



BACCAULAUREATE SOCIAL
WORK PROGRAM
STUDENT HANDBOOK

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I. Overview of the Program

A. Program Mission:

The mission of the Baccalaureate Social Work Program at Virginia Wesleyan University is to prepare students for generalist social work practice and graduate study, fostering their development as ethical practitioners and engaged community members. We aim to cultivate knowledge and skills grounded in scientific inquiry and a liberal arts foundation, enabling students to advocate for and innovate effective change.

Guided by the principles of promoting human and community well-being, and upholding social, racial, economic, and environmental justice in a diverse society, our program focuses on empowering individuals, families, and communities, particularly those experiencing oppression or vulnerability due to systemic inequities. We emphasize the transformative power of human relationships as a dynamic vehicle for facilitating change.

Guided by the mission of Virginia Wesleyan University:

“An inclusive community grounded in the liberal arts and sciences and dedicated to scholarship, service, lifelong learning, and environmental stewardship, Virginia Wesleyan University inspires students to build meaningful lives through engagement in Coastal Virginia's dynamic metropolitan region, the nation, and the world,” and the Educational Policy and Accreditation Standards of the Council on Social Work Education (CSWE), the Social Work Program at Virginia Wesleyan University is committed to offering a high quality generalist practice education. The Program focuses on ethical behavior and competent practice, following the Virginia Wesleyan University’s Honor Code and the six core values of the National Association of Social Worker’s (NASW) Code of Ethics.

The mission for the Virginia Wesleyan University’s Baccalaureate Social Work (BSW) Program was created specifically to address the profession’s purpose, values and ethics. We referred to NASW’s Mission of Social Work to ensure compliant language and consistency in the development of our Program’s mission. As our faculty come from varied social work backgrounds, the BSW Program established at Virginia Wesleyan reflects our educational and professional experiences.

Virginia Wesleyan University (VWU) is geographically situated in the center of the Hampton Roads area of Virginia. This region is diverse in population, needs, and geography, and encompasses rural, urban, and suburban settings with a multi-ethnic, age diverse population. The BSW Program experiences are designed to increase students’ understanding of the unique environment of the Hampton Roads area and its diversity, within the mid-Atlantic region of the United States and in the larger global community.

The BSW Program’s focus on diversity is consistent with the mission of the university and the NASW Code of Ethics core value of dignity and worth of the person. The CSWE uses exactly this language to describe one of its values and requires social workers to “engage in anti-racism, diversity, equity, and inclusion in practice.”

Undergraduate research, another strong BSW Program component, is consistent with the university's "dedicate[ion] to scholarship" and is crucial to the NASW core value of competence and CSWE's policy of engaging in "practice-informed research and research-informed practice." The BSW Program's emphasis on ethical conduct is consistent with the VWU's mission statement and supported by VWU's Honor Code, the NASW's core value of integrity, and CSWE's policy to "apply the standards of the National Association of Social Workers Code of Ethics...within the profession..."

Community service, an integral component of the University's life, provides a vehicle for students to experience relationships and contexts in which they will learn and eventually practice. Students will be immersed in a curriculum including topics of mental and physical health, human rights, diversity, oppression, and economic and social justice, through a data driven, outcomes based, curriculum in which critical thinking skills are applied. NASW's core value of service parallels this VWU commitment, as does CSWE in its policy to train social workers to "respond to contexts that shape practice."

The BSW Program emphasizes the importance of human relationships as the vehicle through which students learn and through which change occurs. This emphasis on relationship pervades practice and requires that students engage with others to advocate and innovate. The University's mission emphasizes the importance of community and social responsibility, which parallel NASW's core values of the importance of human relationships and social justice.

B. Goals of the Program:

The Virginia Wesleyan University Baccalaureate Social Work Program goals are specific to and consciously derived from the Program's Mission statement.

- To prepare generalist practitioners with a strong social work identity, as critical thinkers, who can use their knowledge and skills to effect change in consumer systems at the micro, mezzo and macro levels.
- To prepare students through the study of the liberal arts with the knowledge of how history, diversity, oppression, injustice and difference are applied to develop evidence-informed interventions in the pursuit of social work goals.
- To prepare generalist social workers to understand how human behavior is impacted by and affects physical and mental health in the context of the social and physical environment.
- To prepare generalist social workers with the skills to shape policy, planning, legislation and access as they strive for equality for all people.
- To prepare students with a commitment to personal and professional growth and development, as a component of competent social work practice.
- To prepare students for ethical and value directed practice guided by the NASW Code of Ethics using self-reflection and self-correction. The Virginia Wesleyan University Honor Code and departmental policies will guide students' educational experience.

C. Commitment to the Profession

The Baccalaureate Social Work Program at Virginia Wesleyan commits itself to the clients whom our students will ultimately serve. All that we teach, focuses on preparing our students to do the very best they can for their clients. In that same vein, we commit ourselves to prepare the very best students, the very best way that we can. Social work is a profession, which works with people in the most difficult of life circumstances. We believe that our clients deserve only the very best prepared workers. We commit ourselves to our Program and to its reputation of excellence. Our Program is respected within our community and commands some of the very best internship experiences as a result. We are committed to maintaining this reputation for the Program and for the University. Ultimately, our clients deserve nothing less.

D. Departmental Policies

- Students must apply to the BSW Program prior to declaring the major and before the end of the first semester of their junior year.
- Students must maintain a GPA of 2.5 both overall and in the major and must complete all required courses with a C or higher grade prior to internship.
- Students must immediately report ANY honor code violation to full time Social Work faculty. Any Level II violation will necessitate a meeting of the student and full-time Social Work faculty in which remedial action will be developed and planned. Any Level II Honor Code violation will result in immediate removal from the Program.
- The BSW Program accepts baccalaureate level social work credit from CSWE approved institutions. The BSW Program accepts non-social work credit from other institutions according to University policy. The BSW Program does not grant credit for previous work or life experience.
- This list is not exhaustive. Specific internship pre-requisites are detailed in the Internship Handbook.

