



# **Bachelor of Social Work Program**

## **Student Handbook**

**2014**

Virginia Wesleyan College Bachelor of Social Work Program

Student Handbook

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I. The mission of the baccalaureate Social Work Program at Virginia Wesleyan College is to prepare students for generalist social work practice and graduate study based on a strong foundation in the liberal arts.

Guided by the mission of VWC :

*“ . . . to engage students of diverse ages, religions, ethnic origins and backgrounds in a rigorous liberal arts education that will prepare them to meet the challenges of life and career in a complex and rapidly changing world. In this endeavor, the College employs a wide range of approaches to teaching and learning and provides opportunities to connect the study of the liberal arts with practical learning experiences on campus, in the Hampton Roads region, and throughout the world. In accord with our United Methodist heritage, Virginia Wesleyan aspires to be a supportive community that is committed to social responsibility,, ethical conduct, higher learning, and religious freedom,”* and the accreditation standards of the Council on Social Work Education (CSWE), the Social Work Program at Virginia Wesleyan College is committed to offering high quality generalist practice education. The program focuses on ethical behavior and competent practice, following the Virginia Wesleyan College’s Honor Code and the six core values of the National Association of Social Worker’s (NASW)Code of Ethics .

The mission for the Virginia Wesleyan College’s Social Work program was created specifically to address the profession’s purpose , values and ethics and the program’s context. We referred to NASW’s Mission of Social Work to ensure compliant language and consistency in the development of our program’s mission. As our faculty come from strong social work backgrounds, it was natural that the program we created reflects our educational and professional experiences.

The College is geographically in the center of the Hampton Roads area of Virginia. This area is diverse in population, needs, and geography, and encompasses rural, urban, and suburban settings with a multi-ethnic, age diverse population. The program enhances the students’ understanding of the unique environment of the Hampton Roads area and its diversity, within the mid-Atlantic region of the United States in the larger global community.

The program’s focus on diversity is consistent with the mission of the college and parallel to the NASW Code of Ethics core value of *dignity and worth of the person*. CSWE uses exactly this language to describe one of its values and requires social workers to “engage diversity and difference in practice.”

Undergraduate research, another strong program component, is consistent with one of the college’s “approaches to teaching and learning” and is crucial to the NASW core value of *competence* and CSWE’s policy of engaging in “research-informed practice and practice-informed research.”

The program’s emphasis on ethical conduct is cited by VWC’s mission statement and supported by VWC’s Honor Code parallel to NASW’s core value of *integrity* and CSWE’s policy to “apply social work ethical principles to guide professional practice.”

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

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

**Goals :** The Virginia Wesleyan College Baccalaureate Social Work program goals are specifically and consciously derived from the program's mission statement.

1. The program's goal to prepare social workers with strong professional identities who use critical thinking to effect change in all systems in which they work derives directly from the mission relying on undergraduate research. The program will assure competence in the development of knowledge of all contexts of practice.
2. The program's goal to prepare students to incorporate a knowledge of history, diversity, oppression, injustice and difference to research based interventions follows the program's mission to focus on diversity as a reflection of valuing the dignity and worth of the person in addition to its focus on undergraduate research.
3. The program's goal to prepare students to understand how human behavior is impacted and likewise impacts the social and physical environment, reflects the program's mission to study human behavior and respond to it through service in contexts that "shape practice."
4. The program's goal to prepare students to shape policy, planning, legislation and access to services derives from the mission which emphasizes responsibility to social justice while consistently valuing the dignity and worth of the person.
5. The program's goal to prepare students to commit to personal and professional growth derives directly from the program's mission to research informed practice as a reflection of competence.
6. The program's goal to prepare students for ethical practice and self-correction through self-reflection is derived directly from the program's mission which focuses on human relationships, ethical behavior and competent practice as required in the values of competence and integrity.

## **Commitment to the Profession**

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

## **Departmental Policies**

1. All students must apply to the program prior to declaring the major.
2. Students must maintain an overall GPA of 2.5 and a 2.5 in the major. In addition they must attain a C or better in each required Social Work course.
3. All students will maintain a portfolio of their work. Included in this portfolio will be their application to the program, a record of the CSWE competencies, contracts, professional meeting attendance, resume and all other professional documents as directed by the department.
4. A. Students must report ANY honor code violation to full time social work faculty immediately.  
B. Any Level II violation of the VWC Honor Code will result in immediate removal from the program. A Level II Honor Code violation is a second offense, the presumptive penalty for which is suspension from the college for a minimum of one semester. (Full details of the Creed and Honor Code are available under Academics/Academic Affairs tab on the college homepage)  
C. Any Level I honor code violation will necessitate a meeting of the student and full time Social Work faculty in which remedial action will be developed and planned.
5. The program accepts bachelor's level social work credit from CSWE approved institutions. The program accepts non-social work credit from other institutions according to college policy (college catalog 2012-2013 p. 33.) The program does not grant credit for previous work or life experience.
6. This list is not exhaustive. Specific internship requirements are detailed in the internship handbook.

