coordinator will assign the final grade.

1. Identify as a professional social worker and conduct one-self accordingly.

		4	3	2	1	0	NA
a.	Practice advocacy						
b.	Practice self-reflection						
c.	Attend to professional roles and boundaries						
d.	Engage professional demeanor						
e.	Pursue life-long learning						
f.	Seek supervision and consultation						
Total							
Mean							

Provide Comments relative to student's identity as a social work professional:

2. Apply social work ethical principles to guide professional practice.

		4	3	2	1	0	NA
a.	Manage personal values						
b.	Apply NASW Code of Ethics						
c.	Appreciate ambiguity						
d.	Engage ethical reasoning to make decisions						
Total							
Mean							

Comment on student's application of social work values and ethics:

3. Apply critical thinking to inform and communicate professional judgments

		4	3	2	1	0	NA
a.	Integrate knowledge (from the classroom to the field)						
b.	Analyze practice models						
c.	Perform oral communication						
d.	Perform written communication						
Total							
Mean							

Comments on student's critical thinking relating to professional judgments:

4. Engage diversity and difference in practice.

		4	3	2	1	0	NA
a.	Recognize oppression						
b.	Investigate personal biases						
c.	Appreciate differences						
d.	Learn from cultural informants						
Total							
Mean							

Comments regarding student's engagement of diversity and those different:

5. Advance human rights and social and economic justice.

		4	3	2	1	0	NA
a.	Assess dynamics of injustice						
b.	Advance human rights and all forms of justice						
Total							
Mean							

Comments on understanding and advancing human rights and justice.

6. Engage in research-informed practice and practice-informed research.

		4	3	2	1	0	NA
a.	Apply research to inform practice						
b.	Apply practice to inform research						
Total							
Mean							

Comment both on student's application of research to inform practice and practice informing research.

7. Apply knowledge of human behavior and the social environment.

		4	3	2	1	0	NA
a.	Apply bio-psycho-social-cultural-spiritual development to assessment, intervention, and evaluation.						
b.	Apply person-in-environment context to assessment, intervention, and evaluation.						
Total							
Mean							

Comment on student's application of human behavior and social environment concepts:

8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

		4	3	2	1	0	NA
a.	Assess policies that advance social well-being						
b.	Use collaboration to advocate policy action						
Total							
Mean							

Comment on the student's ability to assess policies and engage in policy advocacy:

9. Respond to contexts that shape practice.

		4	3	2	1	0	NA
a.	Continually appraise and respond to societal factors, trends, science and technological forces that affect service delivery.						
Total							
Mean							

Comment on student's awareness of practice contexts:

10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

		4	3	2	1	0	NA
a.	Develop practice skills to engage, assess, intervene and evaluate services to individuals.						
b.	Develop practice skills to engage, assess, intervene and evaluate services to families.						
c.	Develop practice skills to engage, assess, intervene and evaluate services to groups.						
d.	Develop practice skills to engage, assess, intervene and evaluate services to organizations.						
e.	Develop practice skills to engage, assess, intervene and evaluate services to communities.						
Total							
Mean							

Comment the student's abilities to engage, assess, intervene and evaluate services to clientele.

11. Integrate a personal Christian World View with professional social work values and ethics.

		4	3	2	1	0	NA
a.	Integrate Christian World View with social work values and professional ethics.						
b.	Appreciate spiritual diversity.						
Total							
Mean							

Comment on student's integration of Christian World View; appreciating spiritual diversity.

Total Score:
Mean:

Midterm Evaluation

- ___ Student is performing in an exemplary manner meeting social work practice competencies.
- ___ Student is performing competently in meeting social work practice competencies.
- ___ Student is performing in an acceptable manner meeting social work practice competencies.
- ___ Student is performing in an unacceptable manner meeting social work practice competencies.

Comments:

Final Evaluation

- Student is performing in an exemplary manner meeting social work practice competencies.
- Student is performing competently in meeting social work practice competencies.
- Student is performing in an acceptable manner meeting social work practice competencies.
- Student is performing in an unacceptable manner meeting social work practice competencies.

Comments:

Signature of Field Instructor _____

Agency _____ Date _____

ORU Field Director or Liaison _____ Date _____

The following section should be completed by the intern:

After field instructor and social work program field coordinator have discussed the evaluation with the student, the student agrees or disagrees with the evaluation.

Agree with evaluation

Disagree with evaluation

Student's Signature

_____ Date _____

If the student disagrees with the evaluation he/she has the right to request a meeting to discuss the disagreement with the field instructor and field coordinator. Student's comments should be submitted to both field instructor and coordinator.

Student Comments (add pages as necessary):

**SWK 443/444: Senior Practicum
Rubric for Practicum Assessment
&
Written Self-Reflection and Oral Defense**

CRITERIA	EXEMPLARY	COMPETENT	ACCEPTABLE	UNACCEPTABLE	NOT ATTEMPTED	N/A
GRADE	A: 90-100%	B: 80-89%	C: 70-79%	D: 60-79%	F: 00-59%	N/A
<p>1—Identify as a professional social worker and conduct oneself accordingly.</p> <p>Practice advocacy and self-reflection; attend to professional roles and boundaries; engage professional demeanor; pursue life-long learning; seek supervision and consultation</p>	Exceeds expectations in identity as a social worker: able to practice skills of advocacy, demonstrates ability to self-reflect, expresses professional roles and boundaries, behaves as a social worker, eagerness to learn, and seeks consultation in a supervisory relationship.	Evidences an above average in identity as a social worker: able to practice skills of advocacy, demonstrates ability to self-reflect, expresses professional roles and boundaries, behaves as a social worker, eagerness to learn, and seeks consultation in a supervisory relationship.	Has trouble/shows difficulty presenting self as a social worker: falls short to practicing skills of advocacy, demonstrating ability to self-reflect, expressing professional roles and boundaries, behaving as a social worker, eagerness to learn, and seeking consultation in a supervisory relationship.	Fails/unable to present self as a social worker in terms of: practicing skills of advocacy, demonstrating ability to self-reflect, expressing professional roles and boundaries, behaving as a social worker, being eager to learn, and seeking consultation in a supervisory relationship.	Fails/unable to present self as a social worker in terms of: practicing skills of advocacy, demonstrating ability to self-reflect, expressing professional roles and boundaries, behaving as a social worker, being eager to learn, and seeking consultation in a supervisory relationship.	Unable to evaluate as no action plan was developed to demonstrate competency.
<p>2—Apply social work ethical principles to guide professional practice.</p> <p>Manage personal values; apply NASW Code</p>	Exceeds expectations in ability to: manage personal values, apply the NASW Code of Ethics, appreciate ambiguity when making	Demonstrates above average ability to: manage personal values, apply the NASW Code of Ethics, appreciate ambiguity	Demonstrates a basic ability to: manage personal values, apply the NASW Code of Ethics, appreciate ambiguity when making	Demonstrates minimal ability to: manage personal values, apply the NASW Code of Ethics, appreciate ambiguity when making ethical	Fails to manage personal values, apply the NASW Code of Ethics, appreciate ambiguity when making	Unable to evaluate as no action plan was developed to demonstrate competency.

of Ethics; appreciate ambiguity; engage ethical reasoning to make decisions	ethical decisions, and engage ethical reasoning to make decisions.	when making ethical decisions, and engage ethical reasoning to make decisions.	ethical decisions, and engage ethical reasoning to make decisions.	decisions, and engage ethical reasoning to make decisions.	ethical decisions, and engage ethical reasoning to make decisions.	
3—Apply critical thinking to inform and communicate professional judgments Integrate knowledge; analyze practice models; perform oral and written communication	Demonstrates evidence for mastery of written & verbal critical thinking skills to integrate knowledge; analyze practice models.	Demonstrates evidence for mastery of written & verbal critical thinking skills, to integrate knowledge; analyze practice models; perform oral and written communication.	Demonstrates evidence for good basic verbal & critical thinking skills, to integrate knowledge; analyze practice models; perform oral and written communication	Demonstrates minimal evidence for written & verbal critical thinking skills to integrate knowledge; analyze practice models; perform oral and written communication	Fails to demonstrate evidence of verbal & critical thinking skills to integrate knowledge; analyze practice models; perform oral and written communication	Unable to evaluate as no action plan was developed to demonstrate competency .
4—Engage diversity and difference in practice. Recognize oppression; investigate personal biases; appreciate differences; learn from cultural informants	Demonstrates an exceptional understanding in recognition for oppression, for examining personal biases, appreciating differences in others, and engaging cultural informants to learn about others.	Demonstrates an above average understanding for recognition of oppression, for examining personal biases, appreciating differences in others, and engaging cultural informants to learn about others.	Demonstrates a concrete understanding for recognition of oppression, for examining personal biases, appreciating differences in others, and engaging cultural informants to learn about others.	Demonstrates minimal understanding for recognition of oppression, for examining personal biases, appreciating differences in others, and engaging cultural informants to learn about others..	Fails to demonstrate any understanding for recognition of oppression, for examining personal biases, appreciating differences in others, and engaging cultural informants to learn about others.	Unable to evaluate as no action plan was developed to demonstrate competency .
5—Advance human rights	Evidences professional	Evidences above	Evidences a basic ability to	Evidences little ability to	Fails to demonstrate	Unable to evaluate as

<p>and social and economic justice.</p> <p>Assess dynamics of injustice; advance human rights and all forms of justice</p>	<p>ability to assess dynamics of injustice and engage activities to advance human rights and all forms of justice.</p>	<p>average ability to assess dynamics of injustice and engage activities to advance human rights and all forms of justice.</p>	<p>assess dynamics of injustice and engage activities to advance human rights and all forms of justice.</p>	<p>assess dynamics of injustice and engage activities to advance human rights and all forms of justice.</p>	<p>any ability to assess dynamics of injustice and engage activities to advance human rights and all forms of justice.</p>	<p>no action plan was developed to demonstrate competency.</p>
<p>6—Engage in research-informed practice and practice-informed research.</p> <p>Apply research to inform practice and practice to inform research</p>	<p>Demonstrates remarkable skill in the use of research to inform practice and to use practice to inform research—thus, to engage in evidence informed practice.</p>	<p>Demonstrates above average skill in the use of research to inform practice and to use practice to inform research—thus, to engage in evidence informed practice..</p>	<p>Demonstrates average skill in the use of research to inform practice and to use practice to inform research—thus, to engage in evidence informed practice..</p>	<p>Demonstrates above minimal skill in the use of research to inform practice and to use practice to inform research—thus, to engage in evidence informed practice..</p>	<p>Fails to understand how the use of research should inform practice and to use practice to inform research—thus, to engage in evidence informed practice.</p>	<p>Unable to evaluate as no action plan was developed to demonstrate competency.</p>
<p>7—Apply knowledge of human behavior and the social environment.</p> <p>Apply bio-psycho-social-cultural-spiritual development and person-in-environment [PIE] context to assessment, intervention, and evaluation</p>	<p>Demonstrates a remarkable ability in applying bio-psycho-social-cultural-spiritual development and person-in-environment [PIE] context to assessment, intervention, and evaluation.</p>	<p>Demonstrates an above average ability in applying bio-psycho-social-cultural-spiritual development and person-in-environment [PIE] context to assessment, intervention, and evaluation.</p>	<p>Demonstrates a basic ability in applying bio-psycho-social-cultural-spiritual development and person-in-environment [PIE] context to assessment, intervention, and evaluation.</p>	<p>Demonstrates a vague understanding of and ability in applying bio-psycho-social-cultural-spiritual development and person-in-environment [PIE] context to assessment, intervention, and evaluation.</p>	<p>Fails to communicate any ability in applying bio-psycho-social-cultural-spiritual development and person-in-environment [PIE] context to assessment, intervention, and evaluation.</p>	<p>Unable to evaluate as no action plan was developed to demonstrate competency.</p>

<p>8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.</p> <p>Assess policies that advance social well-being, use collaboration to advocate policy action</p>	<p>Demonstrates a remarkable ability to assess policies that advance social well-being and use collaboration to advocate policy action.</p>	<p>Demonstrates an above average ability to assess policies that advance social well-being and use collaboration to advocate policy action</p>	<p>Demonstrates a basic ability to assess policies that advance social well-being and use collaboration to advocate policy action</p>	<p>Demonstrates a vague understanding of and ability to assess policies that advance social well-being and use collaboration to advocate policy action</p>	<p>Fails to communicate any ability to assess policies that advance social well-being and use collaboration to advocate policy action</p>	<p>Unable to evaluate as no action plan was developed to demonstrate competency.</p>
<p>9—Respond to contexts that shape practice.</p> <p>Continually appraise and respond to societal factors, trends, science and technological forces that affect service delivery</p>	<p>Demonstrates exceptional skills to continually appraise and respond to societal factors, trends, science and technological forces that affect service delivery.</p>	<p>Demonstrates above average skills to continually appraise and respond to societal factors, trends, science and technological forces that affect service delivery.</p>	<p>Demonstrates average skills to continually appraise and respond to societal factors, trends, science and technological forces that affect service delivery.</p>	<p>Demonstrates minimal skills for continually appraising and responding to societal factors, trends, science and technological forces that affect service delivery.</p>	<p>Fails to evidence skills expected -- to continually be appraised and respond to societal factors, trends, science and technological forces that affect service delivery.</p>	<p>Unable to evaluate as no action plan was developed to demonstrate competency.</p>
<p>10—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations,</p>	<p>Demonstrates exceptional skills to engage, assess, intervene and evaluate services to clientele from</p>	<p>Demonstrates above average skills to engage, assess, intervene and evaluate services to</p>	<p>Demonstrates average skills to engage, assess, intervene and evaluate services to clientele from</p>	<p>Demonstrates minimal skills to engage, assess, intervene and evaluate services to clientele from</p>	<p>Fails to evidence skills necessary to engage, assess, intervene and</p>	<p>Unable to evaluate as no action plan was developed to demonstrate</p>

<p>and communities.</p> <p>Develop practice skills to engage, assess, intervene and evaluate services to clientele from micro through macro levels</p>	<p>micro through macro levels.</p>	<p>clientele from micro through macro levels.</p>	<p>micro through macro levels.</p>	<p>micro through macro levels.</p>	<p>evaluate services to clientele from micro through macro levels.</p>	<p>competency .</p>
<p>11—Integrate a personal Christian World View with professional social work values and ethics.</p> <p>Integrate Christian World View with social work values and professional ethics; appreciate spiritual diversity</p>	<p>Demonstrates exceptional ability to integrate Christian World View with social work values and professional ethics and to appreciate spiritual diversity.</p>	<p>Demonstrates above average ability to integrate Christian World View with social work values and professional ethics and to appreciate spiritual diversity.</p>	<p>Demonstrates average ability to integrate Christian World View with social work values and professional ethics and to appreciate spiritual diversity.</p>	<p>Demonstrates minimal ability to integrate Christian World View with social work values and professional ethics and to appreciate spiritual diversity</p>	<p>Fails to show ability to integrate Christian World View with social work values and professional ethics and to appreciate spiritual diversity</p>	<p>Unable to evaluate as no action plan was developed to demonstrate competency .</p>

COMPREHENSIVE EXAMINATION

Senior Practicum I & II: Social Work 443/444

How This Exam Is Structured

The questions on this final examination have been structured to assist you, the student, in testing your knowledge and competency skills over the ten professional competencies needed for social work practice and completion of the Oral Roberts University (ORU) Social Work Program. The 10 Competencies and 41 related behaviors are required of all students graduating from The Council on Social Work Education's (CSWE) accredited programs. Through demonstration of these competencies both in the classroom and in the field practicum, you evidence your ability to enter generalist social work practice and to proceed to graduate level social work education.