II. Requirements for Admission into the Program

A. Academic Requirements

Students must have a minimum of a 2.5 GPA overall to apply to the BSW Program. Generally, most general studies requirements should be completed prior to making application to the BSW Program. Application should be made using the form available on the Virginia Wesleyan University's Social Work website (see the BSW Program Application). Students may apply to the BSW Program no later than the end of the first semester of their junior year.

Transfer students who have completed two years of academic work prior to matriculating at Virginia Wesleyan University should apply immediately upon admission. Students in other transfer situations should consult a Social Work Department full-time faculty member about when to apply. The BSW Program accepts baccalaureate level social work

credit from CSWE approved institutions. The BSW Program accepts non-social work credit from other institutions according to University policy.

If the student does not have a 2.5 GPA at the time of application, the student may take Social Work courses for one semester to earn the required GPA. If at the end of one semester's Social Work coursework the student has not achieved a satisfactory GPA, the academic advisor and student will confer to determine a major other than Social Work in which the student may be successful.

B. Dispositional Requirements

Because social work practice requires persons to be totally trustworthy, capable of managing stressful situations, and psychologically and emotionally prepared to deal with potentially conflictual and even horrific life situations, applicants need to demonstrate trustworthy behavior and good character. A history of helping others through community service or volunteer work is strongly valued; a history of positive relationships with others as evidenced through memberships in clubs and organizations or faith-based activities is strongly valued as well. Leadership positions in service or social organizations provide a good foundation for leadership in social work. References may be requested to support the applicant's character, disposition and volunteer experience.

Applicants must have no Honor Code violations at Level II or III (second or third offense.) Level I Honor Code violations must be reported at the time of application and will be assessed as a potential barrier to acceptance in the BSW Program by the Social Work faculty on a case-by-case basis. Applicants must pass criminal background checks, and therefore should not have any history of criminal prosecution. They must not be listed in the Child Abuse and Sex Offender Registry. They must be able to pass drug screening tests. Financial credit histories are now included in some background investigations as are motor vehicle driving records on internship applications. Problems in these areas must be reported on the BSW Program Application and their impact will be assessed on a case-by-case basis. Applicants are also encouraged to delete any online postings that would not be considered professionally appropriate.

C. Application Process

To apply to the BSW Program students must complete the BSW Program Application, found on the Social Work Program website, in its entirety and submit it to the Program Chair. Only complete application packets will be reviewed. The packet includes the BSW Program Application and a second document the Permission to Share Information Form available on the Social Work Department website. The latter form enables Social Work faculty to communicate about the student and his/her application with others. This may include communication with other Virginia Wesleyan faculty who have first-hand knowledge of the student and with those listed as personal references on the student's application. Social Work faculty will review the completed application and references will be verified. A personal interview may be conducted. Students will be notified in person or via email when their applications are accepted. Applicants who are not

accepted into the BSW Program will be notified by letter sent to their campus mailbox with the specific reasons for their lack of acceptance noted.

The BSW Program Application can be found in Appendix A of this Handbook. The Admission Rubric can be found in Appendix B of this Handbook.

D. Requirements for Continuing in the Program

Students must maintain a 2.5 GPA overall and a 2.5 GPA in the major. The student must receive a C or higher in all required social work courses. Students whose GPA falls below 2.5 either overall or in the major must immediately take corrective action to return their GPA to 2.5 the following semester. Any student whose overall GPA is less than 2.5 or less than 2.5 in the major shall be removed from the BSW Program. Students may re-apply to the BSW Program after the overall GPA has returned to 2.5 or above.

Students must maintain the behavior, disposition and values prerequisite to social work practice in order to continue in the BSW Program. Any legal, ethical, moral or behavioral deviance from the requirements for admission or violation of the National Association of Social Worker's (NASW) Code of Ethics will be considered a potential reason for removal from the BSW Program. Students whose personal life or life circumstances interfere with their potential for consistent, sound and ethical practice may be counseled to consider a different career path more in keeping with their strengths and skills.

An egregious violation of program policies, not limited to; honor code violations at Level II, felony charges, or other behaviors that reflect negatively on the student's character or that reflect behavior disorders which cannot be remediated within a time frame necessary to successfully complete the program, will result in termination from the Program. Every attempt will be made to assist the student in developing an alternate plan for continuation at the University if permissible.

Within the field education program, professional performance is formally evaluated by the field instructor at two points within the internship experience. At the midterm and the end of the internship, the Agency Field Instructor will rate the student's professional performance using an assessment tool that is based on the nine Social Work Competencies. The assessment tool directs Field Instructors to determine if students are "proficient," "competent," "needs improvement," or "unsatisfactory" in the performance of each core competency. The assessment tool concludes with an evaluation of general professionalism to include initiative, personal responsibility, punctuality, positive attitude, and amenability to constructive feedback. Exact instructions will be provided to the Agency Field Instructor by the Field Education Coordinator at the beginning of each semester. Informal evaluations of professional performance occur during the field site visits including the student, Field Instructor, and Field Education Coordinator no fewer than three times over the course of the internship experience.

E. Student Rights to Appeal

The BSW Program follows the University's "Course Grade Appeal Process" as outlined in the University Catalog. Additionally, if a student fails to comply with stated Program

academic policies, the program faculty will meet with said student. At this meeting the policy will be discussed, with an emphasis on the student's potential for success. If the student and faculty can mutually develop a viable plan for academic success, with specific goals and timelines, the same will be initiated. If the student and faculty agree that the student's likelihood of success would derive from transfer to another major, faculty will work with the student to find another academic major in which the student's chances of success will be enhanced.

Students who disagree with the decision of the Social Work faculty about their application or their removal from the BSW Program, may request a reconsideration in writing stating why they believe the Social Work department should reconsider their application or removal. This request should be sent to the department Chair through campus mail. The BSW Program Advisory Committee will review written requests for reconsideration for admission and their findings will be provided to the student by letter sent to their campus mailbox.