## **II. Requirements for Admission to the Program**

a. Academic Requirements: Students must have a minimum of a 2.5 GPA overall to apply to the Social Work Program. Generally, most General Studies requirements should be completed prior to making application to the program. Application should be made using the form available on the Bachelor of Social Work website on the college website (example in Appendix A. ) Students may apply at any time during the academic year, the earliest being the second semester of the sophomore year.

Transfer students who have completed two years of academic work prior to matriculating at Virginia Wesleyan College should apply immediately upon admission. Students in other transfer situations should consult a Social Work Department member about when to apply.

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

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

Applicants must have no Honor Code violations at Level 2 or 3 (second or third offense.) Level 1 Honor Code violations must be reported at the time of application and will be assessed as a potential barrier to acceptance by the Social Work faculty on a case by case basis. Applicants must pass criminal background checks, and therefore should not have any history of criminal prosecution. They must not be listed in the Child Abuse and Sex Offender Registry. They must successfully pass a drug screen. Financial credit histories are now included in some background investigations as are motor vehicle driving records. Problems in these areas must be reported on the application and their impact will be assessed on a case by case basis. Applicants are encouraged to delete any online postings which would not be considered professionally appropriate.

c. Application Process: The student will complete the application, found on the social work program website, in its entirety and submit it to the Program Director. Only complete applications will be reviewed, which includes the permission for the social work faculty to communicate about the student and her application. This may include communication with other Virginia Wesleyan faculty who have first-hand knowledge of the student and with those listed as personal references on the student's application. The completed application will be reviewed by Social Work faculty and references will be verified. A personal interview may be conducted. Students will be notified in person or via email when their applications are accepted. Applicants who are not accepted into the program will be notified by letter sent to their campus mailbox with the specific reasons for their lack of acceptance noted.

d. Requirements for Continuing in the Program- Students must maintain a 2.5 GPA overall and a 2.5 in the major. The student must receive a C or higher in all required social work courses. Students whose GPA falls below 2.5 either overall or in the major must immediately take corrective action to return their GPA to 2.5 the following semester. Two consecutive semesters of an overall GPA of less

than 2.5 or a GPA of less than 2.5 in the major shall be removed from the program. Students may re-apply to the program after the overall GPA has returned to 2.5 or above for one semester.

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

e. Rights to Appeal -Students who disagree with the decision of the Social Work faculty about their application or their removal from the program, may request a reconsideration in writing stating why they believe their application or removal should be reconsidered by the Social Work department. This request should be sent to the department Director through campus mail.

Written requests for reconsideration will be reviewed by the Social Work advisory committee and their findings will be provided to the student by letter sent to their campus mailbox.

### III. The Academic Program

a. General Studies of the College-The Social Work program is based on a strong foundation in the liberal arts. Students who have successfully completed the Virginia Wesleyan College General Studies program will have demonstrated competencies in : English composition, foreign language, and laboratory science along with study of aesthetics, historical perspectives, quantitative perspectives, institutional and cultural systems, literary textual analysis and ethical values and faith perspectives. This academic preparation grounds the student in the perspectives necessary to explain the theories underlying the biopsychosocial spiritual perspective in Social Work. Because of Social Work's inclusive theoretical approach, the Senior Integrative Experience for the Social Work student takes place within the major as students grapple with the application of theory to practice in the social work seminar class, taken concurrently with the internship experience.