Areas of this examination will assess your level of skills and competency in:

1. social work values and ethics
2. diversity
3. social and economic Justice
4. populations at risk
5. human behavior and social environment
6. social welfare policy and services
7. research
8. practice
9. practicum
10. the integration of faith and practice

In addition, you will also be given the opportunity to measure your success in meeting the criteria required for CSWE and the mission of the ORU Social Work Program. Some of these program competencies include your ability to:

1. **Identify as a professional social worker and conduct oneself accordingly**
Associated behaviors: practice advocacy and self-reflection; attend to professional roles and boundaries; engage professional demeanor; pursue life-long learning; seek supervision and consultation
2. **Apply social work ethical principles to guide professional practice**
Associated behaviors: manage personal values; apply NASW Code of Ethics; appreciate ambiguity; engage ethical reasoning to make decisions
3. **Apply critical thinking to inform and communicate professional judgments**
Associated behaviors: integrate knowledge; analyze practice models; perform oral and written communication
4. **Engage diversity and difference in practice**
Associated behaviors: recognize oppression; investigate personal biases; appreciate differences; learn from cultural informants
5. **Advance human rights and social and economic justice**
Associated behaviors: assess dynamics of injustice; advance human rights and all forms of justice
6. **Engage in research-informed practice and practice-informed research**

Associated behaviors: apply research to inform practice and practice to inform research

7. Apply knowledge of human behavior and the social environment

Associated behaviors: apply bio-psycho-social-cultural-spiritual development and person-in-environment [PIE] context to assessment, intervention, and evaluation

8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services

Associated behaviors: assess policies that advance social well-being, use collaboration to advocate policy action

9. Respond to contexts that shape practice

Associated behaviors: continually appraise and respond to societal factors, trends, science and technological forces that affect service delivery

10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Associated Behaviors: develop practice skills to engage, assess, intervene and evaluate services to clientele from micro through macro levels

11. Integrate a personal Christian World View with professional social work values and ethics

Associated behaviors: integrate Christian World View with social work values and professional ethics; appreciate spiritual diversity

Your familiarity with the use of APA guidelines for professional writing will also be evaluated.

Exam Instructions

1. **THIS IS NOT A GROUP PROJECT.** This exam is designed to test your individual knowledge and competency and as such, each student is expected to work *independently*.

Note: The professor reserves the right to refuse to accept an exam from any student she learns has not adhered to the above guideline. The student then stands the chance of losing the 100 points allocated for the exam and of receiving a failed grade for the class.

The professor reserves the right to refuse to accept an exam from any student she learns has committed plagiarisms on any part of the exam and the student will lose the 100 points allocated for the exam and will receive a failed grade for the class.

2. Read each question carefully, follow the instructions given completely and submit the finished exam on the due date so as not to lose valuable points.
3. Proper use of grammar will be assessed when your grade is assigned for the exam.
4. Penalty points will be assessed at the rate of three (3) points per day (***including weekends***) for exams that are submitted beyond the due date.
5. It is recommended you review all notes and textbooks related to the topics, and subject matter (as described on page one of this exam) before beginning to work.

6. You are being given ample time to complete this exam. I highly recommend you begin as soon as it is given to you. **DUE DATE FOR THE FINAL EXAM IS _____.**
7. The value of each question is 20 points. Total points possible are 100 points.
8. Discussion of each question must:
 - a. be a minimum of two (2) pages, *with the exception of questions #3, 4 and 5.* These three questions will possibly exceed the two page limit but *should not* be in excess of four (4) pages for each question. **NOTE: PAGES MUST MEET THE FULL PAGE REQUIREMENTS. – PAGES FALLING SHORT OF THE ACTUAL PAGE REQUIREMENT WILL RESULT IN A DEDUCTION IN POINTS FOR THE ASSIGNED QUESTION.**
 - b. Demonstrate a clear understanding of each theory, concept and practice method discussed.
 - c. Make reference to specific case examples, issues, need, etc. as required by each question.

EXAM QUESTIONS

1. Considering the client you used for your Case Record report, discuss how his or her behavior(s) or needs(s) can be understood in light of **two (2) developmental theories.**

Note:

- a. *For students whose focus of discussions will be on human developmental theories, you **must use Erik Erikson as one of your theorists.** You may choose a theorist of your choice for your second discussion.*
 - b. *For students who were placed in non-traditional field placements (e.g., United Way) this semester, you **must choose two (2) theories that commensurate with the client system serviced by your placement agency** (e.g., management theories of development.)*
2. Discuss another case from our practicum this semester (i.e., one other than the one used for the Case record) and demonstrate how you were successful in applying generalist social work practice skills.

Include in your discussion how you made use of the following:

- a. systems framework – including levels of the framework (micro, mezzo and macro) and terminology that is unique to this framework, (e.g., homeostasis or steady state, input and output energy emitted, boundaries, open/closed systems, client system, target system, change agent system, action system, etc.).
- b. the problem-solving approach (steps you used with the client system while working toward problem-resolution – this should include all six (6) stages of the problem-solving method). Please identify each stage of this approach when answering this portion of the exam. **Notes and textbook from you Introduction to Social Work class and Practice course should assist you in answering items (a) - (f).**
- c. the strengths perspective in social work practice
- d. critical thinking skills, throughout the process

- e. strategies to deal with oppression and discrimination (if applicable)
- f. cultural competency in social work practice

REMINDER: A *brief synopsis* of the case is needed for question #1 and for question #2 **before** beginning your discussion of each.

3. In numerical and vertical order, identify at least three (3) unmet service needs you have noted your practicum agency has not been able to provide to its clientele. Choose one of the unmet needs you have listed and:

- a. **state** the unmet need
- b. **describe** what you believe would be a major social policy that would make it possible for the agency to provide this service to the clientele it serves.
- c. **NOTE: *Clearly define the social policy you are suggesting and delineate (outline or clearly describe) its parts and /or elements. (The professor should be able to gain a clear profile of the social policy you are describing, without trying to guess what you are trying to say).***

The social policy you develop is a hypothetical one, i.e., it is one you are making up and is not one that is already in use by your agency. Therefore, feel free to be as creative and dramatic as you choose to be while remaining within the confines of reality.

- d. Discuss how such a policy would *enhance* the social functioning of the client group served by the agency.
 - e. By whom should the policy be implemented – e.g., your practicum agency, a contract agency, etc.?
 - f. Using two forerunners of social work practice, Mary Richmond and Jane Addams, which social work methodology (represented by either of these women) has most influenced your agency's practices today. Support your answer by first providing a brief description of the social welfare movement each of these forerunners is associated with, then, relate this to your agency's current method of reaching its targeted client population(s).
4. Choose a *research article* from a professional source or the Internet (one you have not already used for the Article Critique assignment) that is appropriate to the population/service of your placement agency and follow the guidelines below:
- a. ATTACH THE ARTICLE. (*Failure to do so will result in no points for this question.*)
 - b. The article you choose *must be research focused*, i.e., it must be one that actually describes the methodology, yields data and discusses the results of the research project.
 - c. Documentation of your source, as per APA guidelines, is to be followed.
 - d. Write a one page summary of the article (Include all information that relates to the questions that follow under item "e").

- e. Using the article, comment on how well the author(s):
- 1) Selected participants for the study/experiment
 - 2) Chose appropriate instruments and research design for collecting data
 - 3) Worked to gain proper permission, if needed, for the research/experiment (e.g., an Internal Review Board, or an informed consent form signed by each participant when using human participants).
 - 4) Followed professional ethical guidelines. Explain why you think they did or did not.
 - 5) Generalize the findings of the study (i.e., if the findings could be extended to others, or situations, that were not directly involved in the research study).
- Please note that item “e” is the “meat” of this question and should therefore be given proper attention.**
5. Discuss the issues involved, and to what extent, you were able to integrate NASW Code of Ethics values and ethics and Judeo-Christian values and ethics into your practicum this semester. When answering this question:
- a. Refer to the specific Social Work Code of Ethics (state the actual Code and number) you are referring to and give specific examples of each issue in your discussion (**minimum of two issues required**).
 - b. **In one of these examples** describe an ethical dilemma (one that conflicted with or challenged your personal Christian value system) you faced during your senior practicum experience. Using a Biblical reference, and one to two (1-2) references from the Social Work Code of Ethics, discuss how you were able to integrate your faith into your practice as a social worker.
 - c. In either of these examples, cite ways in which supervision and professional consultation assisted you in the resolution of your dilemma.
6. As a result of your training in the Social Work Program, identify two (2) people groups towards which your beliefs, views, **biases**, and judgments have significantly changed. -- Please be specific.
- How do you account for this change? (In other words, which parts of your educational experience would you credit towards this shift in your views)? Be specific—i.e., a special client you worked with, a supervisor that challenged you to grow, an article or book, that changed previously untested beliefs?
7. In numerical and vertical order, identify at least three (3) unmet service needs you have noted your practicum agency has not been able to provide to its clientele.
- Choose one (1) of the unmet needs listed
 - Describe what you believe would be a major social policy that would make it possible for the agency to provide this service to the clientele it serves.
 - Clearly define the social policy you are suggesting and delineate its parts and/or elements.
 - Discuss how such a policy would enhance the social functioning of the client group served by the agency.
 - By whom should the policy be implemented – e.g., your practicum agency, a contract agency, etc.?

FINAL INSTRUCTIONS:

- PLEASE INCLUDE A COVER PAGE WITH YOUR EXAM.
- DO NOT INCLUDE COVER PAGE INFORMATION ON YOUR ACTUAL EXAM.
- DO NOT COUNT THE COVER PAGE AS ONE OF YOUR PAGE NUMBERS.
- UPLOAD YOUR EXAM INTO THE APPROPRIATE DROPBOX ON D2L
- PAGES MUST BE NUMBERED.

Whole Person Assessment for Social Work Courses
Statistics for Social Work Courses (Spring 2010)
Class Assessment by Rubric

By Rubric	N	Mean	Med	SD
SWK 202 Reflection Paper Rubric	7	3.2	3.2	0.32
SWK 302: Research Proposal	3	2.4	2.1	0.40
SWK 303 Social Policy Analysis Paper	17	3.3	3.0	0.43
SWK 303 Policy Analysis Power Point Presentation	18	3.1	3.0	0.33
SWK 303 Integrates Framework for Understanding Poverty (Payne)	17	3.3	3.5	0.42
SWK 310 PowerPoint Presentation	16	3.0	2.9	0.47
SWK 333 Group Proposal	11	2.7	2.6	0.55
SWK 333 Post-Group Analysis	10	2.8	2.6	0.65
SWK 341/342 Goals & Objectives	11	3.0	3.0	0.72
SWK 341/342 Final Written Examination	10	3.0	3.0	0.44
SWK 342 Rubric for Book Report	11	2.8	2.7	0.40
SWK 443/444 Goals & Objectives	5	3.4	3.0	0.51
SWK 443/444 Case Record	5	3.1	2.8	0.54
SWK 443/444 Article Critiques	6	3.2	2.9	0.37
SWK 443/444 Final Log Summary	5	3.4	3.0	0.41
SWK 443/444 Agency Analysis	5	3.2	3.0	0.51
SWK 443/444 Final Examination	4	3.3	2.9	0.67
SWK 405 Logic Model	5	3.6	4.0	0.80
SWK 405 Creating a Nonprofit Organization	1	4.0	4.0	-
SWK 405 Grant Application	5	3.0	3.0	0.63

Whole Person Assessment of the Social Work Program
Assessment by Rubric Criteria for Each Course
Spring 2010

		N	Mean	Med	SD
SWK 310 Presentation Rubric (old version)	Professional Demeanor	0	0	-	-
SWK 310 Presentation Rubric (old version)	Professional Source Citation	0	0	-	-
SWK 310 Presentation Rubric (old version)	Use of Technology	0	0	-	-
SWK 310 Presentation Rubric (old version)	Topic Clarity & Support	0	0	-	-
SWK 310 Presentation Rubric (old version)	Organization	0	0	-	-
SWK 310 Presentation Rubric (old version)	Conclusions	0	0	-	-
SWK 333: Group Proposal (old version)	APA Format	0	0	-	-
SWK 333: Group Proposal (old version)	Professional Source Citation	0	0	-	-
SWK 333: Group Proposal (old version)	Grammar & Spelling	0	0	-	-
SWK 333: Group Proposal (old version)	Topic Clarity & Support	0	0	-	-
SWK 333: Group Proposal (old version)	Rationale for Group	0	0	-	-
SWK 333: Group Proposal (old version)	Practical Issues re: Proposed Membership & Sessions	0	0	-	-
SWK 333: Group Proposal (old version)	Proposed Procedures	0	0	-	-
SWK 333: Group Proposal (old version)	Proposed Evaluation	0	0	-	-
SWK 333: Post-Group Analysis (old version)	APA Format	0	0	-	-
SWK 333: Post-Group Analysis (old version)	Professional Source Citation	0	0	-	-
SWK 333: Post-Group Analysis (old version)	Grammar & Spelling	0	0	-	-
SWK 333: Post-Group Analysis (old version)	Topic Clarity & Support	0	0	-	-
SWK 333: Post-Group Analysis (old version)	Practical Issues re: Membership & Sessions	0	0	-	-
SWK 333: Post-Group Analysis (old version)	Stages of Group Development	0	0	-	-
SWK 333: Post-Group Analysis (old version)	Conceptual Dynamics re: Norms/Goals, Hidden Agendas, Power/Influence, Task & Maintenance Roles, Communication Styles/Modes, Joharis Window, Trust/Cohesion,	0	0	-	-