F. Student Rights to Due Process for Reasons of Professional Performance

If a student fails to comply with stated Program professional policies, whether through formal or informal evaluation of professional performance, the faculty will meet with said student. At this meeting the policy will be discussed and the professional behaviors of concern will be identified. The meeting will be guided with an emphasis on the student's potential for success. The goal of the meeting is to develop a Professional Improvement Plan (PIP) identifying areas of concern, student's response to concern, intervention plan and proposed timeline, and progress assessment plan. The completed PIP is signed by the Program Director, Field Education Coordinator, and student. However, if the student and faculty agree that the student's likelihood of success would derive from transfer to another major, faculty will work with the student to find another academic major in which the student's chances of success will be enhanced.

Students, who disagree with the decision of the Social Work faculty about their removal from the BSW Program due to professional performance, may request a reconsideration in writing stating why they believe the Social Work department should reconsider their removal.

1. Student must submit in writing an appeal to the Field Education Coordinator regarding the cited professional performance concern. This request should be sent to the Field Education Coordinator through campus mail.
2. If there is no resolution and the concern still exists, then the appeal will escalate to the Program Director.
3. If there is no resolution and the concern still exists, then the Program Director and Field Education Coordinator will review the de-identified contents of the circumstances for removal and the student's appeal with the Community Advisory

Board (CAB) for reconsideration. The findings of CAB review will be provided to the student by letter sent to their university email address.

4. If there is no resolution and the concern still exists, then the complaint will escalate to the Office of the Provost.

III. The Academic Program

A. General Studies Requirements

The BSW Program at Virginia Wesleyan University requires that students acquire a strong foundation in the liberal arts. Students who have successfully completed the Virginia Wesleyan University general studies requirements will have demonstrated competencies in English composition, foreign language, and laboratory science along with the study of aesthetics, historical perspectives, quantitative perspectives, institutional and cultural systems, literary textual analysis, and ethical values and faith perspectives. This academic preparation grounds the student in the perspectives necessary to explain the theories underlying the bio-psychosocial-cultural-spiritual perspective that undergirds social work practice. Because of Social Work's inclusive theoretical approach, the Seminar course taken concurrently with their internship during students' senior year requires them to grapple with the application of theory to practice.

Completion of the General Studies requirements is the focus of the first two years of academic study, and social work majors are encouraged to study some of the listed electives. Those starred are often required or suggested for graduate school in social work: ** Bio 222 Human Anatomy or genetics or any human biology; **Math 210 Elementary Statistics or higher level math; Spanish if a language is needed; 113, 114 or 116 History of the U.S.; Political Science- any course; Psychology 256- Abnormal Psychology. Religious Studies- particularly world religions or religions different from one's own; Sociology, Criminal Justice or any course from this major of interest to the student; Women's and Gender Studies – or any course from this major of interest to the student.

Social work students, in consultation with their academic advisor, are advised to choose junior or senior level electives that will develop their social work interests and prepare them for internship. For example, students interested in substance abuse counseling should enroll in SW 384 Drugs of Abuse and SW 385 Substance Abuse and Chemical Dependency. Students interested in hospice work should enroll in SW 307, Death, Dying, Loss and Grief. Students interested in working with juveniles may wish to enroll in Criminal Justice 348, Delinquency and Juvenile Justice. The recommended course sequence below is only an example. Actual course selection and sequence should be determined with the student's academic advisor.

B. Recommended Course Sequence

Status	Course
Sophomore or Junior	1. SW 201 Introduction to Social Work (4 credits) 2. SW 251 Diversity & Social Problems in Social Work (4 credits)
Junior	1. SW 302 Planning, Administration, & Legislation (4 credits) 2. SW 336 Human Growth & Development: Life Course Approach (4 credits) 3. SW 400 Social Work Methods with Groups & Communities (4 credits) 4. SW 450 Research Methods in Social Work (4 credits)
Senior	1. SW 401 Social Work with Individuals & Families (4 credits) 2. SW 472 Social Work Internship (12 credits) 3. SW 475 Social Work Seminar (4 credits)
TOTAL CREDITS 44	

C. Professional Advising

Professional advising is done by full-time faculty members within the social work department. All students can contact the BSW program faculty directly for any professional advising needs at bdobrin@vwu.edu or achristman@vwu.edu. Field experience-specific professional advising may be referred to the Field Education Coordinator at achristman@vwu.edu.

All students are provided with professional advising opportunities through faculty interactions within the seminar component (SW 475) of the social work internship experience (SW 472) and through consultations with BSW faculty members. These advising opportunities and consultations may be initiated by program faculty or by the student.

All full-time faculty are required to hold weekly office hours available for professional advising. These office hours are published on course syllabi. This ensures that faculty are available as desired for discussions about professional development, future career preparation, exploration of specific areas of interest in social work, enhanced competency development, and other professional coaching.

During the fall semester of the senior year, students work individually with the Field Education Coordinator to facilitate the internship placement process. Throughout this process students meet with the Field Education Coordinator to discuss professional interests and aspirations, prepare resumes for internship placements, and prepare for

placement interviews. Students are provided access to sample résumés, interview tips, and examples of professional attire.

Additionally, professional advising resources are provided in SW 475: Social Work Seminar. During this course, students must draft a final social work resume to submit to the Field Education Coordinator for review and feedback. Students must further complete a job application and graduate school application, both of which to be submitted to the Field Education Coordinator for feedback. Employment opportunities are communicated to students when organizations contact the department.

In addition to the professional advising offered to students through the BSW program faculty, general career advising resources are available to all students through the university's Career Development office. Career Development connects students and alumni with career opportunities through coaching, employer connections, and valuable work experiences. Career Development trains students and alumni to align personal goals, talents, and experiences in support of achieving their vocational goals.

Services available include support in pursuing independent internship experiences; resume, cover letter, and interview support resources; and on-campus and virtual events and workshops. All Career Development services are accessible on the University's website at <https://www.vwu.edu/academics/athenaeum/career-development/>.

IV. Social Work Course Descriptions

201 Introduction to Social Work (4)

Acquaints the beginning student with the history, philosophy, values, concepts, language, directions, problems, and broad scope of social work. Offers exposure to various agencies and

Agency policies. Prerequisite: sophomore/junior/senior status. Offered each fall.