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

Junior and Senior year, social work students, in consultation with their academic advisor should choose junior or senior level electives which will develop their social work interests and prepare them for

internship. For example, students interested in substance abuse counseling should enroll in SW 384 Drugs of Abuse and 385 Substance Abuse and Chemical Dependency. Students interested in hospice work should enroll in SW 307, Death, Dying, Loss and Grief. Students interested in working with juveniles may wish to enroll in Criminal Justice 348, Delinquency and Juvenile Justice. (These examples are simply that, course selection should be done with the academic advisor.)

b. Major Courses

**Major Requirements: Social Work Typical Course sequence**  
**COURSE NUMBER AND TITLE SEM. HRS.**

**Sophomore or Junior year**

SW 201

Introduction to Social Work 4

SW 251

Diversity & Social Problems 4  
in Social Work

**Junior year**

SW 302

Planning, Administration, & Legislation 4

SW 336

Human Growth & Development: 4  
Life Course Approach

SW 400

Social Work Methods with  
Groups & Communities 4

SW 450

Research Methods in Social Work 4

**Senior year**

SW 401

Direct Service Interventions 4

SW 472

Social Work Internship 12

SW 475

Social Work Seminar 4

**TOTAL CREDITS 44**

### **201 Introduction to Social Work (4) S Systems general studies requirement**

Acquaints the beginning student with the history, philosophy, values, concepts, language, directions, problems, and broad scope of social work. Offers exposure to various agencies and agency policies. Prerequisite: sophomore/junior/senior status. Offered each fall.

### **251 Diversity and Social Problems in Social Work (4)**

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

### **302 Planning, Administration & Legislation (4)**

Builds skills in community organization, administrative and legislative process as intervention techniques. Each student is expected to design, develop and present a project using the method taught. Offered each spring.

### **336 Lifespan Development and Behavior (4)**

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

### **400 Social Work Methods with Groups and Communities (4)**

Builds skills in group and community intervention techniques in social work. Prerequisites: junior/senior status and consent. Offered each spring.

### **401 Social Work with Individuals and Families (4) W Writing course in general studies**

This course provides an overview of the direct methods used in the bachelor's level social work practice. The focus will be on learning appropriate intervention skills for helping individuals, couples, and families, Understanding the theory on which these interventions are based is prerequisite to developing skills. The course provides opportunities to practice beginning level methods through role playing, observation and feedback, written and oral assignments, and in an experiential learning situation. Prerequisites: ENG 105 with a grade of C or higher, senior status, and consent. Offered each fall.

#### **PRACTICUM GUIDELINES: SW 401**

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

Students arrange for their own practica although the professor may be consulted with any questions the student has. Generally, an agency that require volunteers to work with others is an appropriate

practicum site. While some administrative work may be part of the practicum, unless the student is interested in an administrative experience, consumer contact should be part of the experience.

The program encourages the student to complete a practicum in an agency with which the student has no prior experience. The practicum allows the student the opportunity to “try out” work that is new and unfamiliar but interesting to them. For example, if a student is interested in working with the elderly but has interest in working with the teens as a second choice, working with children or teens in the practicum is a good plan. The more populations the student demonstrates experience with, the better prepared she will be for graduate study or a broader range of employment opportunities. In addition, students sometimes discover that they have more interest than they thought once they begin working with a particular population or in a particular agency.

If a student is presently doing volunteer work in an agency and wants to continue through the fall, she must consult with the professor to determine the appropriateness of that plan.

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

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

#### **450 Research Methods in Social Work (4 Q ) Quantitative method course in general studies**

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

#### **472 Social Work Internship (12)**

A capstone experience in which students are placed in an agency or organization that offers them an opportunity to assume a preprofessional role where they can build skills and expand their expertise.

Prerequisites: senior status: SW 201, 251, 302, 336, 400, 401 and 450; a minimum grade point average of 2.5; and approval of the internship committee. Corequisite: SW 475. Offered each spring.

#### **475 Social Work Seminar (4) | Senior Integrative Experience in general studies**

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

#### **c. Internship and Seminar**

The final Spring semester of the student's undergraduate experience is spent learning in the field a minimum of 36 hours per week under the supervision of a qualified supervisor. The potential internship is carefully chosen by the Internship Director to match the student's interests, knowledge and developing skills. Ideally students will have the opportunity to interview with two potential internship placements during the semester preceding the internship and if offered both, will be able to make the choice between two. The student is expected to complete the background screening and orientation in a time frame that allows for full time internship work by the beginning of the second semester.

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

After orientation to the agency, the student begins by shadowing other workers and gradually begins to take on more responsibility as she becomes more knowledgeable and skilled. One hour of weekly supervision provided by the agency supervisor facilitates the student's movement through her learning contract. The Internship Director meets with the student and supervisor in the agency approximately every three weeks to assure that the student's learning is maximal. The agency supervisor rates the student both at the mid-semester and at the end of the experience based on their performance of the practice behaviors reflecting the core competencies.