	Decision Making Methods & Value Orientation, & Conflict Dynamics					
SWK 333: Post-Group Analysis (old version)	Co-Leadership Evaluation	0	0	-	-	
SWK 333: Post-Group Analysis (old version)	Evaluation	0	0	-	-	
SWK 302: Research Proposal	APA Format of References	3	1.7	2	0.47	
SWK 302: Research Proposal	Professional Source Citation	3	4	4	0	
SWK 302: Research Proposal	Written Expression	3	2	1	0.82	
SWK 302: Research Proposal	Topic Clarity & Support	3	2.3	2	0.47	
SWK 302: Research Proposal	Problem Development	3	2.3	1	1.25	
SWK 302: Research Proposal	Literature Review	3	2	1	0.82	
SWK 302: Research Proposal	Proposed Research Design	3	2.7	2	0.94	
SWK 302: Research Proposal	Proposed Sampling Design	3	1.7	1	0.94	
SWK 302: Research Proposal	Proposed Data Gathering Techniques	3	2.3	2	0.47	
SWK 302: Research Proposal	Administrative Protocols	3	3.3	2	0.94	
SWK 333 Post-Group Analysis	APA Format	10	2.8	2.5	1.08	
SWK 333 Post-Group Analysis	Professional Source Citation	10	2.7	2.5	1	
SWK 333 Post-Group Analysis	Grammar & Spelling	10	2	2	1.26	
SWK 333 Post-Group Analysis	Topic Clarity & Support	10	2.7	2.5	0.78	
SWK 333 Post-Group Analysis	Practical Issues re: Membership & Sessions	10	3.5	4	0.67	
SWK 333 Post-Group Analysis	Stages of Group Development	10	3.5	4	1.2	
SWK 333 Post-Group Analysis	Conceptual Dynamics re: Norms/Goals, Hidden Agendas, Power/Influence, Task & Maintenance Roles, Communication Styles/Modes, Joharis Window, Trust/Cohesion, Decision Making Methods & Value Orientation, & Conflict Dynamics	10	2.5	2.5	0.92	
SWK 333 Post-Group Analysis	Co-Leadership Evaluation	10	2.1	2	1.37	
SWK 333 Post-Group Analysis	Group Outcomes Evaluation	10	3	3	1	
SWK 333 Post-Group Analysis	Conduction Oneself as a Professional	10	3.1	3	0.83	
SWK 333 Post-Group Analysis	Application of SWK Ethical Principles to	10	3	3	0.45	

	Guide Practice				
SWK 333 Post-Group Analysis	Engagement of Diversity in Practice	10	3.3	3	0.64
SWK 333 Post-Group Analysis	Engagement, Assessment, & Intervention	10	2.7	2.5	0.78
SWK 303 Social Policy Analysis Paper	APA Format	17	3.1	3	0.68
SWK 303 Social Policy Analysis Paper	Professional Source Citation	17	3.3	3	0.57
SWK 303 Social Policy Analysis Paper	Grammar & Spelling	17	3.4	3	0.48
SWK 303 Social Policy Analysis Paper	Content	17	3.5	3	0.5
SWK 303 Social Policy Analysis Paper	Organization	17	3.3	3	0.46
SWK 303 Social Policy Analysis Paper	Advances Human Rights and Social Justice	17	3.4	3	0.49
SWK 303 Social Policy Analysis Paper	Engages policy practice to advance social and economic well-being and to deliver effective social work services	17	2.9	3	0.32
SWK 303 Policy Analysis Power Point Presentation	Professional Source Citation	18	3.3	3	0.45
SWK 303 Policy Analysis Power Point Presentation	Topic Clarity & Support	18	3.3	3	0.47
SWK 303 Policy Analysis Power Point Presentation	Organization	18	3.3	3	0.45
SWK 303 Policy Analysis Power Point Presentation	Use of Technology	18	2.7	3	0.67
SWK 303 Policy Analysis Power Point Presentation	Oral Communication Style and Audience Engagement	18	3.1	3	0.23
SWK 303 Policy Analysis Power Point Presentation	Professional Demeanor	18	3.1	3	0.23
SWK 405 Grant Application	Grant Search	5	3	3	0.63
SWK 405 Grant Application	Grant Details	5	3	3	0.63
SWK 405 Grant Application	Writing	5	3	3	0.63
SWK 333 Group Proposal	APA Format	11	2.2	2	0.39
SWK 333 Group Proposal	Professional Source Citation	11	2.4	2	0.48
SWK 333 Group Proposal	Grammar & Spelling	11	2.4	2	0.88
SWK 333 Group Proposal	Topic Clarity & Support	11	3.1	3	0.79
SWK 333 Group Proposal	Rationale for Group	11	3.2	3	1.03
SWK 333 Group Proposal	Practical Issues re: Proposed Membership & Sessions	11	2.5	2	1.08
SWK 333 Group Proposal	Proposed Procedures	11	2.5	2	0.99
SWK 333 Group Proposal	Proposed Evaluation	11	3.3	4	0.96
SWK 333 Group Proposal	SWK Values & Ethics Application	11	3.6	4	0.48
SWK 333 Group Proposal	Enqagement &	11	2.4	2	0.48

	Assessment of Group				
SWK 310 PowerPoint Presentation	Professional Demeanor	16	2.9	3	0.78
SWK 310 PowerPoint Presentation	Professional Source Citation	16	2.4	2	1
SWK 310 PowerPoint Presentation	Use of Technology	16	2.5	2	0.61
SWK 310 PowerPoint Presentation	Topic Clarity & Support	16	3.1	3	0.78
SWK 310 PowerPoint Presentation	Organization	16	3.7	4	0.46
SWK 310 PowerPoint Presentation	Oral Communication Style & Audience Engagement	16	2.3	2	0.77
SWK 310 PowerPoint Presentation	Professional Competencies	16	3.8	4	0.53
SWK 499 Sr. Research Paper	APA Format	1	4	4	-
SWK 499 Sr. Research Paper	Professional Source Citation	1	4	4	-
SWK 499 Sr. Research Paper	Writing Skills	1	4	4	-
SWK 499 Sr. Research Paper	Critical Analysis	1	4	4	-
SWK 499 Sr. Research Paper	Problem Conceptualization	1	4	4	-
SWK 499 Sr. Research Paper	Problem Analysis	1	4	4	-
SWK 499 Sr. Research Paper	Service Delivery Analysis	1	4	4	-
SWK 499 Sr. Research Paper	Christian World View	1	4	4	-
SWK 499 Sr. Research Paper	Conclusions	1	4	4	-
SWK 499 Sr. Research Paper	Recommendations	1	4	4	-
SWK 499 Sr. Research Paper	Advocates for Client Access to Services	1	2	2	-
SWK 499 Sr. Research Paper	Engages Diversity	1	4	4	-
SWK 499 Sr. Research Paper	Advances Human Rights & Economic Justice	1	2	2	-
SWK 499 Sr. Research Paper	Applies HBSE Knowledge	1	2	2	-
SWK 499 Sr. Research Paper	Advances Social & Economic Well-being in Policy & Service Provision	1	2	2	-
SWK 499 Sr. Research Paper	Responds to Contexts that Shape Practice	1	4	4	-
SWK 341/342 Goals & Objectives	Constructing Goals & Objectives	11	2.8	3	1.03
SWK 341/342 Goals & Objectives	Written Expression	11	3.2	3	0.83
SWK 341/342 Goals & Objectives	Subject Knowledge	11	2.9	3	0.67
SWK 341/342 Goals & Objectives	Critical Thinking	11	2.9	3	0.67
SWK 443/444 Goals & Objectives	Constructing Goals & Objectives	5	3.2	3	0.75
SWK 443/444 Goals & Objectives	Written Expression	5	3.4	3	0.8
SWK 443/444 Goals & Objectives	Subject Knowledge	5	3.2	3	0.4
SWK 443/444 Goals & Objectives	Critical Thinking	5	3.6	3	0.49
SWK 342 Rubric for Book Report	APA Format	11	2.3	2	0.45
SWK 342 Rubric for Book Report	Grammar & Spelling	11	1.9	2	0.51
SWK 342 Rubric for Book Report	Topic Clarity & Support	11	3	3	0.43
SWK 342 Rubric for Book Report	Organization	11	3.2	3	0.57

SWK 342 Rubric for Book Report	Conclusions	11	2.5	3	0.89
SWK 342 Rubric for Book Report	Demonstrates Integration of Christian Faith With SWK Values and Ethics	11	3.6	4	0.48
SWK 443/444 Case Record	Written Expression	5	2.4	2	1.02
SWK 443/444 Case Record	Topic Clarity & Support	5	2.8	2	0.75
SWK 443/444 Case Record	Data Base	5	3.2	3	0.75
SWK 443/444 Case Record	Objective Data	5	3.4	3	0.49
SWK 443/444 Case Record	Subjective Data	5	3.2	3	0.4
SWK 443/444 Case Record	Assessment	5	3.6	3	0.49
SWK 443/444 Case Record	Problem List	5	2.8	3	0.98
SWK 443/444 Case Record	Application of Problem-Oriented Case Recording (Soap)	5	3.2	3	0.75
SWK 443/444 Case Record	Use of Problem Solving Skills for Client Intervention Plan	5	3.4	3	0.49
SWK 443/444 Final Examination	Identity as a Professional Social Worker	4	3.5	3	0.87
SWK 443/444 Final Examination	Application of Social Worker Ethical Principles to Guide Professional Practice	4	3.8	3.5	0.43
SWK 443/444 Final Examination	Use of Critical Thinking Skills	4	3.8	3.5	0.43
SWK 443/444 Final Examination	Respect For Diversity and Difference in Practice	4	3.3	2.5	0.83
SWK 443/444 Final Examination	Utilization of Research Informed Practice and Practice-Informed Research	4	3.3	3	0.83
SWK 443/444 Final Examination	Apply Knowledge of Human Behavior and the Social Environment	4	3	2.5	0.71
SWK 443/444 Final Examination	Demonstrate Knowledge and Skills Re: Advancing Social & Economic Justice	4	3.3	2.5	0.83
SWK 443/444 Final Examination	Responds to Contexts that Shape Practice	4	3.3	2.5	0.83
SWK 443/444 Final Examination	Applying the Knowledge & Skills to Generalist SWK To Practice In Various System Levels	4	3.5	3	0.5
SWK 443/444 Final Examination	Make Appropriate Use of Supervision In Practice Settings	4	3.3	2.5	0.83
SWK 443/444 Final Examination	Written Expression	4	3	2.5	1.22

SWK 443/444 Final Examination	Topic Clarity & Support	4	3.3	3	0.83
SWK 443/444 Final Examination	Subject Knowledge	4	3	2.5	0.71
SWK 443/444 Final Examination	Demonstrates Integration of Christian Faith With SWK Values and Ethics	4	3.5	3	0.87
SWK 443/444 Final Examination	Make Appropriate Use of Information Technology	4	2.8	2.5	0.43
SWK 443/444 Article Critiques	Use of the Assignment	6	3.3	3	0.47
SWK 443/444 Article Critiques	APA Format	6	3.2	2.5	0.9
SWK 443/444 Article Critiques	Organization	6	3.3	3	0.47
SWK 443/444 Article Critiques	Application of Social Work Ethical Principles to Guide Professional Practice	6	3.3	3	0.47
SWK 443/444 Article Critiques	Use of Critical Thinking Skills	6	3.3	3	0.47
SWK 443/444 Article Critiques	Respect For Diversity and Difference in Practice	6	3.3	3	0.47
SWK 443/444 Article Critiques	Utilization of Research Informed Practice and Practice-Informed Research	6	3.5	3	0.5
SWK 443/444 Article Critiques	Apply Knowledge of Human Behavior and the Social Environment	6	3	3	0
SWK 443/444 Article Critiques	Demonstrate Knowledge and Skills Re: Advancing Social & Economic Justice	6	2.8	3	0.37
SWK 443/444 Article Critiques	Applying the Knowledge & Skills to Generalist SWK To Practice In Various System Levels	6	3.3	3	0.47
SWK 443/444 Article Critiques	Written Expression	6	3	2.5	0.82
SWK 443/444 Article Critiques	Topic Clarity & Support	6	3.3	3	0.75
SWK 443/444 Article Critiques	Subject Knowledge	6	2.8	3	0.37
SWK 443/444 Article Critiques	Demonstrates Integration of Christian Faith With SWK Values and Ethics	6	3.2	3	0.37
SWK 202 Reflection Paper Rubric	Organization	7	3.1	3	0.83
SWK 202 Reflection Paper Rubric	Quality of Information	7	3.7	4	0.45
SWK 202 Reflection Paper Rubric	Mechanics	7	2.4	2	0.73
SWK 202 Reflection Paper Rubric	Respect For Diversity and Difference in Practice	7	3.7	4	0.45
SWK 202 Reflection Paper Rubric	Use of Critical	7	3.6	3	0.49

	Thinking Skills				
SWK 202 Reflection Paper Rubric	Construction of Assignment	7	2.9	3	0.64
SWK 443/444 Field Evaluation	Identity as a Professional Social Worker	4	3.8	3.5	0.43
SWK 443/444 Field Evaluation	Application of Social Work Ethical Principles to Guide Professional Practice	4	3.8	3.5	0.43
SWK 443/444 Field Evaluation	Use of Critical Thinking Skills	4	3.8	3.5	0.43
SWK 443/444 Field Evaluation	Respect For Diversity and Difference in Practice	4	3.8	3.5	0.43
SWK 443/444 Field Evaluation	Utilization of Research Informed Practice and Practice-Informed Research	4	3.8	3.5	0.43
SWK 443/444 Field Evaluation	Apply Knowledge of Human Behavior and the Social Environment	4	3.5	3.5	0.5
SWK 443/444 Field Evaluation	Demonstrate Knowledge and Skills Re: Advancing Social & Economic Justice	4	3	2.5	0.71
SWK 443/444 Field Evaluation	Responds to Contexts that Shape Practice	4	3.5	3.5	0.5
SWK 443/444 Field Evaluation	Applying the Knowledge & Skills to Generalist SWK To Practice In Various System Levels	4	3.8	3.5	0.43
SWK 443/444 Field Evaluation	Make Appropriate Use of Supervision In Practice Settings	4	3.8	3.5	0.43
SWK 443/444 Field Evaluation	Written Expression	4	3.3	3	0.43
SWK 443/444 Field Evaluation	Demonstrates Integration of Christian Faith With SWK Values and Ethics	4	3.3	2.5	0.83
SWK 341/342 Final Written Examination	Identity as a Professional Social Worker	10	3.4	3.5	0.66
SWK 341/342 Final Written Examination	Application of Social Work Ethical Principles to Guide Professional Practice	10	3.2	3	0.6
SWK 341/342 Final Written Examination	Use of Critical Thinking Skills	10	3.3	3	0.64
SWK 341/342 Final Written Examination	Respect For Diversity and Difference in Practice	10	3.4	4	0.8
SWK 341/342 Final Written Examination	Utilization of Research Informed Practice and	10	3.1	3	0.54