251 Diversity and Social Problems in Social Work (4)

An overview of how diversity influences social work practice and the social problems practitioners try to address. Topics include the history, philosophy, values, ethics, concepts, language, directions, problems, and broad scope of diversity and social problems and how they affects social work practice. Offered each fall.

302 Planning, Administration & Legislation (4)

Builds skills in community organization, administrative and legislative process as intervention

techniques. Each student is expected to design, develop and present a project using the method taught. Offered each spring.

336 Human Growth and Development: Life Course Approach (4)

Designed for students who want to develop a strong foundation in human growth and development. Biological, social, and psychological theories of growth and development are examined from a multi-disciplinary perspective. Students learn about normal development from conception to aged death as well as certain pathological processes. Students who have previously taken a developmental course, or will as part of their intended major, may not take this class for additional credit. Prerequisite: junior status or consent. Offered each spring.

400 Social Work Methods with Groups and Communities (4)

Builds skills in group and community intervention techniques in social work.

Prerequisites: junior/senior status and consent. Offered each spring.

450 Research Methods in Social Work (4)

Offers an overview of data collection methods and analysis procedures within the context of social work. Both positivistic and naturalistic paradigms are examined. Students learn how to pose research questions, design studies, collect data, and analyze, interpret, and report their data. Prerequisites: junior/senior status, successful completion of math requirement, and consent. Offered each spring.

401 Social Work with Individuals and Families (4)

This course provides an overview of the direct methods used in the Baccalaureate's level social work practice. The focus will be on learning appropriate intervention skills for helping individuals, couples, and families. Understanding the theory on which these interventions are based is prerequisite to developing skills. The course provides opportunities to practice beginning level methods through role playing, observation and feedback, written and oral assignments, and in an experiential learning situation.

Prerequisites: ENG 105 with a grade of C or higher, senior status, and consent. Offered each fall.

Practicum Guidelines - The Practicum is the experiential component of the SW 401 course. The Practicum or practice work should consist of 4 hours of weekly volunteer work, which must begin no later than the second week of class and must continue until the end of the semester. The work is done in a health and human service agency of the student's choosing.

Students arrange for their own Practicum, although the professor may be consulted with any questions the student has. Generally, an agency that require volunteers to work with others is an appropriate Practicum site. While some administrative work may be part of the Practicum, unless the student is interested in an administrative experience, consumer contact should be part of the experience.

The BSW Program encourages the student to complete a Practicum in an agency with which the student has no prior experience. The Practicum allows the student the opportunity to “try out” work that is new and unfamiliar but interesting to them. For example, if a student is interested in working with the elderly but has interest in working with the teens as a second choice, working with children or teens in the Practicum is a good plan. The more populations the student demonstrates experience with, the better prepared s/he will be for graduate study or a broader range of employment opportunities. In addition, students sometimes discover that they have more interest than they thought once they begin working with a particular population or in a particular agency. If a student is presently doing volunteer work in an agency and wants to continue through the fall, s/he must consult with the professor to determine the appropriateness of that plan.

While the student will be expected to develop a contract for her volunteer work as part of the coursework in SW 401, there is no formal relationship between the agency and the university as there is in the internship. The student negotiates the Practicum and works out the schedule and any supervisory meetings.

Because many agencies have somewhat extensive screening processes and orientation Programs, it is essential that the student plans to look for the Practicum either before she leaves school for the summer or in August, if living locally. The student must be actively volunteering by the second week of class. Class work and class discussions will be based on the Practicum experience so beginning on time is crucial.

V. Internship and Seminar

The final spring semester of the student’s undergraduate experience is spent learning in the field a minimum of 32 hours per week under the supervision of a qualified supervisor. The potential Internship is carefully chosen by the Field Education Coordinator to match the student’s interests, knowledge and developing skills. Ideally, students will have the opportunity to interview with two potential internship placements during the semester preceding the Internship and if offered both, will be able to make the choice between two. The student is expected to complete the background screening and orientation in a time frame that allows for full time internship work by the beginning of the second semester.

The student is expected to maintain professional decorum, uphold the NASW Code of Ethics, and the Virginia Wesleyan Honor Code in addition to abiding by all policies, procedures, codes of conduct and ethical guidelines of the internship agency.

After orientation to the agency, the student begins by shadowing other workers and gradually begins to take on more responsibility as she becomes more knowledgeable and skilled. One hour of weekly supervision provided by the agency supervisor facilitates the student’s movement through the learning contract. The Field Education Coordinator meets with the student and supervisor in the agency approximately every three weeks to assure that the student’s learning is maximal. The agency supervisor rates the student

both at the mid-semester and at the end of the experience based on their performance of the practice behaviors reflecting the core competencies.

Concurrent with the internship the student spends one afternoon per week in a seminar class designed to focus on the student's integration of classroom learning with the realities of the field. The students focus on their integration into the field both in the agency and in a professional role. Assignments reinforce professional skills and behaviors. Students learn from one another and begin to develop an understanding of the broad array of resources available to their clients. Visits to other internship sites of their peers reinforce this learning.

472 Social Work Internship (12)

A capstone experience in which students are placed in an agency or organization that offers them an opportunity to assume a pre-professional role where they can develop practice skills and expand their expertise. Prerequisites: senior status: SW 201, 251, 302, 336, 400, 401 and 450; a minimum grade point average of 2.5; and approval of the internship committee. Co-requisite: SW 475. Offered each spring.

475 Social Work Seminar (4)

Offered concurrently with the Internship. Assists students in relating theory and values to experience and in offering support, interpretation, evaluation, and guidance. Students are evaluated on their performance of work assignments, use of supervision, and coursework. Prerequisites: senior status; same as SW 472. Co-requisite: SW 472. Offered each spring.

VI. The Program's Assessment of Social Work Knowledge, Skills, and Values

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision-making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, anti-racist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure relevant and effective

practice. Social workers understand digital technology and the ethical use of technology in social work practice.

