

COMPETENCY ASSESSMENT IN PRACTICE (CAP) MANUAL

Social Work Program



Social Work Program

Department of Criminal Justice, Social Work and Sociology

College of Humanities and Social Sciences

Southeast Missouri State University

CAP Manual July 2026

Notice of Nondiscrimination

General Statement of Policy

Southeast Missouri State University is committed to providing a safe, inclusive, civil, positive, and respectful learning, living, and working environment for its students, faculty, staff, and visitors, free from harassment or discrimination in any form. Through this policy, the University provides means to address discrimination, discriminatory harassment, sexual harassment that does not fall within the scope of the University's jurisdiction under Title IX of the 1972 Education Amendments, and related misconduct. The primary goals of this policy are to prevent discrimination and harassment, to provide for prompt and appropriate remedial action to be taken to address to end such discrimination and harassment when it occurs and to prevent its recurrence.

This policy prohibiting discrimination and harassment applies to all members of the University community and to discrimination and harassment based on any classification protected by this policy and applicable law, including race, ethnicity, religion, national origin, sex, gender, sexual orientation, gender identity, age, genetic information, disability, or protected veteran status. Discrimination or harassment by members of the University community based on any of these classifications is reprehensible and will not be tolerated by the University. It subverts the mission of the University and threatens the careers, educational experience, and well-being of students, faculty, and staff.

This policy is intended to be consistent with the academic mission of the University and with the legal requirements of applicable federal and state laws prohibiting harassment or discrimination, including, but not limited to, Title IX of the 1972 Education Amendments, which prohibits discrimination based on sex/gender in the University's educational programs and activities, and requires equal and fair treatment based on sex; and Title VII of the Civil Rights Act of 1964, the Missouri Human Rights Act, the Age Discrimination in Employment Act, the Americans with Disabilities Act, the Rehabilitation Act of 1973, the Vietnam-Era Veterans Readjustment Act, the Genetic Information Nondiscrimination Act of 2008, and all amendments to the foregoing.

This policy also prohibits retaliation against anyone who asserts a claim of discrimination or harassment, participates in a discrimination or harassment investigation, or otherwise opposes unlawful harassment. Reprisal or retaliation against an individual for making a complaint of discrimination or harassment, or for using or participating in the informal or formal complaint process, is a violation of University policy, and any such action is cause for disciplinary action.

The Title IX Coordinator is responsible for maintaining operating procedures related to this policy.

Discrimination or Discriminatory Harassment

Discrimination is generally defined as a materially adverse action affecting the terms and conditions of employment or academic status that is taken because of an individual's race, color, national origin, age, religion, sex, gender, sexual orientation, gender identity or expression, veteran status, disability or genetic information.

Equal Employment Opportunities

The University's nondiscrimination policy and commitment to equal opportunity applies to all applicants for employment, to all phases of the employment process, and all terms and conditions of employment with the University.

Access to Educational Opportunities

The University's prohibition against discrimination also applies to admission policies and practices, financial aid programs, and all other aspects of the University's educational programs and activities offered or sponsored by the University, in accordance with applicable law, including the requirements of Title IX of the Education Amendments of 1972, which requires the University not to discriminate based on sex in its education programs and activities.

Questions about the information in this policy or about the application of this policy may be directed to:

Dean of Students and Title IX Coordinator

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Introduction

Social Work Competency Assessment in Practice (CAP)

The Social Work Program is responsible for designing, implementing, overseeing, and evaluating a CAP Program in keeping with the Program's mission and goals. This program operates within the larger context of the mission and policies of Southeast Missouri State University and standards established by the Council on Social Work Education.

CAP is the “signature pedagogy” of the social work profession. It is here that the student demonstrates mastery of the core social work competencies in a real-life, rural, practice setting. This necessarily involves increased intellectual and emotional demands as the student engages in actual practice situations, and transitions into professional identity. Students must be prepared to assume a high degree of responsibility, exhibit professional behavior, and adhere to rigorous standards as they engage in CAP.

CAP is also the culminating point of the social work curriculum at Southeast. CAP provides a real-life context for applying theoretical and conceptual knowledge acquired in classes. Students are expected to integrate and apply previously acquired values, knowledge, skills, and cognitive/affective processes as they begin working with actual clients. The Program supports the integration through numerous connecting points including the careful selection of sites and agency instructors, the weekly integrative seminar, the instrument used to measure student's competencies, and frequent, ongoing contact between students and faculty members.

Generalist Social Work Practice

Generalist practice is grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate diversity in their practice and advocate for human rights and social, economic, and environmental justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. BSW generalist practice incorporates all of the core competencies.

Social Work Program Mission and Goals:

Mission Statement:

The Mission of the Southeast Missouri State University Social Work Program is to prepare its graduates to engage in competent, evidenced-based generalist practice with individuals, families, groups, organizations, and communities largely in the rural environment; reflecting the values of economic and social justice, human diversity, the dignity and worth of the person, human rights, integrity, the importance of human relationships and service.

Program Goals:

The goal of the Social Work Program is to offer a competency-based curriculum, grounded in the liberal arts and guided by the person-in-environment construct, that prepares professional, generalist social workers who:

1. Demonstrate mastery of the program's core competencies of knowledge, values, skills, and cognitive/affective processes for generalist practice with individuals, families, groups, organizations, and communities especially in the rural environment.
2. Value, affirm, and promote diversity as it relates to sexual orientation, gender, gender identity and expression, immigration status, political ideology, age, race, color, culture, ethnicity, religion, disabilities, class, and rural status in practice, society, and the world.
3. Demonstrate commitment to promoting human rights, social, economic, and environmental justice, and providing leadership in the development of service delivery systems to enhance the quality of life for all persons.
4. Identify the values, ethics, purposes, and philosophy of the social work profession.
5. Exhibit preparation for graduate education and a commitment to ongoing personal/professional development and lifelong learning.

Core Competencies for Generalist Social Work Practice

The core competencies are the minimum requirement for engaging in generalist practice as defined by the Social Work Program and mandated by the Council on Social Work Education. As listed below, they are given after the numbered designation followed by specific behaviors related to the competency.

Competency 1: Demonstrate Ethical and Professional Behavior

- 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
- Use supervision and consultation to guide professional judgment and behavior
- Practice personal reflection and self-correction to ensure continued professional development

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

- Advocate for human rights at the individual, family, group, organizational, and community system levels
- 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

- Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels
- 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 experience

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

- Apply research findings to inform and improve practice, policy, and programs
- 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 purpose of social work

Competency 5: Engage in Policy Practice

- Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services
- 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

- Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies
- 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

- Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies
- Demonstrate respect for the client's self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan
- Collect and organize data, and apply critical thinking to interpret information from clients and constituencies

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

- Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals
- 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

- Select and use culturally responsive methods for evaluation of outcomes

- Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities

Competency Assessment in Practice (CAP)

General Description of Competency Assessment in Practice (CAP)

Working Definitions:

Director of CAP – The Social Work Program faculty member responsible for the development and oversight of the CAP program, including the recruitment and approval of agencies and instructors and the placement of students in those agencies.

CAP Agency – An *approved* social service agency or human service organization that partners with the university and the Program to provide a structured learning opportunity in which students can demonstrate mastery of the core social work competencies.

CAP Agency Instructor – An *approved* qualified social worker in an approved agency who assumes responsibility for teaching and supervising a student and implementing the assessment of competencies.

Task Instructor – An *approved* key person in an *approved* agency who is not an approved CAP agency instructor but is on-site and assumes responsibility for teaching and supervising a student. She/he also assists the CAP agency instructor and student with implementing the assessment of competencies.

Faculty Liaison – A social work faculty member who provides Program oversight of the student's educational experience. Duties include making site visits to the agency, guiding the process for assessing competencies, serving as a resource for the CAP agency instructor and student, and assigning a final grade for SW 450, CAP Education.

Overview:

In order to graduate with a Bachelor of Science Degree with a major in social work, all students are required to successfully complete CAP education, SW450, which consists of 448 clock hours of practice experience in an approved agency under the supervision of an approved, professional social worker serving as the CAP agency instructor. SW449, the Integrative Seminar, must be taken concurrently with CAP education and is also required for graduation.

The Competency Assessment in Practice (CAP) courses are:

- SW449 The Social Work Integrative Seminar (3 credits, Graded);
- SW450 Competency Assessment in Practice (CAP) Education (12 credits, Credit/No Credit).

These courses must be taken concurrently; they cannot be taken in separate semesters. A student must satisfactorily pass both courses during the same semester. If a student fails either course, then both courses must be repeated concurrently. Note that in such cases there is no guarantee that a student will be admitted to CAP education for a second attempt at completing these requirements.

Approved agencies fall within the geographic region of Southeast Missouri State University. The boundaries for agencies are Festus-Crystal City to the north, Poplar Bluff to the west, Kennett to the south, and Anna, Illinois to the east. Agencies and agency instructors are subject to an approval process using criteria and procedures established by the Social Work Program. Note: Under no circumstances should a student contact an agency or potential agency instructor without authorization from the director of CAP education. Students cannot be paid a salary or an hourly wage for hours accumulated toward CAP education. In addition, except in very rare cases, students may not engage in CAP education in a setting where they are employed performing social work or social work-related duties.

Students cannot receive credit for social work-related experiences prior to the CAP education semester. Every graduate of the Social Work Program is required to take SW449 and SW450 in their entirety and demonstrate mastery of the core social work competencies.

Students apply for CAP Education placement during the semester immediately prior to CAP education. Students must assume responsibility for applying early in the semester prior to CAP education. The process for applying for CAP education includes attendance at required meetings, completing paperwork, meeting deadlines, and other requirements.

During the first week of the CAP Education semester, all students enrolled in CAP education are required to meet with their liaisons and attend a general orientation meeting. From the second week of the semester through the end of the semester, students are assigned to agencies for four days each week, Tuesday through Friday. On Monday mornings, CAP students are required to participate in the Integrative Seminar (SW449), which is held on campus. As part of this class, students are also required to meet in small groups with their faculty liaisons (SW450). Students are also required to keep a weekly self-assessment chronicling their experience.