	Practice-Informed Research				
SWK 341/342 Final Written Examination	Apply Knowledge of Human Behavior and the Social Environment	10	2.4	2	0.49
SWK 341/342 Final Written Examination	Demonstrate Knowledge and Skills Re: Advancing Social & Economic Justice	10	2.6	2	0.8
SWK 341/342 Final Written Examination	Responds to Contexts that Shape Practice	10	3.2	3	0.6
SWK 341/342 Final Written Examination	Applying the Knowledge & Skills to Generalist SWK To Practice In Various System Levels	10	2.5	2.5	0.5
SWK 341/342 Final Written Examination	Make Appropriate Use of Supervision In Practice Settings	10	3.2	3	0.6
SWK 341/342 Final Written Examination	Written Expression	10	2.4	2.5	0.66
SWK 341/342 Final Written Examination	Topic Clarity & Support	10	3.1	3	0.54
SWK 341/342 Final Written Examination	Subject Knowledge	10	2.9	3	0.3
SWK 341/342 Final Written Examination	Demonstrates Integration of Christian Faith With SWK Values and Ethics	10	3.2	3	0.6
SWK 443/444 Agency Analysis	APA Format	5	3.2	3	0.75
SWK 443/444 Agency Analysis	Grammar & Spelling	5	3.4	3	0.8
SWK 443/444 Agency Analysis	Topic Clarity & Support	5	2.6	2	1.02
SWK 443/444 Agency Analysis	Demonstrate Knowledge and Skills Re: Advancing Social & Economic Justice	5	3.4	3	0.49
SWK 443/444 Final Log Summary	Use of the Assignment	5	3.4	3	0.8
SWK 443/444 Final Log Summary	Use of Critical Thinking Skills	5	3.4	3	0.49
SWK 443/444 Final Log Summary	Applying the Knowledge & Skills to Generalist SWK To Practice In Various System Levels	5	3.4	3	0.49
SWK 443/444 Final Log Summary	Responds to Contexts that Shape Practice	5	3.2	3	0.4
SWK 443/444 Final Log Summary	Respect For Diversity and Difference in Practice	5	3.4	3	0.49
SWK 405 Logic Model	Writing a Logic Model	5	3.6	4	0.8
SWK 405 Creating a Nonprofit Organization	Applying nonprofit principles	1	4	4	-
SWK 405 Creating a Nonprofit	Integration of	1	4	4	-

Organization	Christian Faith with Social Work Values & Ethics				
SWK 303 Integrates Framework for Understanding Poverty (Payne)	Use of Critical Thinking to Integrate concepts in Framework for Understanding Poverty with experience.	17	3.5	4	0.5
SWK 303 Integrates Framework for Understanding Poverty (Payne)	Recommend Policies related to working with those poor.	17	3	3	0.49

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2009 Internet Survey of Oral Roberts University Social Work Alumni:

A One Group Posttest-Only Research Design

for the Purpose of Formative Program Analysis

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Abstract

An online alumni survey was conducted to assess the quality of the Social Work Program at Oral Roberts University. This research was conducted for the purpose of meeting the criteria for accreditation renewal, set forth by the Council on Social Work Education (CSWE). According to Oral Roberts University's Registrars Department, there were a total of 80 Social Work alumni who graduated between the years 2003 and 2008, all the graduating years since the department's last reaccreditation. The researchers were able to obtain a list of 62 email addresses for those alumni, and emails were sent to those addresses requesting their voluntary participation in the survey. Out of the 62 alumni contacted, a total of 25 responded with participation in the survey, which is a return rate of 40.3 percent. Concerning the satisfaction with the Social Work Program, 70.8 percent responded that they were "very satisfied" and only 29.2 percent responded that they were "satisfied" with the program. As for the overall effectiveness of the alumni in the field, 83.3 percent responded that they felt either "very effective" or "effective," and only 16.7 percent responded that they felt "somewhat effective." Statistics that were used in the calculation of the data were descriptive statistics that portrayed a frequency distribution. Descriptive statistics were the only statistics used, because of a lack of respondents as well as a lack of diversity in the respondents. The research concludes, however, that based on the outcomes, the alumni from the Social Work Program are effective within their field and the Social Work Program of Oral Roberts University is effective.

Problem Development

Scope of the Problem

Over the last decade, postsecondary education “has received considerable attention” concerning its quality: the largest areas of concern being “quality of curriculum, faculty, and teaching methods. [Though] national data on these topics are limited,” (Quality of Educational Environments, 2000, para. 1), some of the easiest ways to evaluate quality of a postsecondary education are through its accreditation and the use of alumni surveys. Accreditation can be offered to an institution by meeting certain criteria set forth by recognized accrediting agencies (Council on Social Work Education [CSWE], n.d.). Surveying alumni can assist in that process by providing valuable feedback about the program and improvements that can be made. A study conducted by Green and Hill (2003) showed that both men and women’s main priority for attending college was to “improve career opportunities,” and being employed is certainly a significant aspect of that. This is why it is important for educational institutions, like Oral Roberts University (ORU), to be constantly evaluating the outcomes of their programs, through alumni surveys and other valuable tools. Once a program has been evaluated, improvements can be made and the institution can work towards being reaccredited. Staying accredited ensures quality and provides “protection against fraud and abuse for students and consumers” (Council for Higher Education Accreditation, 2008, p. 1).

The fact is students are consumers, and educational institutions provide a service. Changes in employment “affect the fields in which male and female graduates and [consumers] from different racial–ethnic groups choose to earn a graduate degree” (U.S. Department of Education, 2000, p. 1). Females have been more likely than males to receive master’s degrees in social and behavioral sciences, since the year 1986. The ORU Social Work Undergraduate

program is no different, with nearly 84% of social work graduates being female, between the years of 2003 to 2008. The United States Department of Education reported that Blacks were less likely, and Hispanics more likely than Whites to major in social and behavioral sciences, between the years of 1979 to 1996. Today, ORU's Social Work program does not reflect the same outcome, with 49 White, 19 Black, 4 Hispanic, 2 Asian/Pacific Islander, and 4 Alien/non resident graduates, between the years of 2003-2008 (Oral Roberts University, 2008). These are the individuals who will need to be considered for ORU's 2009 Social Work Alumni Survey, because they been a part of ORU's Social Work Program after the program's last accreditation was received.

Theoretical Background

Several theories relate to this issue in an over-lapping manor. Hutchison (2003) states that “[t]he systems perspective sees human behavior as an outcome of reciprocal interactions of persons operating in organized and integrated social systems [and] . . . the social learning perspective suggests that human behavior is learned as individuals interact with their environments” (pp. 51, 77). To expand on the social learning perspective, Albert Bandura's cognitive social learning theory, “suggests that behavior is also learned by imitation, observation, beliefs, and expectations” (Hutchison, 2003, p. 78). According to these ideas, Oral Roberts University, as an educational institution, has had quite an impact on the lives of its alumni. Many of these quality alumni, some of which have been surveyed, lived on the Oral Roberts University campus as students, for several years. Obviously, interaction with ORU and all its interrelated parts was inevitable for these students. ORU was the environment in which they grew and developed as individuals, physically, intellectually, socially, and spiritually. Beliefs were challenged, changed, and developed, and expectations were made on behalf of the students,

faculty, and administration. Observation and imitation provided learning all day long, even outside of the classroom (ORU, n.d.). With all that said, it is clear that the heart of the issue is not so much the alumni but Oral Roberts University itself.

Oral Roberts University is a formal organization, and as such, it serves many functions. For the purposes of this research, only two of these functions will be noted: facilitating people and maintaining and improving systems (Hutchison, 2003). These functions can best be explained through a greater understanding of the systems perspective. According to Hutchison, the systems perspective does not only relate to human behavior but to organizations also, as stated in the following:

The systems perspective on organizations builds on the fundamental principle that the organization is in constant interaction with its multiple environments—social, political, economic, cultural, technological—and must be able to adapt to environmental change. . . . [O]rganizations are composed of interrelated subsystems that must be integrated in order to achieve the organization’s goals and meet environmental demands . . . [and] there are many different ways, rather than one best way, to reach the same ends. (p. 485)

Oral Roberts University’s main purpose, like any university, is to provide its students with quality education. This goal is reached through a series of interrelated subsystems of many kinds, which are naturally structured to function as “human facilitators” (Hutchison, 2003, p. 478). An example of these interrelating subsystems may be as follows: students cannot learn unless the professors are properly teaching; teachers teach because they are motivated by the students, administration, and a paycheck; administration creates and enforces policy and procedures that the students, faculty, and staff must follow; accrediting agencies, such as the CSWE, hold the administration and faculty accountable for the education that is provided; and the systems

continue to affect each other down to each micro-system (Bjorklund & Bradberry, 2006). The main idea here is that all the subsystems create a larger system that helps to meet the needs of many. The second main idea behind the function of “human facilitator” is that, “[c]ollective activities are often superior to individual efforts because of speed, accuracy, human connectedness, and other factors” (Hutchison, 2003, p. 478). The Social Work Program within the Behavioral Sciences Department is also a subsystem that meets this function. The small size of the program does not mean lower quality. In fact, the authors’ personal experiences within ORU’s Social Work Program suggest that a lower number of students in each class make it very easy to build relationship with other students within the program. In effect, networking within the program becomes an excellent skill of most social work students, because they recognize the benefits of “collective activities . . . [over] individual efforts” (Hutchison, 2003, p. 478).

Finally, and perhaps more importantly, is the function of maintaining and improving systems. The Learning Organization Theory, a theory which was founded within a systems perspective, states that “[f]ormal organizations must become complex systems that are capable of constant learning” (Hutchison, 2003, p. 486). Accreditation agencies, including the CSWE, will most likely reaccredit programs that apply this theory in their functioning. According to this theory, “[t]he learning organization is one that can . . . [q]uestion, challenge, and change customary ways of operating . . . [and] evolve designs that support continuous learning” (Hutchison, 2003, pp. 486-487). These ideas are significant in providing a quality education that remains relevant in today’s society and produces competent professionals. The ORU Social Work Program utilizes tools, such as alumni surveys, to contribute to program changes. Current and future students benefit by receiving a better education; Oral Roberts University benefits by being known for a great social work program; ORU social work alumni benefit by being known

for the education they completed at ORU, and society benefits by having more social workers who excel at what they do. Certainly, all the interrelated subsystems benefit when an education is constantly evaluated and improved.

Purpose Statement & Rationale

The purpose of this research was to conduct a formative evaluation of the Social Work Program at Oral Roberts University. Both the qualitative and quantitative data collected were descriptive in nature, and were used to evaluate the program for reaccreditation purposes. A previous survey of ORU social work alumni was conducted for similar purposes in 2006; however, this research did not serve as replication of the previous research in any way.

Bjorklund and Bradberry's (2006) results reflected a 42.2% return rate from the 90 questionnaires they mailed to social work alumni who graduated between the years of 1999 and 2005. Though their response rate may be high for the average mailed self-administered survey, their response rate was still not high enough to represent their sample set well. Mailed surveys are simply "too much bother for most potential recipients;" so, internet surveys were utilized in this research, because they are likely to produce a higher response rate (Grinnell & Unrau, 2008, p. 288). In addition, only alumni who graduated between 2003 and 2008 were selected to be surveyed, because the ORU Social Work Program was last reaccredited in the spring of 2003. Though these years supply the researchers with a smaller sample of only 80 alumni, they are the only years which are relevant for the purposes of this research.

The data collected from these alumni were used to strengthen positive aspects of the ORU Social Work Program, as well as aid in making positive changes to any weaknesses within the program. This affected the quality of education that current and future social work students receive at Oral Roberts University. A higher quality education will most likely produce higher

quality professionals who can better serve their society. The CSWE will be reviewing the results of this study in 2010, when they evaluate the Social Work Program for reaccreditation. It is vital that the program remain accredited, because the program would otherwise have very little value to current and incoming students. Enrollment would most likely decrease significantly, and the program could cease to exist altogether (Bjorklund & Bradberry, 2006).

Hypothesis

It is hypothesized that the Oral Roberts University (ORU) Social Work Program was effective in educating its students and preparing them to enter the workforce or an MSW program, between the years of 2003 to 2008, for further education and future employment within the social work profession.

Research Questions

1. Do graduates from the ORU Social Work Program feel prepared for graduate school after graduation?
2. Do graduates from the ORU Social Work Program feel prepared for the workforce after graduation?
3. What improvements do graduates feel need to be made for future students within the Social Work Program of Oral Roberts University?
4. What percentages of graduates utilize their social work degree in employment following their education?
5. How diverse is the ORU Social Work Program?
6. Do graduates feel the objectives of the ORU Social Work Program are accomplished?
7. What strengths do graduate students feel the Social Work Program of Oral Roberts University possesses?

8. Does the Social Work Program successfully meet the 14 objectives as outcomes?

Term Definitions

1. Accreditation – the primary means of assuring and improving the quality of higher education institutions and programs in the United States. Active for the past 100 years, this private, voluntary system of self-examination and peer review has been central to the creation of a U.S. higher education enterprise that is outstanding in many respects (Council for Higher Education Accreditation, 2008, para. 1).
2. Exosystems – the linkage between microsystems and larger institutions that affect the system, such as the family system and the parent’s workplace or the family system and the child’s school (Hutchison, 2003, p. 24).
3. External Validity – the extent to which the findings of a research study can be generalized outside the specific research situation (Grinnell & Unrau, 2008, p. 547).
4. Formal Organization – a collectivity of people with a high degree of formality of structure working together to meet a goal or goals (Hutchison, 2003, p. 447).
5. Formative Evaluation – a type of evaluation that focuses on obtaining data that are helpful in planning the program and in improving its implementation and performance (Grinnell & Unrau, 2008, p. 547).
6. Internal Validity – the extent to which it can be demonstrated that the independent variable within a research study is the only cause of change in the dependent variable; overall soundness of the experimental procedures and measuring instruments (Grinnell & Unrau, 2008, p. 549).
7. Macrosystem – the broader influences of culture, subculture, and social structure (Hutchison, 2003, p. 24).

8. Microsystem – systems that involve direct face-to-face contact between members (Hutchison, 2003, p. 24).
9. Qualitative Data – data that measure a quality or kind (Grinnell & Unrau, 2008, p. 554).
10. Quantitative Data – data that measure a quantity or amount (Grinnell & Unrau, 2008, p. 554).

Limitations

Conducting the research on the Social Work alumni for the Social Work Program of Oral Roberts University includes, however, several limitations. These limitations included the controlled timeframe of only one semester to carry out the research, limited resources, limited budget restraint, and a limited knowledge base of undergraduate education, which corresponded with the fact that undergraduate students conducted the research. These limitations did and had the probability to cause predicaments with internal and external validity. Internal validity was possibly affected by the necessity of using a quasi or pre experimental design that limits control over all the extraneous variables that affected the research being conducted. The external validity was possibly affected because of the inability to access a representative sample and generalize results of the conducted research to the target population.

Literature Review

Historical Context

“Social work, as a profession, is of relatively recent origin”(Zastrow, 2004, p. 41). The earliest social welfare organizations began in the early 1800’s. The organization’s primary goal was to meet the needs of people who lived in metropolitan areas. These services were mainly developed at the commencement of clergy and religious group. These services were provided by members of the clergy and wealthy who had no official instruction, education, and minute

understanding of human behavior, until the early 1900s. The focus was meeting basic physical needs, such as food and shelter. These services attempted to treat emotional and personal difficulties with religious reproach (Zastrow, 2004).