Social workers:

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

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

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

Social workers:

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

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

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the

extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

Social workers:

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

Competency 4: Engage in Practice-informed Research and Research-informed Practice

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

Social workers:

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

Competency 5: Engage in Policy Practice

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

Social workers:

- use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities.

Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:

- apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and
- use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.

Social workers:

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

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

Social workers:

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

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social workers:

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

Commission on Educational Policy. (2022). *2022 Educational policy and accreditation standards*. Council on Social Work Education. <https://www.cswe.org>

VII. Student Participation on the Implicit and Explicit Curriculum

Active student participation and curricular input are considered important aspects of the BSW Program, and this includes the Social Work, Social Change Club and the Tau Alpha Chapter of the Phi Alpha Honor Society. Participation in student organizations promotes professional identity development and open communication among students and program faculty.

The Social Work, Social Change Club was founded to create unity among students who have a passion for social work, to advocate for the social welfare of others, and to promote the well-being

of society. The Social Work Club coordinates service, professional and academic development, and social activities to strengthen the community of social work students on campus and in the community.

Students are also encouraged to work toward induction in the Tau Alpha Chapter of the Phi Alpha Honor Society. To be inducted students must be admitted into the social work program, complete at least 12 semester hours in social work courses, and achieve a 3.4 cumulative GPA.

The BSW program holds joint meetings with the Social Work, Social Change Club and the Tau Alpha Chapter each semester to provide students with the opportunity to associate with one another in professional dialogue, service projects, and social functions. All students who have been admitted to the social work program are invited to attend these meetings.

The BSW Program values and welcomes student input in the implicit and explicit curriculum. To ensure equitable and inclusive opportunities for students to participate in the implicit curriculum (culture) and the explicit curriculum (academic requirements) of the BSW Program, faculty welcome students to attend joint meetings of the student organizations. During these meetings, students are invited to provide feedback on their experience within the program, advising support, and faculty support of social work identity development. Students are further invited to share their feedback regarding course content, assignments, and field education requirements, which allow faculty to update delivery methods to better support student learning. Students are also encouraged to complete official course evaluations disseminated by the university at the end of each semester to ensure program faculty receive anonymous feedback on course content and assignments.

VIII. Affiliated Organizations

A. The Social Work, Social Change Club

The Social Work, Social Change Club is an active organization whose purpose is to promote awareness of the social work profession on the Virginia Wesleyan campus and to promote social work values. Activities of the club vary from year to year as community needs and interests become apparent. Any interested student is eligible for membership. Professor April Christman serves as the advisor for the Social Work, Social Change Club.

B. Phi Alpha, the Social Work Honor Society

The first students were inducted on March 15, 2013 and the chapter was named Tau Alpha. Social work majors who are juniors and seniors are eligible for induction if they have a GPA of 3.4 overall and in the major and have no Honor Code violations. Dr. Benjamin Dobrin serves as the advisor for the chapter.

C. Virginia Wesleyan University Bachelor of Social Work Program's Community Advisory Board

The primary purpose of the committee is to support the mission and goals of the BSW Program in a variety of ways, including soliciting internships, guest lecturing, and participating in the student appeal process when required. Professor April Christman chairs this committee.

IX. Accreditation

A. Council on Social Work Education

The Baccalaureate Social Work Program at Virginia Wesleyan University is accredited by the Council on Social Work Education (CSWE). The initial accreditation date was 2011, with the latest accreditation review occurring in October 2019. The program is on the agenda for its next accreditation review in June 2027.

Appendix A.

**VIRGINIA WESLEYAN UNIVERSITY
SOCIAL WORK PROGRAM
APPLICATION**

DATE: _____

NAME: _____

PERMANENT ADDRESS: _____

YEAR ROUND PHONE: (____) _____

CAMPUS ADDRESS (if applicable): _____

CURRENT GPA: _____

COURSES I HAVE TAKEN WHICH HAVE SHAPED MY INTEREST IN SOCIAL WORK:

HONOR CODE HISTORY: All students must provide documentation from the office of Academic Affairs indicating their status.

HISTORY OF PREVIOUS INVOLVEMENT IN THE CRIMINAL JUSTICE SYSTEM,
ARRESTS, CONVICTIONS – INCLUDING TRAFFIC VIOLATIONS:

PROVIDE CONTEXT AND/ OR DESCRIBE ANY EXTENUATING CIRCUMSTANCES IN YOUR ACADEMIC OR PROFESSIONAL HISTORY AS IT RELATES TO GPA, ACADEMIC INTEGRITY, CRIMINAL HISTORY, ETC.:

PLEASE PROVIDE THE FOLLOWING:
YOUR CURRENT RESUME WHICH
INCLUDES—

- Educational history
- Employment history
- History of volunteer work/ community service work
- Current volunteer work/ community service work
- Positions of responsibility and leadership in clubs and organizations
- Honors and awards
- Accomplishments of note

DRAFT A PERSONAL REFLECTION STATEMENT:

A minimum of five-hundred-word essay addressing why you are seeking a degree in social work. Be sure to include a review of your personal strengths which will allow you to develop as a professional. Areas of strength may include academics; demonstrated commitment to others; enthusiasm for being a change agent; life experience which has been a catalyst; desire to emulate the work of another who has inspired you. State your short- and long-term professional goals.

Your signature on this document certifies that you have read the Virginia Wesleyan University Bachelor of Social Work student handbook and fully understand and accept its contents.

Signature _____

Date _____

Appendix B.

BSW Program Admission Rubric

Applicant Name: _____

Reviewer: _____

Date: _____

Rubric scoring to evaluate the applicant's potential for success in the BSW program.

- **Scores of 3 or 4** indicate readiness for **Full Admission**.
- **Scores of 2** indicate areas requiring support, leading to a potential **Conditional Admission**.
- **Scores of 1** in any category indicate a barrier to admission that must be addressed or may result in **Denial**.

1. Part 1: Academic Readiness & Context

Evaluates GPA, course history, and the "Extenuating Circumstances" narrative.