To successfully complete CAP education and graduate from the program, the student must meet Program benchmarks in every one of the 9 core competencies, as scored in the *Final CAP Education Assessment of Competencies* assessment tool. The student must also take and pass the

integrative seminar, SW449, with a minimum grade of “C” and have an overall 2.25 GPA to graduate.

Policies and Procedures

Requirements for Application for Competency Assessment in Practice (CAP)

Policy: Students cannot receive credit for social work-related experiences prior to CAP. Every graduate of the Social Work Program is required to take SW4S449 and SW450 in their entirety and demonstrate mastery of the core social work competencies.

Students may not take additional coursework during the Competency Assessment in Practice (CAP) education semester. CAP education is undertaken only after the student has completed all other requirements for graduation except CAP education. This policy includes all non-coursework requirements by the university (i.e. the university writing examination and all other requirements) and the Social Work Program.

All of the following must be completed or in progress in order to apply for CAP education:

1. Completion of at least 105 university credit hours.
2. A cumulative 2.5 GPA (Grade Point Average), or a cumulative GPA of 2.25, plus a GPA of 2.75 in the professional foundation social work courses (i.e. SW110, SW121, SW 205, SW221, SW 222, SW207) and the core social work courses (i.e. SW242, SW307, SW310, SW321, SW322, and SW342).
3. Completion of all University General Education requirements.
4. Completion of the professional foundation courses, the core social work courses (see #2 above), a basic knowledge course (PY101), and two social work electives with a minimum grade of “C” in all courses.
5. Completion of a portfolio of standardized assignments.
6. Successful completion of the University's writing proficiency exam, and any other exams required by the university.
7. Completion of any required professional competency examination(s) given within the Program.

Placement of Students in Competency Assessment in Practice (CAP) Agencies

General: Students wishing to enter CAP are required to meet the criteria outlined above and follow the established CAP application process during the semester immediately prior to CAP education. It is the responsibility of the student to be aware of and meet all deadlines related to the CAP placement process. Students must attend all group and individual meetings and complete all required material by announced deadlines.

Policy: The Social Work Program has sole responsibility for approving agencies and CAP agency instructors, placing social work students, and managing and evaluating approved agencies and agency instructors.

UNDER NO CIRCUMSTANCES IS A STUDENT TO CONTACT ANY AGENCY OR AGENCY INSTRUCTOR ABOUT PLACEMENT WITHOUT AUTHORIZATION FROM THE DIRECTOR OF COMPETENCY ASSESSMENT IN PRACTICE (CAP).

Procedure: The process for student placement in an approved agency is comprised of the following required steps:

1. The student must attend the CAP education informational meeting when scheduled by the director of CAP. At this meeting, all forms required for application to CAP are distributed and deadline dates are announced.
2. The student must submit her/his completed application packet for *Competency Assessment Practice* to the director of CAP by the announced deadline date. The student should retain copies of the forms for her/his files.
3. The student must complete the *Advisor's Certification Form* and meet with their Academic Advisor for review of the form. The signature of the Social Work Academic Advisor is required and verifies unless noted otherwise, that the student has met all the academic requirements for CAP. This meeting with the Social Work Academic Advisor is considered the regular advising session for the semester. The *Advisor's Certification Form* is submitted by the student to the director of CAP by the announced deadline date.
4. The student must successfully complete the Personal Statement; Readiness for Competency Assessment Practice essay to be approved by the Social Work Academic Advisor.
5. The student submits a resume to accompany the required CAP application forms by the deadline date.
6. The student registers with the Missouri Department of Health and Senior Services Family

Care Safety Registry and/or completes the paperwork to generate a current background check from the registry. The appropriate state forms, which are distributed at the informational meeting, must be completed and accompanied by the required fee(s). The Social Work Program will receive from the registry a criminal background check, a child abuse and neglect screening, and other background information.

Note: Due to the growing number of state and federal laws governing human service work with individuals of all ages, the professional moral turpitude standards and state licensing laws, persons with felony conviction(s) are ordinarily not allowed to work or be placed in certain social welfare agencies or with certain client groups traditionally served by social workers. In addition, offenses, felony or otherwise, involving violence and/or crime victims can cause a student to be disqualified for certain placements. Therefore, the result of the background check could render a student ineligible for some or all CAP agency placements. If the result of the background check prevents a student from being placed for CAP, the student will not continue as a social work major.

7. The director of CAP reviews the student's application. If the student meets all requirements, the director of CAP then meets individually with the student to explore readiness for CAP and establish the student's interest in settings and/or agencies.
8. The student applications and proposed student-agency matches are subsequently submitted by the director of CAP to the social work faculty for review. During this review, the director of CAP and the faculty make a final determination of agency assignment(s).

Reasonable effort will be made by the Program to consider student preferences for setting or geographical location; however, the Program cannot guarantee placement in preferred settings or geographical locations.

9. The director of CAP then contacts each prospective CAP agency instructor to determine willingness to accept a student for the upcoming semester.
10. The student is then instructed by the director of CAP to contact the selected agency instructor(s) to arrange a pre-placement interview.
11. At the interview, the student will provide the CAP agency instructor with a copy of the student's *Application for CAP*, completed *Advisor's Certification Form*, resume, *Pre-placement Interview Form for CAP Agency Instructor*, and the student's Portfolio of Standardized Assignments.

12. During the interview, the CAP agency instructor and student will discuss the learning experiences available at the agency. The agency instructor will also assess the student's expectations, knowledge, experience, personal characteristics, and portfolio content and scores as indicators of the student's potential for success in the placement.
13. Following the interview, the student and the CAP agency instructor will complete their respective *pre-placement interview forms* and return them to the director of CAP. If both *Pre-Placement Interview Forms* are affirmative, the director of CAP will confirm the placement with the student and the agency instructor in writing.
14. If the first CAP agency referral fails to provide a placement for the student, the director of CAP will make a reasonable effort to refer the student to additional agencies.
15. Reasonable effort will be made to assist every eligible student to establish placement in an approved agency; however, agencies have the right to decline a student referred to them for CAP placement. The Social Work Program cannot guarantee placement of students in agencies or completion of the program.

Payment of Students for Hours Accumulated for Competency Assessment in Practice

Policy: Students in CAP may not be paid wages or a salary for their services while accumulating hours. However, in some approved cases, students may accept scholarships, educational grants, and stipends.

Procedure: CAP agencies wishing to provide a scholarship, grant, or stipend to the student in placement must inform, in writing, the director of CAP in advance. The amount of the scholarship, grant, or stipend should be given in the notification along with any expectations or obligations that may be tied to receipt of such funds. The director of CAP will inform the faculty of such proposals. The faculty reserves the right to approve or decline such placement arrangements.

Placement of a Student at Current Work Setting

General: The Social Work Program strongly discourages students from attempting their CAP in settings where they are employed. There is great concern that such placements may negatively affect learning, growth, and professional development. A student's mastery of the core competencies may conflict with employment-related expectations. Conflicts of interest may also easily arise, potentially influencing the quality of the educational experience. Moreover, such arrangements place the faculty liaison and director of CAP in the awkward position of monitoring a situation that is assumed from the outset to be potentially problematic.

Although such placements are rarely approved, a student may submit a request in writing to the director of CAP for faculty review of a proposed placement at a student's place of employment. Social Work faculty will review the request and respond with the final determination in writing to the student within 30 days of the receipt of the written request.

Policy: The following policies apply in the case of a Social Work faculty approved CAP placement occurring at a student's place of employment:

1. The student cannot be paid for hours counted toward CAP.
2. All duties and responsibilities counted toward CAP hours must be totally separate and different from those associated with the student's current *or previous* job descriptions.
3. The CAP agency instructor cannot have supervised the employee at any time, present or past.
4. The administration of the organization must agree in writing to the terms of the placement.
5. The agency and CAP agency instructor must be approved using Program criteria and procedures.

Procedure: A student requesting to pursue placement at a place of employment shall submit a written request with their *Application for Competency Assessment in Practice (CAP)*. This request must include:

1. The name of the social service organization where the student is employed and the student's current job title.
2. A brief description of the student's current duties and responsibilities as an employee.
3. A rationale for the exception to general policy.
4. A detailed description of how the CAP experience and hours will be different from the student's duties and responsibilities as an employee.
5. A written statement from the agency's director acknowledging and accepting the above requirements if approval is granted.
6. The director of CAP will notify the student of the faculty's decision in response to the request within thirty days of receipt of the request. *The faculty reserves the right to approve or decline such placement arrangements.*

Placement of a Student in a CAP Agency without an On-Site CAP Agency Instructor

General: Students in CAP are ordinarily supervised on-site by a qualified CAP agency instructor who is an employee of the agency. The Social Work Program may, however, on rare occasions, desire to use an agency for which an on-site qualified CAP agency instructor does not exist. This could occur when an agency is identified that offers unique generalist practice experiences for students that are not available in other area agencies. In such cases, the Program may use the agency for student placements by arranging a qualified CAP agency instructor who is off-site to provide supervision for the student.

Policy: The Program will occasionally make an exception to the general policy requiring an on-site CAP agency instructor by allowing supervision of the student by a member of the faculty or by an approved CAP agency instructor from another agency.

Procedure: The director of CAP must coordinate with the agency, agency staff, and proposed CAP agency instructor for an arrangement that is acceptable to the faculty. An acceptable arrangement will ensure adequate educational supervision for the student. The following guidelines will be followed:

1. The student will receive a minimum of one hour per week of face-to-face educational supervision from the selected qualified professional acting as a CAP agency instructor.
2. An individual on-site at the agency will be identified who will provide the daily “task” management and assignment of duties for the student. This *approved* task instructor will meet with the student as well as with the CAP Agency Instructor frequently throughout the placement semester to ensure continuity in the experience.