In 1884, Toynbee Hall became the first settlement house in London; and soon, many others were formed in larger cities within the United States. Settlement houses emphasized “environmental reform,” but also continued to educate the underprivileged citizens in the middle-class values of work, saving, and abstinence as ways to gain success. Settlement houses played key roles in drafting legislation and in organizing social policy and legislation. The most important leader known in the settlement house movement was Jane Adams of Hull House in Chicago. “The success of the Hull house served as a model for the establishment of settlement houses in other areas of Chicago and in many large cities in the United States” (Zastrow, 2004, p. 43).

In addition to the success of the Hull house, executive secretaries of Charity Organization Societies were the first paid social workers, in the late 1800’s. To improve the services, the secretaries established standards and training courses. The first training course was offered for charity workers in 1889, by the New York Charity Organization Society. “Early training programs in social work focused on environmental reform effects and on efforts to help individuals adjust to society”(Zastrow, 2004, p. 42). In the 1920’s, however, theories of personality development and therapy by Sigmund Freud became popular, which allowed social workers to switch their emphasis from “reform” to “therapy.” In the 1960’s, there was a renewed vision in sociological approaches, also known as reform, by social workers. Social workers began to embrace both the idea of the reform approach and the therapy approach (Zastrow, 2004).

When World War I finally had come to an end, social work began to be recognized as a distinct profession. The depression of the 1930's and the enactment of the Social Security Act in 1935 brought about an expansion of public social services and professional job opportunities for social workers. Throughout the 20th and 21st, century there has been a growing awareness by social agencies and the public that trained professional social workers are needed to provide social services with greater competency. The National Association of Social Workers (NASW) was formed in 1955, which represents the social work profession in the United States. "The purpose of this association is to improve social conditions in society and promote high quality and effectiveness in social work practice"(Zastrow, 2004, p. 42). The Association has published several professional journals, such as *The Encyclopedia of Social Work* and a monthly newsletter titled *NASW News*. Also within recent years, there has been a developing system of certification which allows social workers to become licensed. With the licensing system, the public became assured that qualified personnel are providing social work services and advances that recognize social work as a profession (Zastrow, 2004).

The National Association of Social Work (NASW) has impacted areas all across the United States. Within the U.S., the social work profession has made its way into different areas of vocation, as well as education. One particular university that provides education in the social work field is Oral Roberts University (ORU) in Tulsa, Oklahoma. ORU was founded by a man named Granville Oral Roberts, was chartered in 1963, and accepted its first students in 1965. Today, Oral Roberts University is attracting over 3,000 students and has 65 undergraduate concentrations, with the program of Social Work being one (ORU, n.d.).

Oral Roberts University and its Social Work program are fully accredited. The National Association of Private Catholic and Independent Schools (n.d.) states the following about the history of accreditation:

The practice of accreditation in the United States began in the early 1960's as a means for post-secondary educational institutions . . . to demonstrate to the Federal government a basic level of quality in their institution and programs. . . . A non-governmental peer process of evaluation of post-secondary educational institutions and programs was established, developed and administered by private educational associations and commissions of regional or national scope. (p. 1)

Oral Roberts University was first considered for accreditation in 1969, and later became fully accredited as an institution in 1971. This accreditation was recognized by the North Central Association of Colleges and Schools and was issued by the Commission of Institutions on Higher Education, what is known today as the Higher Learning Commission (HLC). The Higher Learning Commission conducts a comprehensive evaluation at the University every six years, to stimulate improvements and assure educational quality (HLC, 2003). At Oral Roberts University, the most recent evaluation of this kind was conducted in 2008 (HLC, 2008).

Although the University, as a whole, is accredited by the HLC, there are “[s]pecialized (or program) accreditation agencies [that] evaluate particular units, schools, or programs within an organization” which are separate from the institutional accreditation provided by the Higher Learning Commission (HLC, 2003, p. 10). One of these “program” accreditation agencies is the Council on Social Work Education.

The Council on Social Work Education (CSWE) began in 1952 and is the only accrediting agency in the United States which accredits social work education programs. The

mission of this council is to “promote and strengthen the quality of social work education through preparation of competent social work professionals by providing national leadership and a forum for collective action” (CSWE, 2007, June 30, p. 2). ORU’s Social Work program first received its accredited status through the CSWE in 1981 and has been accredited every 7 years thereafter (Bjorklund & Bradberry, 2006).

Current Research

Alumni surveys were, and have been, conducted to assist in the program’s next reaccreditation. The profession of Social Work can gain relevancy through alumni surveys. Surveys are administered through the school to show how effective their programs are. The goals of the surveys being administered are to indicate whether goals and objectives have been met. When the goals and objectives are met, then the program will be theoretically strengthened. With the strengthening of a program, the students within the program will then gain better knowledge resulting in better education (Bjorklund & Bradberry, 2006).

As an example, an alumni survey was taken by North Carolina State University, targeting students who had received a degree between the summer of 1997 and spring of 2000. The students were asked about four main topics, which included their undergrad experience, their post-grad employment and education, and the preparedness they felt working in their jobs, based on how well they felt the school prepared them, and how much they valued alumni services. The university sent out personalized letters asking the alumni to complete the survey online. However, letters were not the only form of contact. Alumni were also given the choice to either take a paper or telephone survey. Once the letters were sent out, the university did two follow-ups with mailings mainly for people who did not respond. To entice the alumni to fill out the survey, the university offered a reward for just participating. To enter this survey the alumni

were individually assigned a password and ID. The total number of alumni that responded to the survey was 2,963 out of 9,254 for a 32.0 percent response. There was a response rate from 34.3% of women and 30.3% of men. There was also a large variety of various departments that actually responded to the survey. Also presented in the same study was a breakdown of the response rates categorized by their year. The breakdown is as follows. In academic year of 1997-1998, there was a response rate of 31.3 percent. In the academic year of 1998-1999, there was a response rate of 32.6 percent. Finally, in the academic year of 1999-2000, there was a response rate of 32.2 percent (Welchel, 2003).

Another example of an alumni survey was done by Northern Arizona University (NAU) in 2001. The university conducted phone surveys of its alumni over the past four years. The purpose of this survey was to see what the NAU alumni had been doing since graduation and what they thought about their experience at NAU, how this has changed over time, and to identify some factors that may be affecting their satisfaction. The sample for the 2001 study consisted of 415 students, with whom 95% had graduated between 1997 and 1998. The sample also was representative of the graduates during the 1997-98 fiscal year, in terms of ethnicity and age. The sample, however, included a higher percentage of females, Education graduates, and statewide students. The method of administration was a phone survey. The Social Research Laboratory was provided with a list of 2868 alumni with telephone numbers in their records, and all of these numbers were called. Of those attempted, 525 successfully reached a survey candidate, and the response rate for these was 79%. The results of this alumni survey concluded that most of the alumni respondents had been engaged in work (95%) and/or graduate/professional school activities (70%) since graduation. Of those working, 85% have jobs related to their major; and, the job categories most frequently reported included

Teaching/Education, Business, and Health. Of those completing or in graduate school, most (79%) have pursued master's degrees. Alumni satisfaction was generally high in most cases, with the highest being with overall university experience (99%) and the NAU faculty (98%). Advising in liberal studies (67%) and career goals (62%) were not rated as high. The majority of respondents felt their education helped their development in certain basic areas (broad general education, work skills, critical thinking, working with others, and independent learning), with the exception of using computer/information technology (41%) (Peterson, 2002)

With these two examples of alumni surveys, one main point to take away is the conducting of surveys helps promote research and faculty development, resulting in better knowledge and bringing relevancy to the university and its departments. The Social Work Program at Oral Roberts University can gain from these examples of surveys, because they both described a detailed explanation of how they carried out their research. This is relevant in the way that it allows the researchers conducting the research to gain ideas for how well the methodology worked for each university or to gain ideas for how to actually conduct research.

Significant Systems

Accreditation and the ORU Social Work program can be viewed on several levels of a systems perspective. On a macro-system level, accreditation serves as a “primary public symbol of legitimate higher education” (Council for Higher Education Accreditation [CHEA], 2008, p. 1). The federal government can recognize education from particular institutions as being “legitimate” because of their accreditation; and in this way, education and government can be linked, because accreditation [is] required for student access to federal and state grants and loans (CHEA, 2008). A college education would not be possible for many students without financial assistance of this kind. Accreditation has greatly impacted post-secondary education throughout

the U.S., because it encourages growth, improvement, and quality in education (CSWE, n.d.).

The Maryland Higher Education Commission (n.d.) states that:

With an accredited institution, a student has some assurance of receiving a quality education and gaining recognition by other colleges and by employers of the course credits and degrees earned. Accreditation is an affirmation that a college provides a quality of education that the general public has the right to expect and that the educational community recognizes. (p. 1)

Because both ORU and the Social Work Program are accredited, one can be sure that the program is one of quality. A quality program will produce an “education [that]—at the baccalaureate, master’s, and doctoral levels—shapes the profession’s future through the education of competent professionals, the generation of knowledge, and the exercise of leadership within the professional community” (CSWE, n.d., p. 1). Education is also linked by accreditation at the state level. Accredited institutions with quality educations greatly impact the states in which they are located, because “all states depend on having a highly educated population in order to strengthen their economic and social vitality within a global marketplace” (Davies, 2006, p. 4).

Oral Roberts University has approximately 23,000 graduates worldwide, some of which are social work graduates (ORU, n.d.). On an exo-level, these social work graduates are just some of the hundreds of thousands of social workers impacting communities all over the nation. Many social workers often facilitate growth and change in their neighborhoods through some kind of community organization. This may involve a needs assessment and program development or it may simply involve connecting people. Many social workers are also involved in administration. Administration is a key part of community, because it “involves coordinating

efforts to achieve selected goals, monitoring and revising internal procedures to improve effectiveness and efficiency, and performing whatever functions are required to transform social policy into social services” that a community can use (Zastrow, 2004, p. 49).

On a micro-level, social workers provide individuals and families with a wide variety of services. They “enhance the problem-solving, coping, and developmental capacities of people” through group, family, and individual therapies (Zastrow, 2004, p. 52). Services like these cannot be provided effectively unless social workers are first educated properly, and this is where accreditation can be viewed on a micro-level. As noted before, accreditation leads to quality education. Many high school graduates seek quality post-secondary education, because it means better pay and benefits in the future, as well as a lower risk of becoming unemployed (U.S. Department of Education, n.d.). Additional benefits to these individuals include personal and professional development (CSWE, n.d.).

Diversity Issues

A competent social worker “understand[s] how diversity characterizes and shapes the human experience and is critical to the formation of identity” (CSWE, n.d., p. 4). Social Work students at Oral Roberts University have the opportunity to develop this understanding each day. ORU has students from all 50 states and a wide variety of different countries, including Zimbabwe, Norway, Jamaica, Guatemala, England, and Uganda. The student body population is about 60% Caucasian, 3% Asian/ Pacific Islander, 20% African American, 4% Hispanic, 1% American Indian/Alaska Native, and 12% which are non-resident/alien. There are about 41 males to every 58 females, and most are of a Christian spiritual background (ORU, n.d.). The demographics of the Social Work students change with each passing year, just as any other program. The Social Work alumni, who graduated between the years of 2003 and 2008,

represented similar percentages in race as the University as a whole. Of the Social Work Alumni who graduated between the years of 2003-2008, 61% are Caucasian, 2.5% are Asian/ Pacific Islander, 24% are African American, 5% are Hispanic, and 5% are non-resident/alien. The biggest demographic difference between these Social Work graduate and the University as a whole is gender. Of the Social Work Alumni who graduated between the years of 2003-2008, 92.5% are female, and 7.5% are males. These statistics were obtained from ORU's Registrars office, and cannot be generalized to represent all of the Social Work alumni.

Methodology

Research Design

The proposed study was conducted as a formative evaluation of the Social Work Program at Oral Roberts University (ORU). The Council on Social Work Education (CSWE) will be viewing the results of the study, in 2010, to aid in the reaccreditation of the program. The CSWE's interest is not in the participants themselves, rather the program which the participants attended. The alumni's responses to the survey were entered into ORU's SPSS program and statistically analyzed to evaluate the effectiveness of the ORU Social Work Program. After considering time, resources, and previous research, a simple one-group posttest-only design was chosen as the most practical choice for the research design. This design consists of just one measurement following the intervention, or in this case, the participants' completion of the program. The measurement for this study was conducted by means of an electronic survey that was posted on the internet. However, due to the fact that Bjorklund and Bradberry conducted a similar research in 2006, it is probable that a few participants may have already experienced a similar measurement, due to some overlapping in the two studies' sampling frames. Though the researchers are aware of this, a one-group posttest-only design was still used for this research

because the updated survey and sampling frame produced data that is more relevant than the previous study's. The new data was potentially used to make any necessary adjustments within the Social Work Program.

Unfortunately, some threats to internal validity were to be expected, due to the nature of the proposed research design. Maturation was a slight threat to this study; because the sampling frame covers a five year span, some information regarding the relevancy of specific classes were difficult for the participants to recall. History was also a slight threat to the study if the researchers make assumptions that some variables' attributes are solely a result of the BSW program and not a combination of their higher education experiences. The final threat to internal validity is instrumental error. The internet survey used for this study is a revised version of Bjorklund and Bradberry's instrument used in 2006 and was not created by professionals. It was possible that some malfunction of the website occurred while participants attempted to access the questionnaire. Though the participants of the study were self-selected based on their willingness to participate, Selection-Treatment Interaction was still a threat to external validity, because those who contacted for participation were specifically selected for a purpose, and there was no random selection involved. It is for this reason that it was impossible to generalize the results to all ORU Social Work alumni or to alumni of other social work programs. The researchers were aware of the possibility of some researcher bias, which occurred because the researchers are currently enrolled in the program that was being evaluated (Grinnell & Unrau, 2008).

Sampling Design

Purposive sampling, a non-probability sampling method, was chosen as the sampling design of this study, due to the nature of this research. Each participant was "selected for a purpose, because of the unique position of the sample elements" (Grinnell & Unrau, 2008, p.

153). The ORU Social Work Program received its last accreditation in spring of 2003. Therefore, the alumni who had graduated in 2003 and after are considered “key informant[s]” . . . who are particularly knowledgeable about the” quality of the program following its last accreditation (Grinnell & Unrau, 2008, p. 153). As noted previously, there were absolutely no random elements associated with the chosen sampling design, so it was not possible to generalize any of the results to the entire social work alumni population.

Target Population

The target population for this study consisted of 80 ORU alumni who graduated from the Social Work Program between the years of 2003 and 2008. The sampling frame was obtained from the Alumni Association at ORU in the spring semester of 2009 from which respondents were self-selected for willingness to participate. Some demographics are already known about this specific population, based on some information released from the Registrars’ office at ORU. Out of the 80 alumni, 49 are white, 19 are black, 4 are Hispanic, 2 are Asian, 1 is Indian, 4 were listed as Alien, and 1 was listed as “null.” Gender is also unevenly represented in this population with 67 females and 13 males (ORU, 2003-2008).

