VIRGINIA WESLEYAN UNIVERSITY

BACCAULAUREATE SOCIAL WORK PROGRAM STUDENT HANDBOOK

A Council on Social Work Education accredited program.

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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 based on a strong foundation in the liberal arts.

Guided by the mission of Virginia Wesleyan University:

". . . To engage students of diverse ages, religions, ethnic origins and backgrounds in a rigorous liberal arts education that will prepare them to meet the challenges of life and career in a complex and rapidly changing world. In this endeavor, the University employs a wide range of approaches to teaching and learning and provides opportunities to connect the study of the liberal arts with practical learning experiences on campus, in the Hampton Roads region, and throughout the world. In accord with our United Methodist heritage, Virginia Wesleyan aspires to be a supportive community that is committed to social responsibility, ethical conduct, higher learning, and religious freedom," 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 diversity and difference in practice."

Undergraduate research, another strong BSW Program component, is consistent with one of the university's "focus on teaching and learning" and is crucial to the NASW core value of competence and CSWE's policy of engaging in "research-informed practice and practice-informed research." 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 social work ethical principles to guide professional practice."

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 an overall 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.

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.

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.

E. Student Rights to Appeal

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.

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	

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 she 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, she 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 30 hours per week under the supervision of a qualified supervisor. The potential Internship is carefully chosen by the Internship Director 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 her learning contract. The Internship Director 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 laws and regulations that may affect practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

Social workers:

- Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- Demonstrate professional demeanor in 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: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experience may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

Social workers:

- Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- Present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

Social workers:

- Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- engage in practices that advance social, economic, and environmental justice.

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

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiples ways of knowing. They also understand the processes for translating research findings into effective practice.

Social workers:

- Use practice experience and theory to inform scientific inquiry and research;
- Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- Use and translate research evidence to inform and improve practice, policy and service delivery.

Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

Social workers:

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- Assess how social welfare and economic policies impact the delivery of and access to social services;
- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, 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, diverse individuals, families, groups, organizations,

and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may affect their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professional as appropriate.
Social workers:

- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- Use empathy, reflection, and interpersonal skills to effectively engage diverse 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 with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.
Social workers:

- Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

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 with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.
Social workers:

- Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes; negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- Facilitate effective transitions and endings that advance mutually agreed-on goals.

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 recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social workers:

- Select and use appropriate methods for evaluation of outcomes;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- Critically analyze, monitor, and evaluate intervention and Program processes and outcomes; and
- Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

VII. Affiliated Organizations

A. The Social Work Club

The Social 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. Dr. M. Annette Clayton serves as the advisor for the Social Work Club.

B. Phi Alpha, the Social Work Honor Society

The first students were inducted on March 15, 2013 as the chapter was named Tau Alpha. Social work majors who are juniors and seniors are eligible for induction if they have a GPA of 3.2 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 Advisory Committee

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. Dr. M. Annette Clayton chairs this committee.

VIII. 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 June, 2014. The program is on the agenda for its next accreditation review in October, 2019.