The Competency Assessment in Practice (CAP) Semester

General: CAP students are assigned to faculty liaisons prior to the beginning of the semester. During the first week of classes, CAP students will meet individually with their liaisons to review their portfolios and scores (See CAP Assessment of the Core Competencies, page 17). Students do not begin accumulating hours at the agency until Tuesday of the second week of classes.

Prior to the first day of education in the agency, students will attend an orientation session for all students in the CAP semester.

Beginning with the second week of classes, students will begin accumulating hours at the agency. In most cases, this will be for 4 days a week, for 8 hours a day, from Tuesday through Friday for 15 weeks. The student must complete 448 hours in no less than 14 full weeks.

All CAP students are required to attend SW449, The Integrative Seminar, on campus at the scheduled course time during the semester using the University calendar. Included in this class is a one-hour small group session facilitated by the student's faculty liaison (designate as SW450).

Policy:

1. Students must adhere to the full scope of the NASW Code of Ethics (see Appendix B, page 49) at all times in CAP. It is the responsibility of the student to be aware of the scope and contents of the NASW Code of Ethics. The student is responsible for knowing when they are in a problematic or potentially problematic ethical or legal situation and must seek supervision from the CAP agency instructor or liaison when necessary.
2. Students must exercise the ethical principle of confidentiality at all times concerning case materials, agency files, and all other client information. This complies with the Health Insurance Portability and Accountability Act (HIPAA) and the National Association of Social Workers Code of Ethics.
3. Students must inform the faculty liaison of any situation in which there is a conflict of interest. This includes situations in which there is *an appearance of a conflict of interest*. Conflict of interest is defined as any situation that could adversely influence the objectivity, integrity, or professional commitment of the student or CAP agency instructor by virtue of family, business, or other relationship or tie.
4. Students are required to adhere to the agency's dress code and maintain a professional demeanor at all times.
5. The student must have reliable personal transportation for reporting to the agency every day and completing tasks such as home visits, meetings, etc. as required by the agency. Exceptions are requested by the student at the time of application for CAP.
6. CAP students follow the calendar of the agency concerning accumulating hours and holidays. CAP students do not follow the University holiday schedule (e.g. CAP students are expected to be at the agency during spring and fall breaks), except concerning the Integrative Seminar which meets according to the University schedule.
7. Students must complete 448 documented hours at the agency in no less than 14 weeks, beginning with the second week of classes. This means the student can finish no earlier than the end of the 15th week of classes. Students who accumulate 448 hours before the 14-week period are required to continue a regular schedule at the agency through the end of the 15th week of classes.

8. CAP students are responsible for maintaining the *Competency Assessment in Practice (CAP) Time Sheet* and acquiring the signature of the CAP agency instructor verifying the hours worked on a weekly basis.
9. The student must meet with the agency CAP instructor for a one-hour face-to-face supervisory conference each week. The student shall prepare an agenda prior to these conferences. A typical agenda may include: a demonstration of core competencies and related behaviors/evidence; ethical, cultural, and social justice issues encountered in practice; and the integration of skills, concepts, and knowledge in practice. At this meeting, students will also discuss specific client contacts during the past week and seek consultation/supervision from the CAP agency instructor as needed.
10. Students must assume primary responsibility for monitoring progress on the *CAP Assessment of Competencies* (Midterm and Final versions). Although the CAP assessment process ultimately requires student and agency CAP instructor input, the student has primary responsibility for monitoring progress on behaviors, identifying evidence to show mastery of competence, and bringing areas of concern to the CAP instructor and/or the liaison. Documentation of evidence should be client and date-specific without the use of client-identifying information.
11. For situations involving discrimination, harassment, illegal acts, and serious violations at the agency, the student should first consult with the faculty liaison. Students experiencing other difficulties should attempt to resolve problems that arise at the agency by first working towards a solution with the CAP agency instructor. If the student cannot achieve resolution through their efforts, either with or without consultation with the faculty liaison, the faculty liaison and/or director of CAP, may then become directly involved in mediating and resolving conflicts.
12. If a student is asked to leave an agency due to illegal, unprofessional, or unethical behavior, or due to the student's consistent failure to meet basic requirements, the student will fail SW449 and SW450. If, however, the student cannot continue in an assigned agency due to agency-related circumstances beyond the student's control, the Social Work Program will make reasonable efforts to secure another placement in a timely manner.
13. CAP students are required to attend and participate in the Integrative Seminar (SW 449) which is held on campus on Mondays. Students must attend this graded class, actively participate in class discussions, and successfully complete all assignments in a timely manner.

14. Students are required to submit weekly self-assessments to their faculty liaisons.
15. Students must attend all weekly small group meetings (SW450) with their assigned faculty liaisons. During this meeting, which is led by the faculty liaison, students are expected to share, process and integrate experiences with their group.

CAP Assessment of the Core Competencies

General: In Competency Assessment in Practice (CAP), students are expected to develop and demonstrate mastery of the core competencies for entry-level generalist practice. Assessment is achieved through the *CAP Assessment of Competencies* instrument, which has midterm and final versions (see Appendix C, inserts). These will be subsequently referred to as the *Midterm Assessment Form*, and the *Final Assessment Form*. These forms are scored by the CAP agency instructor, with input from the student, prior to the liaison's visits for mid-term and final evaluation.

Policy:

1. Throughout their coursework prior to CAP, students must maintain a Portfolio of Standardized Assignments comprised of scored cover sheets and the graded standardized assignments. The students are required to produce their completed physical portfolio at different times during the semester.
2. By the end of the semester, the student must achieve a benchmark of "mastery" for every core competency as reflected in the *Final Assessment Form*. Competency Assessment in Practice (CAP), SW450, is graded as credit/no credit. **Failure to achieve mastery of any core competency will result in no credit for SW450, CAP.**
3. Students must assume primary responsibility for monitoring progress on the *Midterm Assessment Form* and *Final Assessment Form*. Although the assessment process ultimately requires student and CAP agency instructor input, the student has primary responsibility for monitoring progress on behaviors, identifying evidence to show mastery of competence and bringing areas of concern to the CAP agency instructor and/or the liaison. Documentation of evidence of progress should be client and date specific without using identifying client information.
4. Faculty liaisons will make no less than three visits to CAP sites during the semester the CAP instructors and students to monitor and oversee the assessment of the core competencies and the student's overall progress. One of these visits may be made by virtual electronic means if time constraints limit face-to-face meetings.

5. Using the assessment and recommendations of the agency CAP instructor, the faculty liaison has final responsibility for evaluating mastery of the core competencies and assigning the credit for SW450.

Procedure:

1. During the first week of the CAP semester, the faculty liaison will obtain a Program generated report summarizing the student's scores for behaviors and competencies during coursework prior to CAP. This is referred to as the *Portfolio Report*. This report will reflect all scores on standardized assignments for the student by competency. This report should reflect the cover sheets in the student's physical Portfolio of Standardized Assignments.
2. During the first week of the semester, each student will meet individually with their liaison to review the physical portfolio and the competency scores in the *Portfolio Report*.
3. The faculty liaison will arrange an initial site visit to the agency to meet with the student and the CAP agency instructor early in the semester. This meeting will occur any time after the initial meeting with the student (above) and no later than the fourth week of the semester. At this meeting, the faculty liaison will again review the portfolio scores for competencies/behaviors with the CAP agency instructor and the student, noting areas of strengths and weaknesses, and possible areas of concern. The student should be prepared to provide the physical portfolio of standardized assignments for review if requested.
4. At this initial meeting, the faculty liaison will arrange a midterm site visit (2nd visit) with the student and the CAP agency instructor to review progress on competencies/behaviors as scored by the CAP agency instructor on the *Midterm Assessment Form*.
5. During the first half of the semester, CAP agency instructors and students will use the *Midterm Assessment Form* as a reference point for structuring the weekly supervision meetings. Students must assume primary responsibility for monitoring progress on the *Midterm Assessment Form*. Although the assessment process ultimately requires student and CAP agency instructor input, the student has primary responsibility for monitoring progress on behaviors, identifying evidence to show mastery of competence and bringing areas of concern to the CAP agency instructor and/or the liaison. Progress on mastery of competency will be discussed and "evidence" noted and recorded on the form by the CAP agency instructor, or the task instructor in close collaboration with the CAP agency instructor. CAP agency instructors may also opt to have the student document the "evidence" on the form; if this method of documentation is used, the CAP agency

instructor must initial each entry of “evidence” to indicate review of the documentation. This documentation should be client and date specific without using client identifying information.

6. At midterm (no later than the 7th week of CAP), the CAP agency instructor will have scored the student on each behavior on the *Midterm Assessment Form* using the 4-point rubric (1, 2, 2.5, & 3) provided on the form. The student and CAP agency instructor will also enter evidence for each behavior supporting the behavior score. This should be completed in advance of the liaison’s midterm site visit. The CAP agency Instructor should also complete the Midterm Narrative Assessment portion of the *Midterm Assessment Form* prior to the visit.
7. At the midterm meeting progress relative to portfolio scores, areas of strength, and behaviors requiring improvement will be identified and discussed. The *Midterm Assessment Form* is then signed by the liaison, the CAP agency instructor, and the student indicating that the midterm site meeting has occurred and that the competencies have been discussed.
8. The faculty liaison will obtain the original copy of the completed *Midterm Assessment Form* and give it to the director of CAP to be placed in the student’s permanent file. The *Midterm Assessment Form* is not used for assessing or reporting past midterm. It may, however, be used as a reference as assessment then shifts to the *Final Assessment Form*.
9. At the midterm meeting, the liaison will arrange a final site visit (3rd visit) with the student and the CAP agency instructor to review progress on competencies/behaviors as scored by the CAP agency instructor on the *Final Assessment Form*.
10. After the mid-term meeting, CAP agency instructors and students will use the *Final Assessment Form* as a reference point for structuring the weekly supervision meetings. Students must assume primary responsibility for monitoring progress on the *Final Assessment Form*. Although the assessment process ultimately requires student and CAP agency instructor input, the student has primary responsibility for monitoring progress on behaviors, identifying evidence to show mastery of competence and bringing areas of concern to the CAP agency instructor and/or the liaison. Progress on mastery of competency will be discussed and “evidence” noted and recorded on the form by the CAP agency instructor or student.
11. Near the end of the semester, as a part of the SW449 Integrative Seminar course, students will be asked to complete a program evaluation form along with a self-assessment of competency form as a means of personal reflection and self-correction for preparation for

professional social work practice.