Instrument and Gathering Data

In gathering information for the purposed research of the Oral Roberts University’s Social Work Program evaluation, only one instrument was used. The instrument used to conduct the research and gather data was a self-administrative online survey questionnaire. The two students, with the help and participation from Dr. Calvin Easterling, developed the on-line instrument and compiled the data for statistical analysis. Students who graduated between the years of 2005-2008 were asked to participate in taking the online survey. The online survey was placed on the Oral Roberts University’s website, during the spring semester of 2009. Since the

survey is an online survey, graduates from the Oral Roberts University Social Work Program were able to access the survey through the internet. The survey consisted of 30 questions of different categories of variables, such as the demographics of the population, professional experience in the work force, and attitudes/perceptions about the Social Work Program itself. These variables were measured by using both open and closed ended questions. The entire survey was expected to take approximately 10 to 15 minutes to complete.

The alumni students were first contacted by e-mail with the link to the survey. This link was also posted on the ORU Alumni website. The alumni students first received a mailed cover letter informing them of the online survey and the research being conducted by two ORU students for the Social Work Program evaluation. Secondly, two weeks following the initial mailing, the alumni received a postcard for reminding those who have still not taken the survey that their participation is greatly needed.

Validity and Reliability

In conducting this research, the validity and reliability of the instrument was taken into account. With regard to validity, because it is a newly revised instrument, face validity was established by submitting it to professionals for review. In regard to reliability, this had not yet been established at the time, because of the revision of the instrument.

Administrative Issues

Before the researchers were allowed to carry out any type of testing or assessment, the students were required to gain authorization from the ORU Administration. Also, the two students conducting the research were professionally supervised by Professor Robert C. Kiel from the Behavioral Sciences Department and Dr. Calvin Easterling from Institutional Research. The two students also worked with Oral Roberts University's Institutional Research facilities and

equipment. The Oral Roberts University Internal Review Board (IRB) was informed two ORU students were conducting research for the Social Work Program, for the purpose of obtaining information about the effectiveness and quality of the Social Work Program, which will aid the Social Work Program in renewing its accreditation by the CSWE. The IRB received a copy of the proposal which explained in detail how the research was carried out. Once the IRB had approved the proposal, the research then began.

In carrying out the research, a large issue that was looked at was confidentiality of those being surveyed, during both the research and evaluation process, and the data that was obtained during these processes. To guarantee confidentiality, the only people who viewed this information collected were the two students conducting the research and their professional supervisors. A participant’s identity was only revealed with their written permission; otherwise, the personal information was protected by excluding it from any reports. Also, in conducting the research, the participants’ well-being was taken into account; therefore, there should have not been any obvious physical or psychological risks associated with participating in the research. The response of the participants was all voluntary.

Itemized Budget

Item	Cost
Ink Cartridge	\$ 18.00
Printing Paper.....	\$ 6.00
Post Cards	\$ 5.00
Postage	\$ 69.00
Envelops.....	\$ 6.00
Totals Cost	\$ 104.00

Research Results

Sample Size

The survey used for this research was posted through the internet on Zoomerang.com and made available online for Social Work alumni of Oral Roberts University (ORU) to voluntarily view and complete anonymously. Dr. Easterling of Internal Research at ORU obtained a list of email addresses for those included in the study's sample set from the Alumni Relations Department. Alumni Relations was only able to provide 62 of the 80 alumni's email addresses, however; and it is unknown how many of the alumni still use the email addresses that Alumni Relations have record of. Therefore, of those 80 alumni, it is not known exactly how many alumni actually received the email with the link to the survey and the request for their participation in the study. The survey data show that 25 (31.3%) of the 80 Social Work alumni who graduated between the years of 2003 and 2008 responded to the survey.

Obtaining Statistics

The outcomes of the survey were entered into SPSS Inc. software version 16.0. A frequency distribution was initially conducted for all 60 variables. These distributions displayed percentages, the mean, median, and mode for each variable, which has been used to compare outcomes. The statistical tools used to analyze the data were limited, due to the quantity of results obtained from the survey. The small sample size negated the possibility of doing chi square testing.

Demographic Variables

The demographic variables used for the survey consisted of age, gender, ethnicity, and marital status. The response age range was from 20 to 35 years old. The highest response came from ages within 26 to 30 (56 %). The second highest response was from ages within 20 to 25

(36 %) and there was only a frequency of 2 for ages of 31 to 35 (8 %). Therefore, the mean age was 26-years-old and the mode age was 26-years-old. Many who participated in this survey were female (92 %), leaving an 8 percent male participation. There were seven choices for ethnicity to be marked in the survey by the participants. The seven choices were Multiracial/Multiethnic, Asian/Pacific Islander, Black/Non-Hispanic, Hispanic, Native American/Alaska Indian, White/Non-Hispanic and other. Out of the seven choices Multiracial/Multiethnic, Black/Non-Hispanic, Hispanic, and White/Non-Hispanic were chosen. There was only a frequency of one for Multiracial/Multiethnic and Hispanic (4 %). Black/Non-Hispanic represented 20 percent of the responses. The most responses, however, were represented by White/Non-Hispanic (72 %). Out of the 100 percent that responded, “single, never married” represented 52 percent of the responses and “married/long-term relationship” represented 48 percent, for the demographic variable of marital status. Out of the 96 percent who responded to residence, 33.3 percent were in-state; 8.4 percent of the responses were out of the United States, located in South Africa and El Salvador; and there were an equal percentage of 24.9 who responded living in Missouri, California, and Michigan. Other places of residence that represented only 4.2 percent of the alumni were Idaho, Pennsylvania, Colorado, Georgia, Illinois, Texas, and Florida.

Research Results

Most Alumni who participated in the survey graduated in 2004, representing 43.5 percent. 26 percent of the alumni who responded graduated in the years 2005 and 2007; 17.4 percent were in the year 2003; 8.7 percent were in 2006; and 4.3 percent were in 2008. The alumni who graduated between the years 2003 to 2008, 62.5 percent said they had not received higher education; and 20.8 percent said they had not received higher education, but intended to soon. For the question focused on the highest level of degree they had completed, there was an

equal percentage of 48 for BSW and MSW. Many alumni responses in the survey showed a percentage of 32 for obtaining their first social work position in less than 1 month. Also, there was a response of 32 percent obtaining their first social work position between one to three months. Others were three to six months, a year, more than a year and never obtained. Out of the 25 alumni who responded to the survey, only 12 percent received their LSW without specialty certification. Also, out of the 25 alumni who responded to the survey, 40 percent are making a yearly income of \$30,001 to \$40,000; 28 percent are making \$40,001 to \$50,000, and 24 percent are making \$15,000 to \$30,000. The 25 alumni who participated in the survey had equal responses in characterizing their current practice situation as: DHS child welfare (21.7 %), medical social worker (21.7 %), and mental health counseling (21.7 %). The remaining 34.9 percent best characterized their current practice situation as aging/gerontology, family services, hospice, or private adoption agency.

When asked in the survey how well the BSW education at Oral Roberts University prepared them, 50 percent of the alumni responded “very prepared” for client identification and outreach, with 33.3 percent feeling “prepared,” and only 16.7 percent feeling “somewhat prepared.” Out of the 25 alumni who participated in the survey, 91.7 percent felt “prepared” and “very prepared,” and only 8.3 percent felt “somewhat prepared” when working with diverse cultural populations. When assessing individuals, 54.2 percent responded “very prepared,” and only 45.8 percent considered themselves to be either “prepared” or “somewhat prepared.” Also, when assessing families and groups, 79.2 percent of the alumni considered themselves “prepared” and “very prepared. Only 4.2 percent of the alumni participants responded “somewhat unprepared.” Out of the 25 alumni responses on assessing communities, there was an equal response of 41.7 percent feeling “very prepared” and “prepared,” and only 4 percent felt

“unprepared.” Developing case/service plan (goals and objectives), 87.5 percent of the alumni responded “prepared” and “very prepared.”

PREPDevelopCaseServicePlan

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Prepared	14	56.0	58.3	58.3
	Prepared	7	28.0	29.2	87.5
	Somewhat Prepared	1	4.0	4.2	91.7
	Somewhat Unprepared	2	8.0	8.3	100.0
	Total	24	96.0	100.0	
Missing	System	1	4.0		
Total		25	100.0		

When linking clients to services, the alumni considered themselves “prepared” and “very prepared” (83.3%). 50 percent of the alumni responded “very prepared” when monitoring case/service plans, while 29.2 percent responded “prepared” and only 20.8 percent responded either “somewhat prepared” or “somewhat unprepared.” Out of the 25 alumni who participated in the survey, 79.2 percent felt “prepared” and “very prepared” on being an advocate for their clients. Only 4.2 percent of the alumni felt “somewhat unprepared.” When performing research, many alumni felt “prepared” and “very prepared” (91.7 %). When interviewing and conducting basic counseling, 87.5 percent of the alumni participants considered themselves to be “prepared” and “very prepared.” Only 75 percent of the alumni responded either “very prepared,” “prepared,” or “somewhat prepared” for grant writing. While only 25 percent responded either “somewhat unprepared” or “unprepared.” Out of the 25 alumni who participated in the survey, 66.7 percent felt “prepared” and “very prepared” and 33.4 percent felt either “somewhat prepared” or “unprepared” for participating in community development. When establishing

rapport with a client, the alumni responded “prepared” and “very prepared” (95.7 %). When leading small groups, 58.3 percent of the alumni considered themselves to be “very prepared” and only 41.7 percent considered themselves to be “prepared.” Only 82.6 percent of the alumni responded “very prepared” and “prepared” when terminating with client systems, however, 17.4 percent responded “somewhat prepared.” For critical thinking skills, only 62.5 percent of the alumni felt “very prepared,” and 20.8 percent felt “prepared.” Out of the 25 alumni who participated in the survey, only 18, representing 78.3 percent, considered themselves to be “prepared” and “very prepared” on knowledge of social work history and structure. When applying integration of faith, 83.3 percent of the alumni responded “prepared” and “very prepared.”

The alumni were also asked to identify how relevant they believed each of their courses was to their personal and professional development. Respondents rated each course based on the following Likert scale: highly relevant, I make use of its knowledge and skills all the time; relevant, I frequently make use of its knowledge and skills; moderately relevant, I occasionally make use of its knowledge and skills; not very relevant, I don’t make use of its knowledge and skills very often; and not relevant, it had minimal to no impact on my development. One survey respondent did not rate any of the program’s courses, and there were several courses in which two alumni did not respond. Therefore, all percentages listed reflect only the answers of those who responded to each question, not 100 percent of those who participated in the survey.

The majority of respondents (70.8%) answered that the Intro to Social Work course was “highly relevant” or “relevant.” Twelve percent reported that the course was “not very relevant.” One hundred percent of respondents rated Human Behavior in a Social Environment (HBSE) I and II as being “moderately relevant” or better. More specifically, 62.5 percent rated HBSE I as

being “highly relevant” and 60.9 percent rated HBSE II as being the same. More respondents rated Practice I as “highly relevant” than any other course in the SWK program. The survey results reflect that 79.2 percent of the respondents rated the course as such. An additional 20.8 percent rated the course as “relevant.” Seventy-five percent rated Practice II as being “highly relevant” with another 25 percent rating the course as “relevant.” Practice III was rated “highly relevant” by 56.5 percent of respondents and “not very relevant” by 8.7 percent.

RELPractIII

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Highly Relevant	13	52.0	56.5	56.5
	Relevant	6	24.0	26.1	82.6
	Moderately Relevant	2	8.0	8.7	91.3
	Not Very Relevant	2	8.0	8.7	100.0
	Total	23	92.0	100.0	
Missing	System	2	8.0		
Total		25	100.0		

For Practice IV, 52.2 percent rated the class as being “highly relevant.” However, the ratings “relevant” and “moderately relevant” were selected by 5 respondents (21.7%) each. Practice V had similar results for “highly relevant” to Practice IV, but 8.3 percent rated the course as “moderately relevant” and 12.5 percent rated it as being “not very relevant.” The majority of respondents (66.7%) rated both Junior Practicum courses as being “highly relevant.” Seventy-five percent selected “highly relevant” as their rating for Senior Practicum. An additional 20.8 percent selected “relevant” as their answer and the final respondent (4.2%) answered “not relevant.” For Research Methods, an equal percentage of 33.3 percent selected “highly relevant” and “relevant” as their course ratings. Of the remaining respondents, 12.5 percent answered

“moderately relevant,” 16.7 percent answered “not very relevant,” and 4.2 percent answered “not relevant.” “Highly relevant” or “relevant” was chosen by 18 respondents (78.3%) for Social Welfare Policy and 20 respondents (87%) for Minority Group Relations. Thirty-seven and a half percent selected both “highly relevant” and “relevant” for Senior Research Paper. “Moderately relevant” was chosen by 12.5 percent, 4.2 percent selected “not very relevant,” and 8.3 percent, two of the 24 participants who responded, answered that the course was “not relevant.” An elective course, Child Welfare was rated as either “relevant” or “highly relevant” by 82.6 percent of the respondents.

Overall, courses such as Practice I and II and Senior Practicum were considered most relevant by the alumni, and classes such as Research Methods and Senior Research Paper were rated least relevant over all. One respondent stated that, “Research Methods is not relevant as very few social work position[s] require social workers to create and execute research. Senior Paper was only relevant in preparing me for graduate school, in knowing how to write and research, as far as in the field implementation, totally irrelevant.”

The alumni were asked to answer, rather subjectively, how effective they believe they currently are in the field of Social Work. Nine of the 24 respondents (37.5%) believe they are “very effective” in the field; whereas, 11 respondents (45.8%) believe they are “effective,” and the remaining 4 respondents (16.7%) believe they are “somewhat effective.” All things considered, the majority of the participants (70.8%) reported that they were “very satisfied” with the Social Work degree program at Oral Roberts University. The remaining 29.2 percent said that they were “satisfied.” Participants were asked to list anything they considered to be a strength of the Social Work program. The researchers read over each response, finding there were five main strengths that alumni reported. Those five strengths are as follows: great

professors; effective teaching on how to integrate personal faith in professional practice; a good course curriculum, excellent community outreaches and practicum's providing hands on experience; and small class sizes that promote relationship building with professors and peers. Participants were also given the opportunity at the end of the survey to give subjective feedback on how the Social Work program at ORU could be improved. Though four respondents said they had no suggestions for improvements, the remaining respondents provided a large variety of suggestions. Many of those suggestions are encompassed in the following list of suggestions: to provide more class options, especially those centered around counseling skills and experiences; to improve the Intro to Social Work course, making it more interesting and hands on; to have more funding for better computers and more educational trips; to have a greater commitment to alumni, empowering them in the field; to expand students' exposure to outside agencies and practicum placement opportunities; and, to have a greater focus on policy, cultural competency, and writing grant proposals.

Discussion

Conclusions

The opinions and progress of those who have graduated from the Social Work program at Oral Roberts University (ORU) supply some of the most valuable insight to the quality of education that the program provides. These variables, among others, have become measurable through the use of the study's instrument, an alumni survey. Ultimately, the outcomes of this research study are being used to evaluate the Social Work program and assist in the reaccreditation process of the program as whole.