Score	Level	Criteria
4	Exemplary	GPA > 3.0. Student demonstrates a strong history of academic success in general studies. If GPA was previously low, the "Extenuating Circumstances" narrative provides a compelling, mature explanation and evidence of a successful turnaround in recent semesters.
3	Proficient	GPA 2.5 – 2.99. Student meets the minimum academic threshold. Course history shows consistent progress. No significant academic red flags are present, or they are adequately explained in the context section.
2	Developing (Conditional)	GPA < 2.5. Student does not currently meet the GPA requirement BUT the "Extenuating Circumstances" narrative suggests potential for success (e.g., personal hardship that has passed). Recommendation: Conditional Acceptance.
1	Insufficient	GPA < 2.5. Student has a low GPA and provides no context, explanation, or evidence of ability to manage rigor. Course history shows repeated failures or withdrawals without justification.

2. Part 2: Professional Disposition & Integrity

Evaluates Honor Code status, Background Checks, and character references.

Score	Level	Criteria
4	Exemplary	No Honor Code or Legal Violations. Student demonstrates proactive professional character. References (if requested) describe the student as highly trustworthy, emotionally mature, and capable of managing stress effectively. Online presence is professional.
3	Proficient	No Honor Code Violations. Background check is clear. Student demonstrates general good character and trustworthiness and/ or no evidence to the contrary. Online presence is professional.

2	Developing (Review Required)	Level I Honor Code Violation or Minor Legal History. The applicant has disclosed a Level I violation or a minor legal/background issue (e.g., traffic, financial) AND provides a transparent, accountable context. Requires Case-by-Case Faculty Review.
1	Unacceptable	Level II/III Honor Code Violation OR Disqualifying Legal History. Applicant has a Level II or III Honor offense, is listed on the Child Abuse/Sex Offender Registry, failed drug screening, or has undisclosed/unmitigated criminal history.

3. Part 3: Service, Leadership & Engagement (Resume)

Evaluates volunteerism, employment, clubs, and awards.

Score	Level	Criteria
4	Exemplary	Sustained Engagement. Resume demonstrates a long-term commitment to helping others through community service. Evidence of leadership roles in clubs, organizations, or faith-based activities. History of positive relationship building is evident.
3	Proficient	Consistent Engagement. Resume shows evidence of some volunteer work or community service. Student is a member of clubs/organizations (even if not a leader). Demonstrates a "good citizen" history.
2	Developing	Minimal Engagement. Resume shows very little community service or extracurricular involvement. Employment history may be present, but connection to "helping others" is weak.
1	Insufficient	No Engagement. Resume lacks evidence of volunteerism, community service, or membership in organizations. No evidence of social participation.

4. Part 4: Personal Reflection & Goals (Essay)

Evaluates the 500-word essay on motivation, strengths, and professional goals.

Score	Level	Criteria
4	Exemplary	Insightful & Articulate. Essay is well-written (>500 words). Student identifies specific personal strengths (e.g., resilience, empathy) and explicitly connects them to professional development. Short- and long-term goals are realistic and ambitious. Demonstrates deep self-awareness.
3	Proficient	Clear & Complete. Essay meets length requirements. Student addresses all prompts: why social work, personal strengths, and goals. Writing is clear with minor errors. Goals are identifiable.
2	Developing	Superficial or Incomplete. Essay is under length or misses a prompt (e.g., lists strengths but no goals). Reflection is surface-level or generic. Writing mechanics distract from the content.
1	Insufficient	Unclear or Off-Topic. Essay does not address the prompts. Writing is incoherent or demonstrates a lack of readiness for professional communication.

Admission Decision Guide

☐ Full Admission

- **Criteria:** Student achieves scores of **3 or 4** in all categories.
- **Status:** Meets all Academic and Dispositional requirements.

☐ Conditional Admission

- **Criteria:** Student scores a **2** in "Academic Readiness" (GPA < 2.5) OR "Personal Reflection."
- **Action:** Student is offered admission with specific criteria.
- **Note:** A score of 2 in "Professional Disposition" requires a full faculty vote to determine if Conditional Admission is appropriate or if the risk is too high.

☐ Denial

- **Criteria:** Student scores a **1** in any category.
- **Reason:**
 - Failure to meet minimal ethical/legal standards.
 - Academic history indicates inability to succeed (GPA < 2.5 with no context).
 - Refusal/inability to demonstrate professional writing or service orientation.

Faculty Consensus Signature: _____

Date: _____

Appendix C.

Social Work Competency Assessment Rubric

Scoring Key

- **5 - Advanced Mastery:** Demonstrates sophisticated synthesis of knowledge, values, skills, cognitive and affective processes, and innovation in practice; serves as a model for others.
- **4 - Exemplary:** Consistently demonstrates high-level competence and expert application of knowledge, values, skills, and cognitive and affective processes.
- **3 - Proficient:** Meets the standard requirements for competent social work practice.
- **2 - Developing:** Demonstrates inconsistent application; requires additional support or supervision to meet standards.
- **1 - Emerging:** Fails to meet standards; demonstrates significant gaps in understanding or application.

Competency 1: Demonstrate Ethical and Professional Behavior

C1a: Ethical Decision-Making & Application

Score	Level	Description
5	Advanced Mastery	Demonstrates leadership in ethical decision-making by synthesizing complex ethical frameworks to navigate ambiguous situations and mentoring others in applying the NASW Code of Ethics.
4	Exemplary	Makes ethical decisions by expertly applying the standards of the NASW Code of Ethics, relevant laws and regulations, and models for ethical decision-making.
3	Proficient	Makes ethical decisions by applying the standards of the NASW Code of Ethics and relevant laws and regulations to the context. May require guidance or minimal correction.
2	Developing	Applies some NASW Code of Ethics standards , but application is incomplete or lacks integration of relevant laws and regulations.
1	Emerging	Fails to apply NASW Code of Ethics standards or demonstrates a misunderstanding of ethical decision-making frameworks.