12. Prior to the liaison's final site visit (3rd visit) to agency, the CAP agency instructor will have scored the student on each behavior on the *Final Assessment Form* using the 3-point rubric (1, 2, & 3) provided on the form. The student and CAP agency Instructor will also enter evidence for each behavior supporting the behavior score. This should be completed in advance of the liaison's final site visit. The CAP agency Instructor should also complete the final portion of the *Final Assessment Form*, the Final Narrative Assessment of CAP Student form prior to the visit.
13. During the last two weeks of classes for the semester, the faculty liaison will make the final agency site visit with the student and the CAP instructor. The primary focus of this meeting will be on the *Final Assessment Form* as scored by the CAP agency instructor. The student's self-evaluation may provide points for discussion of the student's mastery of the behaviors and competencies.
14. For competencies in which the student has met the required benchmark of "3" (mastery) *for all behaviors*, there is no need to calculate the overall score for the competency during this meeting as mastery of the competency has been established. If, however, a student fails to meet the benchmark for mastery of any behavior, *the liaison will calculate a score for the competency during the site visit* using the percentage guideline (student could score a 2 on one behavior within the competency) stated on the *Final Assessment Form*.
15. *The Final Assessment Form* is then signed by the faculty liaison, the CAP agency instructor and the student indicating that the final site meeting has occurred and that the competencies were discussed.
16. The original *Portfolio Report*, the *Midterm and Final Assessment Forms* and the *Narrative Assessment for Midterm and Final form*, and the *timesheets* are given by the faculty liaison to the director of CAP to become part of the student's permanent record.
17. The faculty liaison will then submit a final grade of credit or no credit for SW450, CAP.

The Integrative Seminar (SW449)

General: The purpose of this course is to support the student during her/his CAP experience. This includes the integration of social work knowledge, values, cognitive/affective processes, and skills as the student progresses in developing and demonstrating the core competencies in a generalist practice setting. In essence, through SW449, CAP students will connect the theoretical and conceptual contributions of previous course work with real-world evidence-based practice, with emphasis on the rural context.

The course meets on Monday mornings, using the university schedule. It is a graded, 3-hour course with multiple assignments. It must be passed in order to graduate. In addition, on Mondays students attend an hour-long small group conducted by the faculty liaison. The small group is designed to provide the student optimum opportunities to discuss cases, experiences, and professional development. Small group participation, including weekly self-assessments, is factored at one third of the final grade for SW449.

Weekly Self-Assessments

Policy:

During the CAP semester, each student is required to keep a weekly self-assessment that is shared with the assigned faculty liaison. Weekly self-assessment entries may provide the basis for small group discussions.

Faculty liaisons maintain the confidentiality of the weekly self-assessments; they are not shared with CAP Agency Instructors.

At a minimum, the weekly self-assessment entries should address the following:

1. Agenda for this week's supervision.
2. CAP week (1-14+) and dates the journal covers.
3. Date and time of supervision and who was present.
4. Student lists the assignments, events, or activities and the competencies and behaviors they met and which were approved by the CAP Instructor since the last supervision.
5. Student is to engage in deeper reflection on one or more of the newest competencies and/or behaviors (by the end of the semester, the student will need to have discussed each of the 9 competencies and 22 behaviors at least once) *Objective: demonstrate that through the CAP experience the student is gaining or solidifying knowledge, values, or skills and gaining insight and awareness into their cognitive and affective processes as they relate to the competencies and behaviors.*
6. Integration of curriculum and application of the Code of Ethics.

Objective: to demonstrate the ability to apply perspectives, theories, models and concepts learned through their course work, including a greater understanding of and ability to use the Code of Ethics to guide practice.

Individual faculty liaisons may have requirements beyond these points. At the beginning of the semester, the faculty liaison will discuss with the student the expectations for the weekly self-assessment and provide specific information about format, content, any additional content, submission and deadlines.

Grievance Policy and Procedures

See *Social Work Program Student Handbook*.

The Selection, Approval, and Maintenance of CAP Agencies

General: CAP Agencies are social work agencies and human service organizations that agree to partner with the Program in order to provide structured learning opportunities in which students can develop and demonstrate beginning mastery of the core social work competencies. Approved agencies have the following general characteristics:

A commitment to social work education including a willingness to actively participate on an ongoing basis. (Note that one-time site placements for a single student are usually inconsistent with the mission and goals of the Program).

A setting that provides opportunities for students to develop and demonstrate mastery of the core social work competencies.

The presence and commitment of personnel with the required credentials to serve as CAP agency instructor(s).

A willingness to dedicate agency resources to the education and development of CAP agency instructor(s) and students.

Procedure: The Director of CAP has responsibility for identifying social service organizations to serve as site agencies. The Director of CAP is also responsible for contacting, evaluating and monitoring approved agencies to ensure that they continue to meet criteria established by the Program. The Director of CAP proposes agencies that meet criteria for final approval by the faculty.

Policy:

Only approved agencies with approved CAP agency instructors may be used for CAP. Approved site agencies are expected to comply with all Social Work Program policies and procedures related to CAP.

An agent of an approved agency must sign the Memorandum of Understanding for CAP between the Social Work Program and the agency prior to student placement. This agreement must be updated every two years.

Criteria for CAP agencies:

A CAP agency must meet and maintain the following criteria:

1. Adhere to and promote policies and procedures consistent with the NASW Code of Ethics.
2. Exhibit overall consistency with the mission and goals of the Social Work Program.
3. Indicate and demonstrate a strong commitment to undergraduate social work education in a rural context.
4. Be located in the region of Southeast Missouri State University, allowing for close communication and collaboration with the program. Boundaries of placements are Festus-Crystal City to the north, Poplar Bluff to the west, Kennett to the south, and Anna, Illinois to the east.
5. Employ a professional social worker who meets criteria for CAP agency instructors outlined below.
6. Dedicate resources and personnel required to educate site students.
7. Provide opportunities for generalist learning experience consistent with the development and demonstration of all of the core social work competencies.
8. Structure learning opportunities to provide for meaningful generalist practice experience with clients of the agency.
9. Provide a professional environment for the student that is safe and includes adequate workspace, telephone access, necessary office supplies, and the equipment needed to perform assigned duties and responsibilities.

The Selection and Approval of CAP Agency Instructors

General: The CAP agency instructor is a qualified social worker from an approved agency or organization who assumes the primary responsibility for the instruction, supervision, and

evaluation of students as they develop and demonstrate mastery of the core competencies in practice. The CAP agency instructor provides a role model as the student is formally socialized into the profession. Most importantly, the CAP agency instructor has primary responsibility for ensuring that the student demonstrates mastery of the core competencies before graduating.

Policy:

Possesses a baccalaureate or graduate degree in social work from an institution of higher learning accredited by the Council on Social Work Education.

Has a minimum of two years practice experience with the agency after receiving either degree, and is a competent, ethical, self-regulated practitioner.

Attends CAP agency instructor orientation and training at least one training per calendar year.

Provides weekly one-hour, face-to-face supervision with the student and, if needed, more frequent supervision.

Procedure:

The director of CAP is responsible for recruiting, approving, evaluating, providing training for, and maintaining ongoing communication with CAP agency instructors. Initially, the director of CAP meets with the prospective CAP agency instructor to determine interest and availability to serve as a CAP agency instructor. Required documentation includes a resume, and a completed CAP Agency and CAP Agency Instructor Data Sheet form. See Appendix A, page 31.

Criteria for CAP agency instructors:

A CAP agency instructor must meet and maintain the following criteria:

1. Have adequate knowledge and understanding of generalist social work practice and core social work competencies.
2. Identify strongly with the social work profession.
3. Demonstrate a commitment to social work education.

4. Possess the skills needed for teaching and supervision.
5. Foster and promote identification with the values and ethics of the profession.
6. Provide practice opportunities for the student to develop and demonstrate core social work competencies.

Orientation, Training and Communication with CAP Agencies and Instructors

General: The Director of CAP is responsible for scheduling and leading orientation and training events for CAP agency instructors. Individual training and orientation sessions are provided to CAP agency instructors when needed. Content includes orientation to the CAP Program including the assessment of student competencies. Presentations also include continuing education programs designed to enhance the overall effectiveness of the program's CAP agency instructors.

Faculty liaisons and the director of CAP share responsibility for maintaining open communication with CAP agencies and CAP agency instructors through on-site agency visits and telephone/e-mail contacts.

Policy:

The Program will provide CAP agency instructor orientation and training a minimum of one time per semester.

The CAP agency instructor is required to attend a minimum of one orientation and training session per year.

The Director of CAP and the faculty liaison are responsible for communicating with CAP agencies and CAP agency instructors in accordance with policies and procedures outlined in the preceding policy sections of this manual.

Responsibilities: Director of CAP Education, Faculty Liaisons and Students

Responsibilities of director of CAP education

The director of CAP has administrative responsibility for the CAP program. Responsibilities of the director of CAP include:

1. Selecting, recruiting, and maintaining CAP agencies; and developing collaborative relationships with those agencies.
2. Planning and facilitating orientation and training programs.
3. Providing orientation to CAP for students.
4. Collecting and maintaining all paperwork and documentation related to CAP.
5. Screening and approving student applications for admission to the CAP program.
6. Arranging for the placement of students in CAP agencies.
7. Assigning faculty liaisons.