One of the main questions the researchers sought to answer through conducting the survey was, “Do the graduates from the ORU Social Work Program feel prepared for graduate school after graduation?” In the online survey, administered by the researchers, there were a series of questions which focused on how prepared each of the alumni felt they were for particular topics, related to graduate school, upon graduating with their BSW at ORU. The participants were able to answer how prepared they were for each topic based on a Likert scale, and the majority of participants answered either “prepared” or “very prepared” for all the aspects questioned about. For example, one aspect of working in the social work field is developing case/service plans (or goals and objectives). Eighty-seven and a half percent of the alumni responded “prepared” and “very prepared,” and 91.7 % felt “prepared” and “very prepared” while performing research. For critical thinking skills, 62.5 percent of the alumni felt “very prepared” and 20.8 percent felt “prepared.” Possibly even more importantly, the researchers also sought to discover how prepared the alumni believed they were for working in the Social Work field by analyzing the responses given to questions with the same Likert scale responses. The outcomes of the research reflect that the majority of respondents felt “very prepared” or “prepared” for all 19 aspects of the profession that were addressed. For example, 91.7 percent felt “prepared” and “very prepared” when working with diverse cultural populations. Over seventy-nine percent felt “prepared” and “very prepared” on being an advocate for their clients and when interviewing and conducting basic counseling, 87.5 percent of the alumni participants considered themselves to be “prepared” and “very prepared.” Though, the percentage of alumni responses received for the study was rather low for an online survey, a large percentage of those who responded did feel prepared for 19 major aspects of graduate education and career. This is an excellent outcome, because the purpose of education is to learn, and in turn, be prepared to

successfully continue education or/and effectively work in a student's field of choice. These statistics reflect a group of alumni who did feel prepared for both; therefore, the education they received was appropriate for their learning needs.

The previous conclusion is supported by responses to several other questions within the survey. One question, which will later be discussed in greater detail, asked alumni to comment on the strengths of the Social Work program. An alumni participant responded, "it helped to prepare for my MSW and career in social work," when asked their opinion of the strengths of the program. Another alumni participant responded "the standards for writing were very high, this led me to excel in my MSW program." Also, based on the results from the questions that focused on relevancy of the course curriculum, many alumni responded either "highly relevant" or "relevant" to each question asked. Therefore, with these results, 83.3 percent of the alumni who participated in the survey reported that they felt they were "effective" and "very effective" within their field. All of these results support the conclusion that the majority of alumni who participated in the alumni survey did feel the Social Work program at ORU prepared them for additional education and their future careers. It is likely that it was this strong sense of preparedness that played a great role in leading the 48 % of participating alumni to continue on with their education and earn their Master's degree.

The researchers also sought to answer the question, "What percentages of graduates utilize their social work degree in employment following their education?" with this instrument. Seventy-six percent of participating alumni reported that they currently work in a full-time or part-time paid Social Work position. An additional sixteen percent reported that they had previously worked in a paid Social Work position. In addition to these statistics, seventy-two percent of the alumni responded to obtaining their first position within 6 months. Lastly, results

from the survey showed 65.1 percent of alumni responded as having a position in either DHS Child Welfare, Medical Social Work, or Mental Health Counseling. Therefore, with these high percentages from the alumni responses, many were able to utilize their social work degree in employment following their education.

All together, ninety-two percent of participants reported having some kind of paid social work position after graduating, and seventy-six percent are still working in their field. These statistics are encouraging for the Social Work Department at ORU, as they are congruent and even competitive with the national averages of college graduates who actually use the degrees they earn. In fact, in 2003, the U.S. Department of Education reported that 75.4% of the 9,000 college graduates they surveyed actually worked in their field within 10 years of their graduation. Though our respondents cannot truly represent the ORU Social Work alumni as a whole, the results from this study are a fair indicator of how the ORU Social Work alumni compare with U.S. graduates from a variety of other universities and majors.

Another important question, the researchers sought to answer through this survey was, “How diverse is the ORU Social Work Program?” The survey administered by the researchers, targeted only those alumni from the graduation years of 2003 to 2008, leaving the researchers with a targeted sample set of 80 alumni. Of the 25 alumni who responded to the survey, ninety-two percent were females and eight percent were males. These 25 alumni currently reside in several different states within United States, as well as a few other countries. Seventy-two percent of the respondents are white/non-Hispanic. However, a total of 28 % of participants considered themselves to be Hispanic, Black/non-Hispanic, or multiracial/multiethnic. Though it can be difficult to access statistics of other universities’ Social Work programs, these results can easily be compared to Bjorklund and Bradberry’s previous research of the Social Work program

in addition to ORU's statistics of race and ethnicity for the University, and all of its programs, as a whole.

Bjorklund and Bradberry surveyed ORU Social Work alumni by mail in 2006. Their sample set was comprised of the 90 alumni that had graduated from the program between the years of 1999 and 2005, whose demographic information they obtained from ORU's Alumni Association. Of their sample, "[t]he majority, over 80%, of the ORU social work alumni [were] women. The race/ethnic background included a majority (2/3) of Whites, followed by blacks (1/4) and the rest were mainly Hispanics" (Bjorklund & Bradberry, 2006, p. 7). Though we have studied the alumni of the very same Social Work program, we did not obtain the same demographic statistics. Our study's results show a higher percentage of Whites and females; however, our response rate was 16.7% lower than theirs, so each respondent of our study represents a greater percentage than the respondents of their study. Therefore, if one more graduate who is an African American male participated in this study, the results could look much different, because there was only a total of 25 respondents. Representing race, ethnicity, and even gender can be rather skewed when a study ends up with such a small sample size.

By reviewing both studies' results, one can conclude that the ORU Social Work Program is not highly diverse when considering all programs at ORU. There are about 41 males to every 58 females at Oral Roberts University. According to this study, if the Social Work program were double in size, there would roughly be 4 male graduates to every 48 female graduates. The results to this alumni survey show that 72% of Social Work alumni are White, whereas 60% of the entire ORU student body is considered White by ethnicity. Though, the alumni's ethnicity is not represented in the same percentages as those representing the university as a whole, it is the gender demographics that are vastly different. When considering gender, however, it is most

important to not compare the program with other degree programs, as the social work profession has typically been a female profession by majority. Based on the Council on Social Work Education's findings in 2007, the majority of students (88.5 %) in 397 undergraduate Social Work Programs were female. Therefore, the results for this study show that the ORU Social Work program is very comparable in gender to many other Social Work programs throughout the country.

One of the most important questions the researchers sought to answer was, "Does the Social Work Program successfully meet the fourteen objectives as outcomes?" Based on the research findings from questions focusing on preparation and course relevancy, the alumni graduates from the social work program reach a consensus that the ORU Social Work Program does successfully meet the fourteen objectives. For example, one of the objectives are the use critical thinking skills within the context of professional social work practice, which was represent by 83.3 percent of the alumni feeling "prepared" or "very prepared." Another important objective is the integration of Christian faith with the values and practice of social work, which was represented by 83.3 percent of the alumni feeling "prepared" or "very prepared." Therefore, by examining these results from the survey it would be assumed that more than half of the alumni who participated in the survey feel the program meets their objectives as outcomes; and overall, the ORU Social Work Program objectives are accomplished.

Another question the researchers sought to answer by conducting this study was, "What do the alumni believe are some of the strengths of the ORU Social Work program?" The question was formatted as an open question on the survey, with ample room for each respondent to type out their subjective answers. Nearly every survey participant shared their opinion on this topic, and there were several main strengths that were obviously expressed by their responses.

The strength which was referred to most often among the responses was the program's professors. Fifty-two percent of the study's participants made some reference to the excellent quality of the Social Work professors. This percentage is rather high for a completely subjective, open-ended question and response; and, it is no surprise, as the professors were described as skillful, knowledgeable, caring, inspiring, and unforgettable. All things considered, the majority of the alumni believe that the professors are one of the greatest assets to the ORU Social Work program, because they provided positive challenges, helpful perspectives, and an accepting environment.

These alumni were able to get a lot more out of their education than the standard book knowledge. They expressed feeling prepared for graduate school and their work in the field as a result of a great course curriculum and their professors challenging them. The practicum's and community outreaches were among some of the greatest strengths of the curriculum, as they provided valuable hands on experience. Still, a great majority of the alumni reported that *every* class they had taken was "relevant" or "highly relevant." Several of the alumni also greatly valued that all concepts were taught in a Christian Worldview, and students were taught how to professionally integrate their faith into their practice. This is to be somewhat expected, as the majority of students at Oral Roberts University are Christian. Many Christians appreciate this unique quality in an educational program.

In addition to wanting feedback on the strengths of the Social Work program, the researchers wanted to know the alumni's suggestions for improving the program. There were few common responses, so it seems that there are no major weaknesses that the alumni have recognized and feel the need to change. Four respondents even went so far as to say that the program did not need to make any improvements. Regardless, the majority of participants

offered some suggestion for how the program might be improved. One of these suggestions is to have more class options. This would allow students to develop greater knowledge in particular areas of interest such as counseling, policy, and grant writing. Some respondents made reference to improving the program by allowing for even more practicum opportunities and greater exposure to outside agencies. Considering that several of the alumni had listed the practicum and community outreach hours as a strength of the program, it is possible that those students chose practicum placements that were not challenging enough for them, so they did not receive the “hands on” feeling and learning experience that their peers did. In addition, a few students also recommended that the Introduction to Social Work course be made more interesting and hands on, so that it would “be more enticing for students seeking a major.”

After analyzing the alumni’s responses to this survey, it is clear that the large majority of alumni who participated in this study believe that the Oral Roberts University Social Work Program was effective in educating its students and preparing them to enter the workforce or an MSW program. Therefore, it is concluded that the researcher’s hypothesis was supported. Of those who responded to this study, one hundred percent reported that they were either “satisfied” or “very satisfied” with ORU degree program in Social Work. These satisfied alumni represent a small portion of those who have earned their degree in Social Work at Oral Roberts University. Though the results to this study cannot be validly generalized to represent all the Social Work alumni, it is safe to say that the Social Work program at ORU is one of quality. Between this research and that of Bjorklund and Bradberry in 2006, statistics show that the ORU Social Work program has produced at least 63 competent professionals over the past 10 years. These professionals are impacting communities throughout the United States and the world. The Social Work program at Oral Roberts University should continue to improve and produce the quality

education it provides so that more people in need can have access to such a quality resource: an ORU Social Work graduate.

Limitations

Though the researchers sought to eliminate as many of the study's weaknesses as possible, several limitations still remain. The greatest of these was the time frame the researchers had to conduct the study. The survey was posted online and all results were collected in just a matter of a few short weeks, due to the late approval from the university's Internal Revenue Board and the course's deadline requirements. Another great limitation was simply the fact that the researchers did not have access to all the alumni's current email addresses. There was really no way to ensure that all the alumni in the sample set received the link to the survey and the request to participate. Had the researchers had a more complete list of the alumni's contact information, there would have most likely been a greater number of respondents.

The low response rate of 31.5 percent also limited the researchers in which tools they could use to analyze the data. Due to the low number of alumni who responded, the researchers could only run descriptive statistics such as mean, median, and mode with the survey responses. No chi-squares could be used to compare different sub groups within the sample set. Therefore, the low response rate not only made it difficult to represent the sample set as a whole, but it also made it difficult to properly represent those who did participate in the study. This greatly contributed to the study's rather low external validity.

In addition, this was the Social Work Department's first attempt to conduct research with the use of an online survey. The researchers had to work with the University's Internal Research staff to format and set up the survey online. There was a mistake in the formatting of the survey as the answers to # 17 and the question to # 18 had been deleted so that the question to #17 and

the answers to # 18 appeared as if they went together. This contributed to the survey's low validity, because the response options had no relevancy to the question that was asked, yet most alumni still answered the question having to assume they knew what the researchers were attempting to ask. The greatest limitation with the online survey's format was that the respondents were very limited in how they could respond to most questions. There was no additional space provided where respondents could type comments or personalize their responses. In some cases, such as question # 12, the alumni had to choose only one response when several ways have applied. Have extra space or allowing for more than one response on a few questions would allow the alumni to provide a more detailed response. Had such a space been provided on the questionnaire, several alumni would have most likely explained their response to question 17, along with any other questions where they felt the answers did not represent them adequately.

Recommendations

Several recommendations could be suggested if the study was to be conducted again. Obviously, expanding the time frame for which the study was conducted would be a great benefit. Allowing for a full year, and also more funding, to conduct the research would provide the means to send out reminder letters and emails to request participation, both before and after the survey had been posted. This would increase the response rate, which would produce a better representation of those being studied. Having a longer time to conduct the study would have also allowed for time to have others try out the survey and give detailed feedback about it, before sending the link to alumni. This would have most likely brought the deletion in #17 to the researcher's attention and it could have been fixed before the link was sent to alumni. If this instrument were to be used again, another response option should be added to # 10 stating, "No,

but I am in the process of trying to obtain licensure.” Also, because “effective” is such a vague subjective word, the response to # 23 should be written in a way that is slightly less subjective. The researchers also would suggest designation of some additional space for clarifying comments following several questions, as one could do on a hand written survey by jotting in the margins. This would improve the validity of responses.

As stated earlier, males are highly out-numbered by females in the social work profession. It is common knowledge that males and females often tend to think and even perceive things in a different way than the opposite sex. However, in social work, the profession, assist both male and female clients. This is a limitation to the social work profession as a whole, because it is more difficult for women to competently provide services to their male clients. Therefore, it is recommend that the Social Work program at ORU, along with other baccalaureate Social Work programs, should strive to make the profession more appealing to the male gender. This could be done by placing a little less focus on nurturing aspects of social work and more focus on provision and community building. Particular jobs within the Social Work field that may more naturally appeal to men could be promoted more often, such as working with gangs, with adolescents in a juvenile hall, working for organizations such as Habitat for Humanity, or even doing research.

After viewing the alumni’s responses to the strengths and recommended improvements questions on the survey, it is clear what aspects of the program they truly value and which they would like to see changed. The researchers believe that the alumni’s recommendations are among the most important recommendations to consider, as they are the people who have and are paying for the service of having a quality education. This means that the Intro to Social Work class should be altered to be more interesting and hands-on for the students. Perhaps talking less

about theory and the history of the social work profession and more about actual case studies and job opportunities in the field would be more interesting. The professor could offer fewer large book-based tests and more projects and presentations, where students can pick a particular topic of interest to cover and present to the class. More efforts should be made to obtain program funds, which should be at least partially used for updated equipment, guest speakers, and seminars or workshops. Also, there should be greater practicum placement opportunities available to both junior and senior students, as their options have been very limited in the past.