C1b: Professional Conduct & Self-Care

Score	Level	Description
5	Advanced Mastery	Serves as a role model for professional conduct through professional behavior, appearance, and oral, written, and electronic communication and demonstrates advanced resilience by integrating sustainable, proactive self-care strategies that enhance long-term practice effectiveness.
4	Exemplary	Consistently demonstrates professional behavior, appearance, and oral, written, and electronic communication; proactively applies self-care measures, understanding self-care is paramount for competent and ethical social work practice.

3	Proficient	Demonstrates professional behavior ; appearance; and oral, written, and electronic communication; applies appropriate self-care measures when prompted.
2	Developing	Professional communication or behavior is inconsistent ; self-care measures are generalized or minimally addressed.
1	Emerging	Demonstrates unprofessional behavior or communication that interferes with practice.

C1c: Use of Supervision & Technology

Score	Level	Description
5	Advanced Mastery	Proactively seeks supervision to challenge own growth and innovates the use of technology to enhance service delivery while strictly adhering to ethical guidelines.
4	Exemplary	Expertly uses supervision and consultation to guide professional judgment and behavior and utilizes technology ethically and appropriately to facilitate practice outcomes.
3	Proficient	Uses supervision and consultation effectively to guide judgment and utilizes technology ethically and appropriately. Supervision agendas/ notes may lack detail. May require guidance on appropriate technology usage.
2	Developing	Uses supervision primarily for reporting and minimally for guidance; use of technology is adequate but lacks evidence of ethical considerations.
1	Emerging	Fails to utilize supervision or uses technology in an unethical or inappropriate manner.

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

C2a: Advocacy and Engagement for Justice

Score	Level	Description
5	Advanced Mastery	Develops or organizes advocacy initiatives that address systemic inequities, demonstrating a sophisticated ability to mobilize resources across micro, mezzo, and macro levels.
4	Exemplary	Engages in practices that comprehensively advance human rights and actively promote social, racial, economic, and environmental justice by reducing inequities and advocating at all system levels.
3	Proficient	Engages in practices that advance human rights to promote social, racial, economic, and environmental justice at the relevant system levels.
2	Developing	Advocacy efforts are generalized or primarily focused on one system level; connection to social, racial, economic, and environmental justice is superficial.
1	Emerging	Fails to identify opportunities to advocate for human rights or lacks engagement in practices to promote justice.

C2b: Critical Evaluation of Power & Injustice

Score	Level	Description
5	Advanced Mastery	Deconstructs complex power dynamics and formulates strategic interventions to dismantle specific structural barriers rooted in global intersecting injustices.
4	Exemplary	Critically evaluates the distribution of power and privilege in society to eliminate oppressive structural barriers, integrating knowledge of global intersecting and ongoing injustices.
3	Proficient	Critically evaluates the distribution of power and privilege in society to promote justice and identifies oppressive structural barriers.
2	Developing	Evaluation of power and privilege is descriptive rather than critical; oppressive structural barriers are identified but not fully analyzed.
1	Emerging	Does not address power, privilege, or oppressive structural barriers in the practice context.

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

C3a: Anti-Racist/Anti-Oppressive Practice

Score	Level	Description
5	Advanced Mastery	Proactively analyzes the impact of privilege within the practice setting and synthesizes anti-oppressive frameworks to transform service delivery systems.
4	Exemplary	Consistently demonstrates anti-racist and anti-oppressive social work practice by analyzing the pervasive impact of White supremacy and privilege across all relevant system levels.
3	Proficient	Demonstrates anti-racist and anti-oppressive social work practice at the relevant system levels, utilizing knowledge of racism and oppression.
2	Developing	Practice attempts to be anti-racist but lacks consistent application or critical analysis of White supremacy and privilege.
1	Emerging	Fails to demonstrate awareness or integration of anti-racist or anti-oppressive social work practice.

C3b: Cultural Humility & Self-Management

Score	Level	Description
5	Advanced Mastery	Engages in continuous, deep self-correction and transparently seeks accountability for the influence of personal bias, demonstrating an advanced commitment to lifelong cultural humility.
4	Exemplary	Demonstrates cultural humility by expertly applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients.
3	Proficient	Demonstrates cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values.
2	Developing	Reflection on bias, power, and privilege is minimal; cultural humility is acknowledged but not consistently applied in practice.

1	Emerging	Shows no evidence of cultural humility or fails to manage the influence of bias, power, and privilege.
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Competency 4: Engage in Practice-informed Research and Research-informed Practice

C4a: Application of Research Findings

Score	Level	Description
5	Advanced Mastery	Translates complex research into actionable innovations for practice and policy, effectively bridging the gap between empirical data and real-world application.
4	Exemplary	Applies research findings with sophistication , utilizing ethical, culturally informed, anti-racist, and anti-oppressive approaches to inform and improve practice, policy, and programs.
3	Proficient	Applies research findings to inform and improve practice, policy, and programs, and critically evaluates current, empirically sound research.
2	Developing	Uses research findings , but application is limited or lacks critical evaluation of the literature and its relevance.
1	Emerging	Fails to utilize research findings to inform practice or uses research that is not empirically sound.

C4b: Research Bias & Strategy

Score	Level	Description
5	Advanced Mastery	Critiques methodologies for inherent bias and designs or proposes alternative, culturally grounded research strategies that elevate marginalized voices.
4	Exemplary	Identifies ethical, culturally informed, anti-racist, and anti-oppressive strategies that fully address inherent biases for use in quantitative and qualitative research methods.
3	Proficient	Identifies ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases in the research methods used.
2	Developing	Acknowledges research bias but lacks specific anti-racist or anti-oppressive strategies for addressing it.
1	Emerging	Fails to address inherent bias or ethical considerations in research methods.

Competency 5: Engage in Policy Practice

C5a: Policy Assessment & Analysis

Score	Level	Description
5	Advanced Mastery	Conducts sophisticated intersectional analysis of social welfare policies, identifying subtle systemic impacts on diverse populations and proposing viable structural improvements.