Arranging coverage of liability insurance for CAP students.

Handling conflicts, complaints, and grievances related to the CAP.

Communicating with students, faculty, and CAP agency instructors on matters related to CAP.

Ensuring that the CAP program complies with all relevant CSWE standards.

Responsibilities of the Faculty Liaison

As part of their semester workload, members of the faculty may be assigned the role of faculty liaison. Faculty liaisons provide oversight of the CAP experience.

Responsibilities of the faculty liaison include:

1. Developing working relationships and communicating with assigned CAP Agency instructors.
2. Mediating issues that may arise between the student, CAP agency instructor, and the CAP agency.

3. Conducting a minimum of three on-site visits to each CAP agency during the semester, one at the start of the semester, one at midterm and one at the end of the semester.
4. Serving as a resource to CAP agency instructors related to assessing competencies, identifying evidence, and scoring behaviors.
5. Overseeing the assessment process of the Core Competencies in CAP.
6. Communicating with the Director of CAP and faculty, as needed, about student, CAP agency or CAP agency instructor issues.
7. Assisting with CAP agency instructor training and orientation.
8. Conducting weekly small group meetings with assigned CAP students.
9. Establishing expectations for student weekly self-assessments including format, content, and submission deadlines.
10. Reading and providing timely feedback on weekly student self-assessments.
11. Maintaining all required paperwork and documentation related to CAP.
12. Providing feedback to the Director of CAP and the Program about the CAP agencies.
13. Evaluating and grading student performance in weekly small groups as part of the final grade for the Integrative Seminar.
14. Submitting the final grade for students in CAP.

Responsibilities of the Student During Competency Assessment in Practice (CAP)

Student responsibilities include:

1. Adhering to the full scope of the NASW Code of Ethics at all times in CAP. It is the responsibility of the student to be aware of the scope and contents of the code of ethics. The students are responsible for knowing when they are in an ethical dilemma or in a legally or ethically compromising situation and they are responsible for seeking supervision from the CAP agency instructor, faculty liaison, or Director of CAP when necessary.

2. Exercising the ethical principle of confidentiality at all times concerning case materials, agency files, and all other client information. This complies with the Health Insurance Portability and Accountability Act (HIPAA) and the National Association of Social Workers Code of Ethics.
3. Informing the faculty liaison or Director of CAP of any situation where there is a conflict of interest. This includes situations in which there is an appearance of a conflict of interest. Conflict of interest is defined as any situation that could adversely influence the objectivity, integrity, or professional commitment of the student or CAP agency instructor by virtue of family, business, or other relationship or tie.
4. Adhering to the CAP agency dress code and maintaining a professional demeanor at all times.
5. Maintaining reliable personal transportation for reporting to the CAP agency every day and completing tasks such as home visits, meetings, etc. as required by the CAP agency. Students will need to request exceptions for this responsibility at the time of application for CAP.
6. Meeting with the CAP instructor for a one-hour face-to-face supervisory conference each week, including preparation of an agenda prior to these conferences. A typical agenda may include: demonstration of core competencies and related behaviors; ethical, cultural, and social justice issues encountered in practice; and the integration of skills, concepts and knowledge in practice.
7. Maintaining the CAP Time Sheet form and acquiring the signature of the CAP agency instructor verifying hours on a weekly basis.
8. Assuming primary responsibility for monitoring progress on the CAP Assessment of Competencies (Midterm and Final versions). Although the CAP assessment process ultimately involves student and CAP agency instructor input, the student has primary responsibility for monitoring progress on behaviors and bringing areas of concern to the CAP agency instructor and/or the liaison
9. Attending and participating in the Integrative Seminar (SW 449) which is held on campus on Mondays.
10. Attending weekly small group meetings with assigned faculty liaisons.

11. Writing and submitting weekly self-assessments to assigned faculty liaison

Evaluation policies and procedures

The Social Work Program is committed to gathering and analyzing information obtained through a thorough evaluation process in order to continuously improve the quality of the CAP program.

CAP Agency Instructor's Evaluation of the Faculty Liaison

Procedure: At the end of each semester, the Director of CAP will provide to, and collect from CAP Agency Instructors, the *CAP Agency Instructor's Evaluation of the Faculty Liaison* form. The evaluation forms will be compiled and submitted to the BSW Program Director for review. The BSW Program Director will distribute the evaluations to the respective faculty liaisons. See the *CAP Agency Instructor's Evaluation of Faculty Liaison* form in Appendix A, pg. 41.

Agency Instructor's Evaluation of the Program

Procedure: At the end of each semester, the Director of CAP will provide to, and collect from CAP Agency Instructors the *CAP Agency Instructor's Program Evaluation* form to obtain information related to this policy. The information will be compiled in a report to be presented to the BSW Program Director, and to the faculty at a faculty meeting. See *CAP Agency Instructor Evaluation of the Program* form in Appendix A, pg. 42.

Student's Evaluation of the CAP Program

Procedure: At the end of each semester, the Director of CAP will provide, and collect from students the *Student's Program Evaluation* form to obtain information related to this policy. The information will be compiled in a report to be presented to the BSW Program Director, and to the faculty at a faculty meeting. See *Student's Evaluation of the CAP Program* form in Appendix A, pg. 43.

Student's Evaluation of the Placement and CAP Agency Instructor

Procedure: At the end of each semester, the Director of CAP will provide, and collect from students the *Student's Placement Evaluation* form to obtain information related to this policy. The information will be compiled in a report to be presented to the BSW Program Director and to the faculty at a faculty meeting. See *Student's Evaluation of the Placement and CAP Agency Instructor* form in Appendix A, pg. 44.

Student's Evaluation of the Faculty CAP Liaison

Procedure: At the end of each semester, the Director of CAP will provide, and collect from students the *Student Evaluation of Faculty Liaison* form to obtain information related to this policy. The information will be presented to the BSW Program Director who will then share the information with the respective faculty liaison. See the *Student Evaluation of Faculty CAP Liaison* form in Appendix A, pg. 45.

Faculty Liaison Evaluation of the CAP Agency

Procedure: At the end of each semester, the Director of CAP will provide, and collect from faculty liaisons the *Faculty Liaison Evaluation of the CAP Agency* form to obtain information related to this policy. The completed forms will be submitted to the BSW Program Director and faculty for review. As the information is analyzed and evaluated, the BSW Program Director, Director of CAP, and faculty can draw upon this information as they develop and implement plans to continuously improve the quality of the CAP placement experience and the Social Work Program. See *Faculty Liaison Evaluation of the CAP Agency* form in Appendix A, pg. 46.

Faculty Liaison Evaluation of the CAP Agency Instructor

Procedure: At the end of each semester, the Director of CAP will provide, and collect from faculty liaisons the *Faculty Liaison Evaluation of the CAP Agency Instructor* form to obtain information related to this policy. The completed evaluation forms will be submitted to the BSW Program Director and faculty for review. As the information is analyzed and evaluated, the BSW Program Director, Director of CAP, and faculty can draw upon this information as they develop and implement plans to continuously improve the quality of the CAP placement experience and the Social Work Program. See the *Faculty Liaison Evaluation of CAP Agency Instructor* form in Appendix A.

APPENDIX A: FORMS

**Competency Assessment In Practice (CAP) Agency
& CAP Instructor Data Sheet**

Agency Name _____ Date _____

Address _____

Agency or Program Director _____

Official Title _____

Director's Education and Training:

1. Degrees Held, Awarding Institutions

2. Other Related Training

Director's Phone # _____ E-mail _____

Provide the information requested below and **attach the resumes** of those social workers who will serve as a CAP instructor for social work students:

A. CAP instructor

Official Title _____

Education and Training:

1. Degrees Held, Awarding Institutions

2. Other Related Training

3. Other Related Experience

B. CAP instructor name _____

Official Title _____

Education and Training:

1. Degrees Held, Awarding Institutions

2. Other Related Training

3. Other Related Experience

In addition to the resume of the CAP instructor or instructors, please attach a brief description of your agency's programs and services (interpretive materials, brochures, etc., are acceptable) as well as a description of the kinds of generalist practice activities in which a CAP student will engage.

Memorandum of Understanding

BETWEEN

SOUTHEAST MISSOURI STATE UNIVERSITY SOCIAL WORK PROGRAM

AND

CAP AGENCY: _____

The CAP Agency agrees to the following points:

1. The CAP agency instructor will interview referred students to determine the student's appropriateness for placement. *This process involves completing a Pre-Placement Interview form for CAP Agency Instructor* that is returned to the Director of CAP. (Note that the CAP agency may choose not to accept any particular student for just cause.)
2. In advance of student placement, an agent of the CAP agency will inform the student of any specific examinations, health tests, background checks, and/or personnel forms required by the CAP agency.
3. The responsible director of the CAP agency will allow time in the CAP agency instructor's workload for teaching and continuous supervision of the student including weekly one-hour, individualized supervision sessions.
4. The CAP agency instructor's supervisor will allow time in the CAP agency instructor's workload for attendance at meetings and training sessions conducted by the Social Work Program including an orientation and training session at least once per calendar year.
5. The CAP agency will provide an orientation for the student during the first two weeks of placement that includes the agency's scope of services, client population, constituency group, policies and procedures, HIPAA as defined by the agency, handling of records, documentation and applicable personnel policies and procedure including grievance, sexual harassment, and personal safety.
6. The agency CAP instructor, in consultation with the faculty liaison, will identify and provide practice opportunities for the student in accordance with the Social Work Program mission and goals and the core social work competencies for assigned CAP students.
7. The focus of CAP instruction must be on the student and their growth and development as competent generalist practitioner.

8. The CAP agency instructor will complete the *Assessment of Competencies* forms and the *Narrative Evaluation of CAP Student* forms prior to the mid-term and final evaluation meetings.
9. The CAP agency instructor will recommend to the faculty liaison a final grade for the student.