Finally, considering how the alumni rated the program overall, it appears that the Social Work program at Oral Roberts University is underrated and under-recognized, by the University at large, for the high quality professionals that it produces. For years, the Social Work program has been a hidden cornerstone of the Behavioral Sciences Department at ORU. Sadly, many students will graduate from ORU not even realizing that there is a Social Work major offered at ORU, and unrightfully so. The Psychology major is the only recognized major of the Behavioral Sciences, and it is the researchers' belief, based on personal testimonies, that more of their peers would have been interested in becoming a Social Worker had they only known what Social Work is and that the major was offered at ORU. The University's Public Relations representative should put greater effort into representing all majors equally, so that students seeking to change lives would realize that they are not limited to majors like missions, psychology, education, and nursing.

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Appendix A

Cover Letter

Dear “Insert alum’s name here,”

Oral Roberts University’s Social Work Program has once again come to a time for re-accreditation by the CSWE. Two Oral Roberts University students in the Social Work Program, Tiffany Burtner and Courtney Wilson, have chosen to conduct an online survey to help provide information focused on the Social Work Program and aid in the accreditation process. The students will be professionally supervised, by Professor Robert C. Kiel and Dr. Calvin Easterling, throughout their research. The survey will focus on variables such as the demographics of the population, professional experience in the work force, and attitudes/perceptions about the Social Work Program itself, measured by open and closed ended questions. The entire survey is expected to take approximately 10 to 15 minutes to complete. The survey will be posted online during spring semester of 2009. The survey can be accessed through Oral Roberts University website. The Social Work Program is asking for alumni to voluntarily participate in filling out this survey. To guarantee confidentiality, the only people who will view this collected information are the two students conducting the research and their professional supervisors. A participant’s identity will only be reveal with their written permission; otherwise, the identifying information will be protected by excluding it from any reports. Oral Roberts University would like to thank you for your time and participation once again for helping establish a better program for future graduates of Oral Roberts University’s Social Work Program.

Sincerely,

ORU Social Work Program

Appendix B

Social Work Alumni Survey

In order for ORU to gauge the effectiveness of the Social Work Program, and how you feel it has affected your professional and personal development, and as part of the self-study for the upcoming CSWE accreditation visit, we would like your feedback. By completing this questionnaire, you are permitting us to use the information you provide for the purpose of research. All answers will be kept confidential.

1. What is your age? _____
2. What is your gender?
 - Male
 - Female
 - Transgender
3. What is your ethnicity?
 - Multiracial/Multiethnic
 - Asian/Pacific Islander
 - Black, non Hispanic
 - Hispanic
 - Native American/Alaskan Indian
 - White, non Hispanic
 - Other (specify) _____
4. What is your marital status?
 - Single, Never Married
 - Married or in a Long-Term Committed Relationship
 - Married, but Separated
 - Divorced
 - Widowed
5. In what country are you currently residing, if in the United States, which state? _____
6. What year did you graduate from Oral Roberts University's Social Work Program?

7. Are you currently enrolled in a higher education social work program (such as MSW or PhD)?
 - Yes, Advanced or Accelerated Program (1 year)
 - Yes, Full-Time Program (2 years)
 - Yes, Part-Time Program
 - No
 - No, but I intend to soon

No, but I am enrolled in another graduate program
(specify degree) _____

8. What is the highest level of degree that you have completed?

- BSW
- MSW
- MA or MS in another discipline (please specify) _____
- PhD or other doctorate degree
- Other Degree (please specify) _____

9. After graduating with your BSW, how long did it take you to find your first social work position?

- Less than 1 month
- 1 to 2 months
- 2 to 3 months
- 3 to 6 months
- 6 months to 1 year
- more than 1 year
- never obtained a social work position

10. Have you obtained licensure in the social work field?

- Yes, LSWA (associate license)
- Yes, LSW without specialty certification
- Yes, LSW with specialty certification
- Yes, Board Certified or Board Diplomat
- No, but hold licensure in other discipline (please specify) _____
- No, hold no licensure

11. What is your current job title? _____

12. If you are not in the Social Work field, why did you choose this position over one in the Social Work field? (check only one)

- I was burned out in Social Work.
- I could not find a suitable Social Work position.
- The pay was better.
- This job was more challenging/fulfilling.
- I am no longer interested in Social Work as a profession.
- I have major philosophical/value differences with the Social Work Profession.
- Other _____

13. What is your total gross yearly income, from your primary job?

- Less than \$15, 000
- \$15,000 - \$20,000
- \$20,001 - \$30,000
- \$30,001 - \$40,000

- \$40,001 - \$50,000
- \$50,001 - \$75,000
- Greater than \$75,000

14. Are you currently employed in a paid position in the field of social work?

- Yes, Full-Time
- Yes, Part-Time
- No, but previously held a social work position
- No, have never held a social work position

15. How many social work positions, including your current one (if relevant), have you held since graduating with your baccalaureate degree? (Please write in a number) _____

16. For your most recent or current Social Work position, how many hours do/did you typically work in a week? _____ hours

17. What is your current Social Work job setting (or past job setting, if not currently employed in SWK)

- No degree required by the agency
- An undergraduate degree of any kind is required/preferred
- A BSW is required/preferred
- Any behavioral sciences degree required/preferred
- An MSW required/preferred

18. Which of the following settings best characterizes your current practice situation (or past job setting, if not currently employed in SWK)?

(Select only ONE as a primary)

- Aging/Gerontology
- Church Social Services
- Community Development
- Corrections/Criminal Justice
- DHS Child Welfare
- Disability Services
- Family Services
- Group Homes
- HIV/AIDS
- Homeless
- Hospice
- Medical Social Work
- Mental Health Counseling
- Private Adoption Agency
- Public Welfare
- School Social Work
- Substance Abuse Rehab
- Other (specify) _____

19. Have you achieved any special professional goals that might be recognized by the community (e.g., published, awards, featured on the news, committee membership, etc.)?

Yes, (specify) _____

No

20. How well did your BSW education at ORU prepare you to perform the following functions? (Use the following scale)

- 1 = Very Prepared
- 2 = Prepared
- 3 = Somewhat Prepared
- 4 = Somewhat Unprepared
- 5 = Unprepared
- 6 = Very Unprepared

- _____ Client Identification & Outreach
- _____ Working with Diverse Cultural Populations
- _____ Assessment of Individuals
- _____ Assessment of Families/Groups
- _____ Assessment of Communities
- _____ Development of a case/service plan (goals & objectives)
- _____ Linking clients to services
- _____ Monitoring of service/case plan
- _____ Client Advocacy
- _____ Performing Research
- _____ Interviewing/Basic Counseling
- _____ Grant Writing
- _____ Community Development
- _____ Establishing Rapport with a Client
- _____ Leading Small Groups
- _____ Termination with Client Systems
- _____ Critical Thinking Skills
- _____ Knowledge of Social Work history & structure
- _____ Integration of Christian Faith with Social Work values & practice

21. For the following list of courses, identify how relevant you feel each course was to your personal & professional development, using the following scale:

- 1 = Highly Relevant; I make use of its knowledge & skills all the time.
- 2 = Relevant; I frequently make use of its knowledge & skills.
- 3 = Moderately Relevant; I occasionally make use of its knowledge & skills.
- 4 = Not Very Relevant; I don't make use of its knowledge & skills

very often.

5 = Not Relevant; It had minimal to no impact on my development.

6 = Not Applicable; The course was not offered during my degree year.

- Intro to Social Work
- Human Behavior in the Social Environment I
- Human Behavior in the Social Environment II
- SWK Practice I: Generalist SWK Skills
- SWK Practice II: Microskills
- SWK Practice III: Small Group Dynamics
- SWK Practice IV: Community Development
- SWK Practice V: Senior Seminar
- Service Learning (Junior Practicum I)
- Junior Practicum II
- Senior Practicum
- Research Methods
- Social Welfare Policy
- Minority Group Relations
- Senior Research Paper
- Child Welfare

22. For each course that you marked as “Not Very Relevant” or “Not Relevant,” provide a brief summary for how that course might be improved to make it more relevant.

23. How effective do you believe you currently are in the Social Work field?

- Very Effective
- Effective
- Somewhat Effective
- Somewhat ineffective
- Ineffective
- Very Ineffective

24. All in all, how satisfied are you with ORU’s degree program in Social Work?

- Very Satisfied
- Satisfied
- Somewhat Satisfied

- Somewhat Dissatisfied
- Dissatisfied
- Very Dissatisfied

25. In your opinion, what are some of the strengths of the Social Work Program at ORU?

26. If you were to make a suggestion as to how the BSW Program at ORU could be improved, what would it be?

Dr. Lanny Endicott

Oral Roberts University
7777 S. Lewis Ave.
Tulsa, OK 74171

lendicott@oru.edu

<http://drlannyendicott.com.tripod.com>

Professional Objectives:

- Facilitate students developing social work values, knowledge, and skills
- Encourage the practice of community organization in social work
- Assist professionals in self-care strategies
- Promote social work education and practice internationally

Brief Bio of Lanny Endicott

Currently, Dr. Endicott is Director of the Social Work Program at Oral Roberts University. He has been with the university for 35 years. In addition to teaching and directing the social work program, he serves as Director of Service Learning for ORU.

He also serves as President of the South Peoria Neighborhood Connection Foundation, a neighborhood organization that sponsors the South Tulsa Community House for providing services to low-income persons in the 61st and Peoria area of south Tulsa. The organization is in partnership with area churches, foundations, City of Tulsa, and Oral Roberts University.

Dr. Endicott is a case management consultant for child welfare supervisors for the Child Welfare Professional Enhancement Program sponsored by the University of Oklahoma and Oklahoma Department of Human Services. He provides similar service to the Osage Nation tribe in Oklahoma. Additionally, he performs critical incident stress debriefings for Child Welfare workers in Oklahoma. He is a regular presenter on the subjects of stress management, secondary trauma, and burnout prevention to child welfare, professional counselor/social work, and ministerial groups. He was selected Social Worker of the Year in 2003 and is currently (2010) President for the Oklahoma Branch of the National Association of Social Workers (NASW-OK). As NASW-OK President, he represents the organization on the Oklahoma State Board for Licensed Social Workers.

Dr. Endicott has traveled to Russia on numerous occasions working with Children's Hope Chest and Orphan's Tree organizations to provide summer and winter camps for older orphans, as well as, help develop evaluation procedures for programs aiding older orphans. He teaches social work courses (summer session) at the Russian American Institute (formerly Russian American Christian University) in Moscow. He also participated in creating a small foundation, OKAssist (Oklahoma Aid Supplying Scholarships for International Student Training), to facilitate training opportunities for international students

seeking social work or related training in Oklahoma colleges or universities.

He is licensed in Oklahoma as a Licensed Clinical Social Worker and Licensed Marital and Family Therapist. He has degrees from Missouri State University (BS), University of Missouri-Columbia (MSSW), Southwestern Baptist Theological Seminary (MRE), and Midwestern Baptist Theological Seminary (D.Min.). Dr. Endicott and his wife, Nancy, both serve through Southern Hills Baptist Church (Tulsa), where he is a deacon (and past chairman of the deacon council). He currently serves on the Venture Grant Committee of the Tulsa Area United Way and Community Service Council of Greater Tulsa, and in the past served on the Tulsa Human Rights Commission (including time as Chair). Additionally, he works as a site visitor chair for the Council on Social Work Education and makes visits to universities to review social work programs seeking reaffirmation of accreditation.

While at ORU, late 70s and early 80s, Dr. Endicott both taught social work classes and founded the ORU Cross Country and Track Programs. He served as coach for an eight year. His last Cross Country team finished 11th in the 1984 NCAA Cross Country Championships.

He is married to wife Nancy (42 years) and has two grown, married sons: Luke and Tim. He enjoys family activities (including time with his granddaughter, Isabel), photography, golf, and running.

R. CHENÉ TUCKER, MSW, LCSW

ctucker @oru.edu

Phone: 918. 495.6534 (Office)

SUMMARY OF PROFESSIONAL EXPERIENCES

- Full-time Associate Professor, Oral Roberts University, Tulsa, OK. Presently teaching undergraduate courses in the Social Work Program and serving as the Practicum Instructor and Field Coordinator.
- Clinical Social Worker, private practice, Tulsa, OK. Provided individual, marital, and family therapy for adults utilizing cognitive behavioral and expressive therapies.
- Pastoral Counselor, Open Bible Fellowship Church, Tulsa, OK. Provided individual, marital, and family therapy for youth and adults. Utilized cognitive behavioral and expressive therapies in group, family, and individual counseling settings.
- Executive Director and Director of Counseling and Social Work, Life Alternative Pregnancy Crisis Center/Hannah's Prayer Adoption Agency, Tulsa, OK. Provided clinical supervision for agency adoptions, individual and family counseling for all members of the adoption triad, and group counseling for birthmothers, single parent moms, and individuals experiencing post abortion trauma.
- Women's Outreach Coordinator, Bright Sky, Tulsa, OK. Coordinated statewide conferences and community education on women and alcohol addiction.
- Counselor, Shadow Mountain Institute, Tulsa, OK. Provided one-on-one support for inpatient residents and assisted in facilitation of clinical groups.

ACADEMIC PREPARATION

- San Diego Mesa Junior College, San Diego, CA
- BA, Social Work, Oral Roberts University, Tulsa, OK
- MSW, School of Social Work, University of Oklahoma, Norman, OK

CREDENTIALS

Licensed Clinical Social Worker — Oklahoma State Board of Licensed Social Workers.

PROFESSIONAL ORGANIZATIONS

1995 – Present, Member National Association of Social Workers

2009 – Present, Member National Association of Christians in Social Work

Vita

Robert C. Kiel, M.S.W.
Assistant Professor of Social Work
Behavioral Sciences Dept.
Oral Roberts University
7777 S Lewis Ave.
Tulsa, OK 74171

Education:

MSW from Marywood College - Scranton, PA

BSW from Oral Roberts University - Tulsa, OK

Operating Room Tech "C" School - U.S. Navy in Portsmouth, VA

Work Experience:

Currently is working the 19th year as an Assistant Professor of Social Work at Oral Roberts University.

Current focus is on enhancing undergraduate research opportunities for SWK majors.

Clinical Consultant for an Oklahoma DHS: Child Welfare Supervisors' Group for 3 years.

While teaching at ORU, helped develop and was a part-time counselor with the Counseling & Development Center of Jenks, OK - a counseling outreach of the Open Bible Fellowship Church.

The primary therapist in a satellite office for Family Service Association of Wyoming Valley in Wilkes-Barre, PA and a board member of the local United Way.

Past work also included extensive experience as a surgical assistant, in both Navy and civilian hospitals, and as a clerk/supervisor in the U.S. Postal service.

Affiliations:

An active member of the North American Christians in Social Work (NACSW) organization.

Oral Roberts University Catalog 2011

The Oral Roberts University Catalog 2011 (for this academic year) is an on-line Catalog and can be viewed on the following link.

http://webapps.oru.edu/new_php/academics/catalog/catalog_2010_2011/pageflip.html

Information concerning the Social Work Program can be found as follows:

- Catalog Listing as accredited by the Council on Social Work Education.....6-7
- Faculty Listing.....82
- Behavioral Sciences Department and Social Work Program.....83-86
- Course Descriptions for Social Work.....189-191