4	Exemplary	Uses social justice, anti-racist, and anti-oppressive lenses to assess the comprehensive effects of social welfare policies on the delivery of and access to social services.
3	Proficient	Assesses how social welfare policies affect the delivery of and access to social services and recognizes the historical and structural influences on policy.
2	Developing	Identifies relevant social welfare policy but provides a superficial assessment of its effects on service delivery or access.
1	Emerging	Fails to identify or assess the relevant social welfare policy affecting the client/system.

C5b: Critical Thinking and Advocacy

Score	Level	Description
5	Advanced Mastery	Develops innovative policy proposals or coalition-building strategies that effectively challenge the status quo and advance justice at a systemic level.
4	Exemplary	Consistently applies critical thinking to analyze, formulate, and advocate for policies that comprehensively advance human rights and social, racial, economic, and environmental justice.
3	Proficient	Applies critical thinking to analyze, formulate, and advocate for policies that advance human rights and social justice within the practice setting.
2	Developing	Proposes policy change but the advocacy lacks clear critical thinking or analysis related to policy formation.
1	Emerging	Does not articulate or advocate for policies that advance human rights and social justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

C6a: Theory Application in Engagement

Score	Level	Description
5	Advanced Mastery	Seamlessly integrates multiple theoretical perspectives (P-i-E, biopsychosocial-spiritual) to tailor engagement strategies to highly complex or resistant client systems.
4	Exemplary	Expertly applies knowledge of human behavior and person-in-environment (biopsychosocial-spiritual framework), as well as interprofessional conceptual frameworks, to engage effectively with diverse clients and constituencies.
3	Proficient	Applies knowledge of human behavior and person-in-environment to engage with clients and constituencies.
2	Developing	Engagement is attempted but lacks explicit grounding in human behavior or person-in-environment theoretical frameworks.
1	Emerging	Fails to apply knowledge of human behavior to facilitate professional engagement.

C6b: Interpersonal Skills

Score	Level	Description
5	Advanced Mastery	Demonstrates exceptional social worker-client attunement and the ability to maintain engagement through complex relational dynamics using advanced generalist skills.
4	Exemplary	Expertly uses empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.
3	Proficient	Uses empathy, reflection, and interpersonal skills to engage in culturally responsive practice.
2	Developing	Engagement lacks consistent empathy or reflection; practice is generally responsive but lacks clear evidence of cultural responsiveness.
1	Emerging	Demonstrates limited or inappropriate use of empathy and interpersonal skills in the engagement process.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

C7a: Assessment Frameworks

Score	Level	Description
5	Advanced Mastery	Synthesizes multidimensional data into a holistic assessment , integrating nuanced theoretical applications and anticipating long-term implications for the client system.
4	Exemplary	Critically applies theories of human behavior and person-in-environment , as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies.
3	Proficient	Applies theories of human behavior and person-in-environment when assessing clients and constituencies.
2	Developing	Assessment is descriptive and focuses only on presenting challenges, lacking clear application of theoretical frameworks.
1	Emerging	Fails to apply theories of human behavior or person-in-environment to inform the assessment process.

C7b: Collaborative Planning

Score	Level	Description
5	Advanced Mastery	Facilitates a fully client-driven process , empowering clients to lead the planning process and utilizing advanced motivational strategies to align goals with client values.
4	Exemplary	Demonstrates respect for client in self-determination by expertly collaborating with clients and constituencies in developing a mutually agreed-upon plan.
3	Proficient	Demonstrates respect for client in self-determination by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

2	Developing	Assessment leads to a plan , but collaboration or respect for self-determination is minimally evident.
1	Emerging	Develops a plan without collaboration or disregards the client's self-determination during the assessment process.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

C8a: Intervention Selection & Implementation

Score	Level	Description
5	Advanced Mastery	Adapts evidence-informed interventions creatively to fit unique cultural contexts and complex needs while maintaining fidelity to core practice principles.
4	Exemplary	Engages with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve goals, demonstrating clear theoretical justification.
3	Proficient	Engages with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve goals.
2	Developing	Interventions are implemented but lack clear evidence-informed justification or are not explicitly linked to culturally responsive methods.
1	Emerging	Fails to select or implement appropriate interventions or lacks justification for choices made.

C8b: Advocacy and Negotiation

Score	Level	Description
5	Advanced Mastery	Navigates complex institutional resistance to secure resources, utilizing advanced mediation and political skills to achieve systemic wins for the client/constituency.
4	Exemplary	Expertly incorporates culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.
3	Proficient	Incorporates culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.
2	Developing	Advocacy or mediation is attempted but lacks strategy or clear evidence of cultural responsiveness.
1	Emerging	Fails to address barriers through negotiation, mediation, or advocacy on behalf of the client/constituency.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

C9a: Evaluation Methods

Score	Level	Description
5	Advanced Mastery	Designs rigorous, culturally grounded evaluation protocols that accurately capture nuanced outcomes, strengths, and weaknesses and contribute to broader program efficacy.
4	Exemplary	Expertly selects and uses culturally responsive methods for evaluation of outcomes, strengths, and weaknesses, utilizing both qualitative and quantitative methods as appropriate.
3	Proficient	Selects and uses culturally responsive methods for evaluation of outcomes, strengths, and weaknesses utilizing appropriate methods for the practice setting.
2	Developing	Evaluation method is chosen but lacks clear cultural responsiveness or is not clearly appropriate for the system being evaluated.
1	Emerging	Fails to select and use appropriate methods for evaluation of outcomes.

C9b: Outcome Analysis and Improvement

Score	Level	Description
5	Advanced Mastery	Uses evaluation findings to drive systemic change or contribute to the broader practice knowledge base, ensuring continuous quality improvement at an organizational level.
4	Exemplary	Critically analyzes outcomes and applies evaluation findings using an anti-racist and anti-oppressive perspective to improve practice effectiveness.
3	Proficient	Critically analyzes outcomes and applies evaluation findings to improve practice effectiveness.
2	Developing	Analyzes outcomes descriptively but does not fully apply evaluation findings to improve practice effectiveness or lacks an anti-oppressive perspective.
1	Emerging	Fails to analyze evaluation data or does not utilize findings to improve practice effectiveness.