Responsibilities of the Social Work Program include:

1. The Social Work Program will provide the CAP agency with information about the student including academic preparation, career plans, and job experiences.
2. The Social Work Program will provide training about core competencies.
3. The Social Work Program will provide the *CAP Assessment of Competencies* forms and other forms for the mid-term and the final assessment.
4. The Social Work Program will make available to the CAP agency instructors syllabi, bibliographies, and CSWE materials that will facilitate the integration of practice and theory.
5. The faculty liaison will meet three times per semester with agency CAP instructor to discuss student performance and competencies including assessment of the core social work competencies during the site experience.
6. The Social Work Program will provide ongoing support through the liaison and the Director of CAP.
7. The Social Work Program will purchase professional liability insurance for CAP students.

Director of CAP or Representative	Date
-----------------------------------	------

Agency Representative	Date
-----------------------	------

Southeast Missouri State University Representative	Date
--	------

Pre-Placement Interview Form for CAP Instructor

Southeast Missouri State University

Social Work Program

STUDENT NAME

CAP INSTRUCTOR:

To be completed by the CAP Instructor

1. Does the student seem to possess characteristics that are appropriate for taking and carrying out responsibilities in your agency?

Yes____ No____ (Please identify elements on which your assessment is based).

2. Are you willing to accept this student for placement with your agency?

Yes____ No____ (Please identify conditions for acceptance if your answer is yes).

Please scan and return to the Director of CAP Education or mail to:

Director of Competency Assessment in Practice (CAP), Social Work Program,

Department of Criminal Justice, Social Work, and Sociology,

Grael Hall 016, MS 7950

Southeast Missouri State University

Cape Girardeau, MO 63701- 4799

Phone: (573) 651-2541

Pre-Placement Interview Form for Student

Southeast Missouri State University

Social Work Program

STUDENT NAME

CAP INSTRUCTOR:

(To be completed by student):

1. Identify two (2) competencies that you hope to master and discuss ways you think this placement may or may not contribute your ability to master these competencies.
2. Identify any personal characteristics which you feel will contribute to your success in this placement as well as those which should be dealt with to make this a successful placement for you.

Please scan and return to the Director of CAP Education or mail to:

Director of Competency Assessment in Practice (CAP), Social Work Program,
Department of Criminal Justice, Social Work, and Sociology,
Grauel Hall 016, MS 7950
Southeast Missouri State University
Cape Girardeau, MO 63701- 4799

Phone: (573) 651-2541

Application For Competency Assessment in Practice (CAP)

Southeast Missouri State University

Social Work Program

Date: _____

1. Name: _____ SE ID: _____

2. Current Address:

City: _____ State: _____ Zip: _____

E-mail address _____ Phone: _____

3. Transportation (to and from the CAP agency and, in some cases, as part of the CAP experience) is essential for the CAP semester. Indicate your plans for transportation during the CAP semester.

4. Please indicate any college, community, and/or service activities in which you have participated within the last five years. Indicate both volunteer and paid employment and describe your role with that agency or organization:

5. Please indicate any special circumstances that may affect your performance in your placement. (e.g., health/mental health conditions, family needs)

6. Explain your thoughts/interests regarding the location (city, town, county) of your placement.

Because social work is a helping profession concerned with personal growth and self-awareness (as well as many other areas), it will be useful to the Social Work Program, in assessing your application, to have your current thinking on the following: (If additional space is needed, write on back or attach separate sheet.)

- 1) Describe how you became interested in social work as a career.

- 2) Describe the type of placement that interests you and the role in which you see yourself as a student social worker.

- 3) What do you think are your personal strengths and challenges that are relevant to your future performance as a social worker?

- 4). Explain any concerns you may have related to working with specific client populations.

To complete the CAP application process, you must submit the following by the due date:

1. This completed application

2. Your completed personal statement following the outline provided to you
3. Your completed Faculty Advisor Certification Form
4. The completed Family Care Registry background check form
5. Your completed resume

Satisfactory completion of the CAP application process does not guarantee a placement/CAP experience for the applicant as CAP agencies participate in this educational activity voluntarily and at their discretion.

I acknowledge that the resume I submitted with this application may be shared with potential CAP agencies as part of the placement process.

Signature of Student Applicant

Date

Signature of Director of CAP

Date application received

Personal Statement of CAP Readiness Assignment

Purpose: This assignment will be used to determine your readiness for CAP placement.

Procedure: Prior to meeting with the Director of CAP to review your application materials, you will turn in this statement to your advisor, who may or may not request edits. Plan your time accordingly. Based on their assessment of this statement, they will recommend or not recommend you for CAP placement. The statement will then be reviewed by the Program Director, who will do the same. See CAP manual for further procedural details.

Please answer the following questions thoughtfully and honestly. This essay should demonstrate your own thinking and writing abilities. The use of AI is prohibited and detection of its use may result in rejection of the application.

Your essay needs to follow APA guidelines, using the headings (in bold) below, and answer the following questions fully and thoughtfully. Provide clear examples to illustrate your points, when relevant:

1. **Motivation/Passion:** Discuss why you chose social work as a profession, the specific populations you wish to serve, and the issues you hope to address or that are most important to you.
2. **Relevant Experience:** What experiences have you had that most shaped your desire to enter this field? These may be work related or personal. Provide specific examples.
3. **Professional Readiness & Self-Awareness:** The CAP semester can be quite demanding. Describe your time management skills, organizational abilities, and ability to accept feedback. For the areas that need improvement, what strategies do you hope to apply?
4. **Stress Management:** Describe your self-care and coping strategies and any changes you hope to make. Be specific and provide examples.
5. **Values & Ethics:** Reflection on your personal values and ethics. How do these align with social work's values and ethics? For your response, identify the specific social work values and how yours align, or do not align. For areas of conflict, what principles can you apply to help guide your ethical practice (see the Code of Ethics for relevant principles and cite appropriately).

CAP Instructor's Evaluation of the Program

Please evaluate and comment on the following processes to assist us in improving the program.
Please complete the form and forward it to the Director of CAP at the end of the semester.

Please read each statement carefully and circle the letter that most clearly corresponds to your opinion.

A = Strongly Agree B = Agree C = Undecided D = Disagree E = Strongly Disagree

1. Adequate information was provided about the student. A B C D E

2. Faculty provided adequate support to me as a CAP instructor.

A B C D E

3. The CAP Manual provided the information I needed in an easily accessible format.

A B C D E

4. The CAP Assessment of Competencies forms were helpful in developing and assessing the student's core competencies. A B C D E

5. The CAP Orientation and Training clearly informed me of the responsibilities of the CAP instructor. A B C D E

6. The Director of CAP was responsive and helpful in providing information, addressing problems, and responding to requests in a timely fashion.

A B C D E

7. The Social Work Program has valued my contribution and ideas as a CAP instructor and included me as an integral member of the CAP faculty. A B C D E

8. The student I supervised was adequately educated in the areas of social work foundational knowledge. A B C D E

9. The student's academic preparation has provided the student with adequate skills to be able to demonstrate mastery of generalist practice core social work competencies.
- A B C D E
10. The student's academic preparation has provided the student with adequate values to be able to demonstrate mastery of generalist practice core social work competencies.
- A B C D E
11. What things could the Social Work Program do to make the role of CAP instructor more effective, more professionally satisfying, and less problematic?

Student's Evaluation of the CAP Program

Please evaluate and comment on the following processes to assist us in improving the program. Please complete the form and submit it to the Director of CAP at the end of your semester.

Please read each statement carefully and circle the letter that most clearly corresponds to your opinion.

A = Strongly Agree B = Agree C = Undecided D = Disagree E = Strongly Disagree

1. The CAP agency placement/agency selection process was effective and appropriate.

A B C D E
2. The Social Work Program provided adequate information and support to me as a student in CAP.

A B C D E
3. The CAP Manual provided the information I needed in an easily accessible format.

A B C D E
4. The CAP Integrative Seminar was helpful to me in connecting theoretical and conceptual classroom concepts with real-world generalist social work practice.

A B C D E
5. The small group liaison sessions were helpful to me in connecting theoretical and conceptual classroom concepts with real-world generalist social work practice.

A B C D E
6. The weekly self-assessment was helpful to me in understanding the overall CAP experience and connecting theoretical and conceptual concepts with real-world generalist practice.

A B C D E
7. The Director of CAP was responsive and helpful in providing information, addressing problems, and responding to requests in a timely fashion.

A B C D E

8. The faculty liaison was adequately supportive of me and of my CAP instructor by providing regular contact and responding to requests for assistance.

A B C D E

9. The faculty liaison was adequately supportive of me and the CAP instructor by providing a clear interpretation of the core social work competencies and expectations.

A B C D E

10. The Social Work Program values my contribution and ideas as a student.

A B C D E

11. I was prepared for my placement, and, overall able, to demonstrate mastery of the core social work competencies.

A B C D E

Student's Evaluation of Placement and CAP Instructor

Please answer the following questions as adequately as you can. This form is to be completed by the student and given to the Director of CAP.

Please read each statement carefully and circle the letter that most clearly corresponds to your opinion.

A = Strongly Agree B = Agree C = Undecided D = Disagree E = Strongly Disagree

1. The CAP agency is committed to social work education.

A B C D E
2. The CAP agency provides an opportunity for students to develop and demonstrate mastery of the core social work competencies.

A B C D E
3. My CAP Instructor provided an appropriate amount of direction and structure to meet my needs during the placement.

A B C D E
4. My CAP Instructor was available and readily accessible to meet my needs as a student.

A B C D E
5. My questions were answered thoroughly.

A B C D E
6. My CAP Instructor met with me on a regular (weekly) basis to give me feedback and assess competencies.

A B C D E
7. My CAP instructor provided ample guidance in identifying, reviewing, and measuring the competencies and practice behaviors on your CAP assessment.