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

A copy of the Internship Application is appended to this document, please see the Internship Handbook for details of the Internship experience.

#### **IV. Knowledge, Skills and Values of the program**

a. Core Competencies and Practice Behaviors. Ten core competencies for generalist practice are outlined by the Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS), operationalized by 41 practice behaviors which students demonstrate understanding of and

ability to implement as assessed in the classroom by the professor and in the internship by the internship supervisor. Students consult syllabi in each course to determine how course assignments address core competencies and practice behaviors. In the internship, students will develop their learning contracts around how they will address each core competency in their context. Their knowledge, skills and reflected values will be assessed by the internship supervisor.

Coursework provides students with the opportunity to learn relevant history, information and values related to social work, study the theories which underlie practice, begin to practice interventions in projects, research, observation and role play, and reflect on how their personal values and those of the profession intersect. Students have ample opportunity to learn in many ways based on their learning style, to read, write, reflect, integrate and question. In the writing course, excellent professional writing is emphasized with the opportunity to revise and resubmit.

Internship, the culmination of the educational experience, provides students with the opportunity to integrate the theory they have learned into practice, to practice the interventions they have learned, and to maintain professional values in challenging practice situations.

**Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.**

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

- 1) advocate for client access to the services of social work;
- 2) practice personal reflection and self-correction to assure continual professional development;
- 3) attend to professional roles and boundaries;
- 4) demonstrate professional demeanor in behavior, appearance, and communication;
- 5) engage in career-long learning; and
- 6) use supervision and consultation.

**Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice.**

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

- 7) recognize and manage personal values in a way that allows professional values to guide practice;
- 8) make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics<sup>2</sup> and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;<sup>3</sup>
- 9) tolerate ambiguity in resolving ethical conflicts; and
- 10) apply strategies of ethical reasoning to arrive at principled decisions.

**Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.**

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

- 11) distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- 12) analyze models of assessment, prevention, intervention, and evaluation; and
- 13) demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

**Educational Policy 2.1.4—Engage diversity and difference in practice.**

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

- 14) recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
- 15) gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
- 16) recognize and communicate their understanding of the importance of difference in shaping life experiences; and
- 17) view themselves as learners and engage those with whom they work as informants.

**Educational Policy 2.1.5—Advance human rights and social and economic justice.**

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

- 18) understand the forms and mechanisms of oppression and discrimination;
- 19) advocate for human rights and social and economic justice; and
- 20) engage in practices that advance social and economic justice.

**Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research.**

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

- 21) use practice experience to inform scientific inquiry and
- 22) use research evidence to inform practice.

**Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.**

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

- 23) utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
- 24) critique and apply knowledge to understand person and environment.

**Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.**

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

- 25) analyze, formulate, and advocate for policies that advance social well-being; and
- 26) collaborate with colleagues and clients for effective policy action.

**Educational Policy 2.1.9—Respond to contexts that shape practice.**

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

- 27) continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and
- 28) provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

**Educational Policy 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.**

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

**Educational Policy 2.1.10(a)—Engagement**

Social workers

- 29) substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
- 30) use empathy and other interpersonal skills; and
- 31) develop a mutually agreed-on focus of work and desired outcomes.

**Educational Policy 2.1.10(b)—Assessment**

Social workers

- 32) collect, organize, and interpret client data;
- 33) assess client strengths and limitations;
- 34) develop mutually agreed-on intervention goals and objectives; and
- 35) select appropriate intervention strategies.

**Educational Policy 2.1.10(c)—Intervention**

Social workers

- 36) initiate actions to achieve organizational goals;
- 37) implement prevention interventions that enhance client capacities;
- 38) help clients resolve problems;
- 39) negotiate, mediate, and advocate for clients; and
- 40) facilitate transitions and endings.

**Educational Policy 2.1.10(d)—Evaluation**

- 41) Social workers critically analyze, monitor, and evaluate interventions.

**V. Student organization and Social Work Honor Society**

Social Work students have formed an organization to promote awareness of social work on the Virginia Wesleyan campus and to promote social work values. Activities of the club vary from year to year as community needs and interests become apparent. Any interested student is eligible for membership.

Phi Alpha, the Social Work Honor Society accepted Virginia Wesleyan College into membership on March 25, 2013 as the chapter Tau Alpha. On May 9, 2013, 11 students with grade point averages of 3.5 or higher were inducted into the inaugural class. Dr. Benjamin Dobrin serves as the advisor to the chapter.