A B C D E
8. I was included in staff meetings and discussions.

A B C D E

9. I was informed of changes in policy that might affect my work at the agency.
A B C D E
10. Reading materials were made available to me.
A B C D E
11. I had the opportunity to become familiar with the activities of other workers in the agency other than CAP Instructor.
A B C D E
12. The CAP agency offered an opportunity for me to practice at all three levels of practice.
A B C D E
13. What changes would you like to see take place in your placement and/or in your student responsibilities at the agency that would make this a more meaningful placement?
-
-

Student's Evaluation of Faculty Liaison

This evaluation consists of statements concerning various aspects of the CAP experience and the responsibilities of the faculty liaison. Indicate the extent to which you would agree or disagree with each statement.

This evaluation is confidential. Do not provide your name. Do not personally identify your answer sheet. Instructors do not see the results or comments of this evaluation until course grades have been submitted for the semester.

Mark your answers in the corresponding circles on the answer sheet.

A = Strongly Agree B = Agree C = Undecided D = Disagree E = Strongly Disagree

1. The faculty liaison communicated with me as needed. A B C D E

2. The faculty liaison helped me understand the assessment process.

A B C D E

3. The faculty liaison reviewed my progress towards demonstrating mastery of core competencies.

A B C D E

4. The faculty liaison expressed interest in the quality of my CAP experience.

A B C D E

5. The faculty liaison addressed problems or issues that arose during the semester.

A B C D E

6. The faculty liaison responded promptly to my needs as a CAP student.

A B C D E

7. The faculty liaison provided helpful feedback in response to my weekly self-assessment.

A B C D E

8. The faculty liaison provided feedback in response to my weekly self-assessment in a timely manner.

A B C D E

9. The faculty liaison was available when I needed him/her.

A B C D E

10. The faculty liaison facilitated useful discussion during our weekly group meetings.

A B C D E

11. The faculty liaison made me feel comfortable in sharing my CAP experiences with the group in our weekly meetings.

A B C D E

12. The faculty liaison contributed significantly to the CAP experience.

A B C D E

Additional Comments:

Faculty Liaison's Evaluation of CAP Agency

Please answer the following questions as adequately as you can. This form is to be completed by the faculty liaison and given to the Director of CAP.

Please read each statement carefully and circle the letter that most clearly corresponds to your opinion.

A = Strongly Agree B = Agree C = Undecided D = Disagree E = Strongly Disagree

Agency staff demonstrates a commitment to social work education including a willingness to actively participate on an ongoing basis.

A B C D E

1. Agency is a setting that provides an opportunity for generalist learning experiences consistent with the development and demonstration of mastery of the core social work competencies.

A B C D E

2. Agency is a setting that provides structured learning opportunities for meaningful generalist practice experience with clients at all three levels of practice.

A B C D E

3. There is a willingness to dedicate agency resources to the education and development of CAP instructor(s) and students.

A B C D E

4. The responsible director of the CAP agency allows time in the CAP instructor's workload for teaching and continuous supervision of the student including weekly one-hour, individualized supervision sessions.

A B C D E

5. CAP agency provides an appropriate general orientation for the student during the first two weeks of placement.

A B C D E

6. The agency adheres to and promotes policies and procedures consistent with the NASW Code of Ethics.

A B C D E

7. The agency exhibits overall consistency with the mission and goals of the Social Work Program.

A B C D E

8. There is a focus on the student's growth and development as a competent generalist practitioner.

A B C D E

9. The agency provides a professional environment for the student's safety.

A B C D E

10. The agency provides a work environment that supports diversity and inclusion.

A B C D E

11. The agency provides adequate workspace, telephone access, necessary office supplies, and the equipment needed to perform assigned duties and responsibilities.

A B C D E

Faculty Liaison's Evaluation of CAP Instructor

Please answer the following questions as adequately as you can. This form is to be completed by the faculty liaison and given to the Director of CAP.

Please read each statement carefully and circle the letter that most clearly corresponds to your opinion.

A = Strongly Agree B = Agree C = Undecided D = Disagree E = Strongly Disagree

1. The CAP instructor identifies strongly with the social work profession.

A B C D E
2. The CAP instructor demonstrates a commitment to social work education.

A B C D E
3. The CAP instructor has the skills needed for teaching and supervision.

A B C D E
4. The CAP instructor fosters and promotes identification with the values and ethics of the profession.

A B C D E
5. The CAP instructor provides practice opportunities for the student to develop and demonstrate core social work competencies.

A B C D E
6. The CAP instructor is available for a site visit early in the semester to review portfolio scores and competencies with the faculty liaison and student.

A B C D E
7. The CAP instructor completes an assessment of the core competency process in a timely manner.

A B C D E
8. The CAP instructor has adequate knowledge and understanding of generalist social work practice and core social work competencies.

A B C D E
9. The CAP instructor is effective in assessing core competencies.

A B C D E

10. The CAP instructor works collaboratively with students in the process of assessing competencies, identifying evidence of mastery of competencies, and scoring behaviors.
A B C D E
11. The CAP instructor is accessible and readily available to students throughout the semester.
A B C D E
12. The CAP instructor provides weekly one-hour face-to-face supervisory sessions for students.
A B C D E
13. The CAP instructor is available and prepared for midterm and final site visits.
A B C D E
14. The CAP instructor develops a working relationship with the faculty liaison to enhance the quality of the site experience for the student. A B C D E
15. The CAP instructor communicates with faculty liaison as needed related to issues and/or conflicts occurring with the CAP student. A B C D E
16. The CAP instructor provides input on the assignment of the student's grade.
A B C D E
17. Please describe any performance issues addressed and/or resolved during the semester. This information is vital to the ongoing development of the CAP instructor as a collaborative partner in meeting the mission of the Social Work Program:

APPENDIX B: CODE OF ETHICS

The National Association of Social Workers (NASW) Code Of Ethics

Preamble updated May 2026

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

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

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

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

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

Purpose of the NASW Code of Ethics

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

The NASW Code of Ethics serves six purposes:

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

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

* For information on the NASW Professional Review Process, see NASW Procedures for Professional Review.

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

Ethical decision making is a process. In situations when conflicting obligations arise, social workers may be faced with complex ethical dilemmas that have no simple answers. Social workers should take into consideration all the values, principles, and standards in this Code that are relevant to any situation in which ethical judgment is warranted. Social workers' decisions and actions should be consistent with the spirit as well as the letter of this Code.

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

Instances may arise when social workers' ethical obligations conflict with agency policies or relevant laws or regulations. When such conflicts occur, social workers must make a responsible effort to resolve the conflict in a manner that is consistent with the values, principles, and standards expressed in this Code. If a reasonable resolution of the conflict does not appear possible, social workers should seek proper consultation before making a decision. The NASW Code of Ethics is to be used by NASW and by individuals, agencies, organizations, and bodies (such as licensing and regulatory boards, professional liability insurance providers, courts of law, agency boards of directors, government agencies, and other professional groups) that choose to adopt it or use it as a frame of reference. Violation of standards in this Code does not automatically imply legal liability or violation of the law.

Such determination can only be made in the context of legal and judicial proceedings. Alleged violations of the Code would be subject to a peer review process. Such processes are generally separate from legal

or administrative procedures and insulated from legal review or proceedings to allow the profession to counsel and discipline its own members.

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

With growth in the use of communication technology in various aspects of social work practice, social workers need to be aware of the unique challenges that may arise in relation to the maintenance of confidentiality, informed consent, professional boundaries, professional competence, record keeping, and other ethical considerations. In general, all ethical standards in this Code of Ethics are applicable to interactions, relationships, or communications, whether they occur in person or with the use of technology. For the purposes of this Code, "technology-assisted social work services" include any social work services that involve the use of computers, mobile or landline telephones, tablets, video technology, or other electronic or digital technologies; this includes the use of various electronic or digital platforms, such as the Internet, online social media, chat rooms, text messaging, e-mail and emerging digital applications. Technology-assisted social work services encompass all aspects of social work practice, including psychotherapy; individual, family, or group counseling; community organization; administration; advocacy; mediation; education; supervision; research; evaluation; and other social work services. Social workers should keep apprised of emerging technological developments that may be used in social work practice and how various ethical standards apply to them.

Professional self-care is paramount for competent and ethical social work practice. Professional demands, challenging workplace climates, and exposure to trauma warrant that social workers maintain personal and professional health, safety, and integrity. Social work organizations, agencies, and educational institutions are encouraged to promote organizational policies, practices, and materials to support social workers' self-care.

Ethical Principles

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

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

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

Value: Social Justice**Ethical Principle:** Social workers challenge social injustice.

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

Value: Dignity and Worth of the Person**Ethical Principle:** Social workers respect the inherent dignity and worth of the person.

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

Value: Importance of Human Relationships**Ethical Principle:** Social workers recognize the central importance of human relationships.

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

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

Social workers are continually aware of the profession's mission, values, ethical principles, and ethical

standards and practice in a manner consistent with them. Social workers should take measures to care for themselves professionally and personally. Social workers act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated.

Value: Competence

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

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

Ethical Standards

The following ethical standards are relevant to the professional activities of all social workers. These standards concern:

- (1) Social workers' ethical responsibilities to clients,
- (2) Social workers' ethical responsibilities to colleagues,
- (3) Social workers' ethical responsibilities in practice settings,
- (4) Social workers' ethical responsibilities as professionals,
- (5) Social workers' ethical responsibilities to the social work profession,
- (6) Social workers' ethical responsibilities to the broader society.

* Read the full text at [the NASW Code of Ethics](#)

APPENDIX C: CAP EVALUATION FORMS

Competency Assessment in Practice: Midterm Evaluation

SOUTHEAST MISSOURI STATE UNIVERSITY

Each Competency and Behavior will be assessed while in CAP supervision. The criteria for assessment scores are as follows:

- 1 - Emerging – Student rarely or never demonstrates mastery of the behavior.
- 2 - Developing – Student does not consistently demonstrate mastery of the behavior.
- 2.5 - Progressing – Student is making appropriate progress toward mastery by the end of the semester.
- 3 - Mastery – The student has demonstrated mastery of the behavior, and the CAP instructor is confident that the student will consistently practice at the level of mastery after CAP education.

Mastery in this document refers to **mastery of beginning competency skills for a bachelor's level practitioner.**

The evidence should be noted on a routine basis when possible, for Mid-term and Final assessments. The CAP Instructor will score the assessments at Mid-Term and again for Final assessments.

Successful completion of the CAP education experience implies that the student has achieved competency in the following practice behaviors based on Knowledge (K), Values (V), Skills (S), and/or Cognitive Affective Processes (C/A):

CAP EDUCATION ASSESSMENT OF COMPETENCIES – midterm

Student Name: _____ CAP Instructor: _____

Signature: _____ Agency: _____

Competency 1: Demonstrate Ethical and Professional Behavior

Portfolio Score	Behavior Score	Benchmark
		2.80/3

Behavior	Portfolio Score	Behavior Score	Evidence/Notes
A. 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 as appropriate to context (K, V, S, C/A)		1 2 2.5 3	

B. Demonstrate professional behavior; appearance; and oral, written, and electronic communication (K, V, S, C/A)		1 2 2.5 3	
C. Use technology ethically and appropriately to facilitate practice outcomes (K, V, S, C/A)		1 2 2.5 3	

D. Use supervision and consultation to guide professional judgement and behavior (K, V, S, C/A)		1 2 2.5 3	
E. Practice personal reflection, self-correction, and self-care to assure continued professional development (K, V, S, C/A)		1 2 2.5 3	

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

Portfolio Score	Behavior Score	Benchmark
		2.50/3

Behavior	Portfolio Score	Behavior Score	Evidence/Notes
A. Advocate for human rights at the individual, family, group, organizational, and community system levels (K, V, S, C/A)		1 2 2.5 3	
B. Engage in practices that advance human rights to promote social, racial, economic, and environmental justice (K, V, S, C/A)		1 2 2.5 3	

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

Portfolio Score	Behavior Score	Benchmark
		2.50/3

Behavior	Portfolio Score	Behavior Score	Evidence/Notes
A. Demonstrate anti-racist, and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels (K, V, S, C/A)		1 2 2.5 3	
B. 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 (K, V, S, C/A)		1 2 2.5 3	

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

Portfolio Score	Behavior Score	Benchmark
		2.50/3

Behavior	Portfolio Score	Behavior Score	Evidence/Notes
A. 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 (K, V, S, C/A)		1 2 2.5 3	
B. Apply research findings to inform and improve practice, policy, and programs (K, V, S, C/A)		1 2 2.5 3	

Competency 5: Engage in Policy Practice

Portfolio Score	Behavior Score	Benchmark
		2.50/3

Behavior	Portfolio Score	Behavior Score	Evidence/Notes
A. Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services (K, V, S, C/A)		1 2 2.5 3	
B. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice (K, V, S, C/A)		1 2 2.5 3	

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

Portfolio Score	Behavior Score	Benchmark
		2.50/3

Behavior	Portfolio Score	Behavior Score	Evidence/Notes
A. Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies (K, V, S, C/A)		1 2 2.5 3	
B. Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies (K, V, S, C/A)		1 2 2.5 3	

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

Portfolio Score	Behavior Score	Benchmark
		2.67/3

Behavior	Portfolio Score	Behavior Score	Evidence/Notes
A. Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies (K, V, S, C/A)		1 2 2.5 3	
B. Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan (K, V, S, C/A)		1 2 2.5 3	

C. Collect and organize data and apply critical thinking to interpret information from clients and constituencies (K, V, S, C/A)		1 2 2.5 3	
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Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Portfolio Score	Behavior Score	Benchmark
		2.50/3

Behavior	Portfolio Score	Behavior Score	Evidence/Notes
A. Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals (K, V, S, C/A)		1 2 2.5 3	
B. Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies (K, V, S, C/A)		1 2 2.5 3	

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

Portfolio Score	Behavior Score	Benchmark
		2.50/3

Behavior	Portfolio Score	Behavior Score	Evidence/Notes
A. Select and use culturally responsive methods for evaluation of outcomes (K, V, S, C/A)		1 2 2.5 3	
B. Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities (K, V, S, C/A)		1 2 2.5 3	

MIDTERM NARRATIVE EVALUATION OF CAP STUDENT (attach a signed narrative, if needed)

What progress has been made since the beginning of the semester?

What are the student's areas of strengths and limitations?

What are the plans for learning experiences to promote the student's growth in his/her areas of limitations?

My signature affirms that I met for the mid-term evaluation and discussed assessment of core competencies:

CAP Instructor _____

Date _____

Task Instructor (if applicable) _____

Date _____

Student _____

Date _____

Faculty Liaison _____

Date _____

Competency Assessment in Practice: Final Evaluation

SOUTHEAST MISSOURI STATE UNIVERSITY

Each Competency and Behavior will be assessed while in CAP supervision. The criteria for assessment scores are as follows:

- 1 - Emerging – Student rarely or never demonstrates mastery of the behavior.
- 2 - Developing – Student does not consistently demonstrate mastery of the behavior.
- 3 - Mastery – The student has demonstrated mastery of the behavior, and the CAP instructor is confident that the student will consistently practice at the level of mastery after CAP education.

Mastery in this document refers to **mastery of beginning competency skills for a bachelor's level practitioner.**

The evidence should be noted on a routine basis, when possible, for Mid-term and Final assessments. The CAP Instructor will score the assessments at Mid-Term and again for Final assessments.

Successful completion of the CAP education experience implies that the student has achieved competency in the following practice behaviors based on Knowledge (K), Values (V), Skills (S), and/or Cognitive Affective Processes (C/A):

CAP EDUCATION ASSESSMENT OF COMPETENCIES – Final

Student Name: _____ CAP Instructor: _____

Signature: _____ Agency: _____

Competency 1: Demonstrate Ethical and Professional Behavior

Portfolio Score	Behavior Score	Benchmark
		2.83/3

Behavior	Portfolio Score	Behavior Score	Evidence/Notes
A. 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 as appropriate to context (K, V, S, C/A)		1 2 3	

B. Demonstrate professional behavior; appearance; and oral, written, and electronic communication (K, V, S, C/A)		1 2 3	
C. Use technology ethically and appropriately to facilitate practice outcomes (K, V, S, C/A)		1 2 3	

D. Use supervision and consultation to guide professional judgement and behavior (K, V, S, C/A)		1 2 3	
E. Practice personal reflection, self-correction, and self-care to assure continued professional development (K, V, S, C/A)		1 2 3	

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

Portfolio Score	Behavior Score	Benchmark
		2.50/3

Behavior	Portfolio Score	Behavior Score	Evidence/Notes
A. Advocate for human rights at the individual, family, group, organizational, and community system levels (K, V, S, C/A)		1 2 3	

B. Engage in practices that advance human rights to promote social, racial, economic, and environmental justice (K, V, S, C/A)		1 2 3	
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Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Portfolio Score	Behavior Score	Benchmark
		2.67/3

Behavior	Portfolio Score	Behavior Score	Evidence/Notes
A. Demonstrate anti-racist, and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels (K, V, S, C/A)		1 2 3	
B. 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 (K, V, S, C/A)		1 2 3	

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

Portfolio Score	Behavior Score	Benchmark
		2.67/3

Behavior	Portfolio Score	Behavior Score	Evidence/Notes
A. 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 (K, V, S, C/A)		1 2 3	
B. Apply research findings to inform and improve practice, policy, and programs (K, V, S, C/A)		1 2 3	

Competency 5: Engage in Policy Practice

Portfolio Score	Behavior Score	Benchmark
		2.67/3

Behavior	Portfolio Score	Behavior Score (Mid-Term)	Evidence/Notes
A. Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services (K, V, S, C/A)		1 2 3	
B. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice (K, V, S, C/A)		1 2 3	

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

Portfolio Score	Behavior Score	Benchmark
		2.50/3

Behavior	Portfolio Score	Behavior Score	Evidence/Notes
A. Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies (K, V, S, C/A)		1 2 3	
B. Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies (K, V, S, C/A)		1 2 3	

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

Portfolio Score	Behavior Score	Benchmark
		2.75/3

Behavior	Portfolio Score	Behavior Score	Evidence/Notes
A. Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies (K, V, S, C/A)		1 2 3	

B. Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan (K, V, S, C/A)		1 2 3	
C. Collect and organize data and apply critical thinking to interpret information from clients and constituencies (K, V, S, C/A)		1 2 3	

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

Portfolio Score	Behavior Score	Benchmark
		2.50/3

Behavior	Portfolio Score	Behavior Score	Evidence/Notes
A. Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals (K, V, S, C/A)		1 2 3	
B. Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies (K, V, S, C/A)		1 2 3	

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

Portfolio Score	Behavior Score	Benchmark
		2.50/3

Behavior	Portfolio Score	Behavior Score	Evidence/Notes
A. Select and use culturally responsive methods for evaluation of outcomes (K, V, S, C/A)		1 2 3	
B. Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities (K, V, S, C/A)		1 2 3	

FINAL NARRATIVE EVALUATION OF CAP STUDENT (attach a signed narrative, if needed)

1. What progress has been made since the beginning of the semester?
2. What are the student's areas of strengths and limitations?
3. How would you evaluate the student's present readiness for professional practice?
4. Assess the student's readiness for graduate education.

5. What type of work experience do you think would enhance this individual's growth upon immediate entry into the field of social work

My signature affirms that I met for the final evaluation and discussed assessment of core competencies:

Field Instructor _____

Date _____

Task Instructor (if applicable) _____

Date _____

Student _____

Date _____

Faculty Liaison _____

Date _____