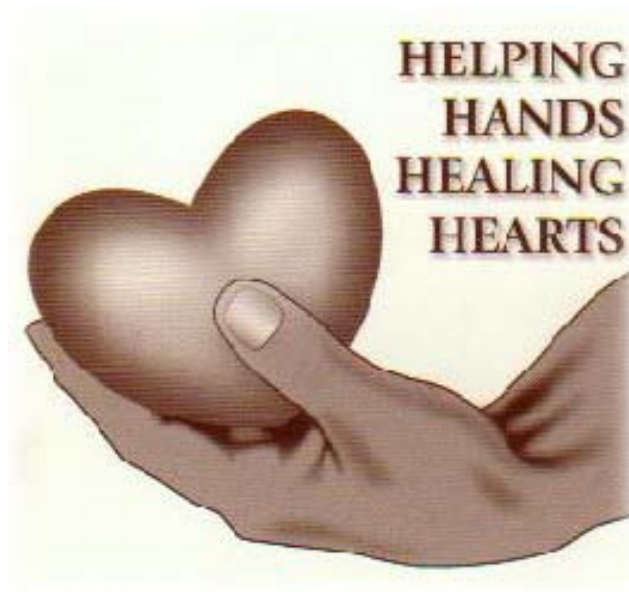




Department of Social Work

ADMISSIONS HANDBOOK



Revised – July 2009

Table of Contents

Introduction.....	2
Social Work Departments Admissions Policy	3
Student Self-Assessment: Introducing Social Work Ethics	6
Preparation for the Social Work Interview: SW202	8
Written Materials	9
The Admissions Interview	9
Diagnostic Test Information	12
Student Self-Assessment Admissions Evaluation	13
Application for Admission.....	16
Compliance to the NASW Code of Ethics Contract.....	18
Social Work Self-Efficacy Scale (SWSES)	20

Introduction

The Social Work Department adheres to the general admission policy for Oakwood University. Oakwood University welcomes applications from people whose principles and interests are in harmony with the ideals and traditions of the University as expressed in its mission, objectives and policies, regardless of their race, religion, or national origin. (Refer to the University Bulletin for further details.)

In addition, the Council of Social Work Education (CSWE) requires all accredited social work programs to have a formal admissions process for social work students. Students who possess an interest in human well-being, and who wish to develop specific knowledge, skills and values related to the profession are invited to major in Social Work. Formal admission into the Social Work Department is acquired by completing an application packet that is reviewed by the Chairperson of the Department and departmental faculty. The purpose of this application process is to ensure the viability of the Social Work Department, to consider the needs of each student, and to assess the suitability of each applicant for the profession of Social Work. As a part of the admission process, an interview with Social Work faculty is required. Application information for admission to the Department is primarily disseminated in SW 202: Introduction to Social Work as a class requirement; however, application information is available from any Social Work faculty advisor or from the Social Work office.

The admissions process is also based on the Department Competencies and CSWE Practice Behavior mandate which requires graduating students to possess specific practice competency skills. The admissions process is designed to assess student critical thinking skills as they relate to these behaviors while bearing in mind that fact that students are at the beginning of their professional social work learning.

Students are encouraged to apply during their freshman year. Students applying to the Department of Social Work should proceed as outlined in this Handbook.

Admissions Procedure

Phase I

The student must obtain to admittance Oakwood University and declare Social Work as a major. Applications will **not** be considered unless students have formally completed this process.

Phase II

1. Have consulted with a Social Work faculty member about the expectations and requirements of the Social Work major, and/or read the Oakwood University Social Work Department's Student Handbook. A copy of the handbook will be available to students enrolled in the Introduction to Social Work course (SW 202) via D2L. The Handbook is also available on line at the Oakwood University Social Work Department website under the Social Work Resources and Links.
2. Have attained a minimum cumulative grade point average (GPA) of 2.5 by the conclusion of the Spring Semester of their freshman year.
3. Students must successfully complete SW201 – Introduction to Social Welfare with a minimum grade of "C."
4. Have signed the "Agreement Form of Acknowledgement and Compliance" (see Appendix) and have given a signed copy to their *faculty adviser*. The Social Work Student Handbook, and all related forms will be reviewed in the SW202 course (Introduction to Social Work).
5. Have completed the Student Self-Assessment (see page 15) prior to making application to the Department of Social Work. The assessment results are to be included as a part of the departmental entrance forms. The Assessment will be reviewed once again during the junior year in the course SW400 Generalist Skills and Practice
6. The Assessment is designed to help students develop introspection into their personal values, ethics and competence as it relates to the field of social work. The Assessment is also used to aide in the determination of the student's suitability for the profession of social work. It is anticipated that students will use this Assessment as a means for personal evaluation and growth.
7. Have demonstrated a commitment to the profession as reflected in participation in class discussions, conferences with faculty, class assignments, exercises, application material, and social work club activities. The Classroom Standards

and Academic Expectations section of the Student Handbook will further assist students in their understanding of these areas.

8. Have demonstrated written and verbal skills that are commensurate with collegiate level.

Phase III

Introduction to Social Work (SW 202) is the course in which students are introduced to the profession of social work. The course instructor is responsible for disseminating information concerning the requirements of the admissions interview. The instructor is required to go through the entire interview process including the Student Self-Assessment designed and developed by Elizabeth Blue and Jay Woltestoroff (2003).

As a part of the course (SW202) students will complete an initial self-assessment competency instrument at the beginning of the semester and, meet with their instructor to review and discuss the findings of the test and to make recommendations regarding areas that can be strengthened. At the close of the semester the course instructor will complete a self-assessment for each student. The student will also be required to complete their own self-assessment and will meet with the instructor at a designated time to discuss the findings.

Each student is required to complete a 15 hours service learning as a part of this course. The professor will conduct an evaluation of the student in their service learning assignment.

The Student Self-Assessment: Introducing Social Work Ethics

All six core values of the NASW Code of Ethics (service, social justice, dignity and worth of the person, importance of human relationships, integrity and competence) are embedded in the entry expectations (NASW, 1996, p.1).

Another critical component of the Oakwood University Department of Social Work is the development of students who recognize that the incorporation of Christian values is a direct fit with social work values and ethics. As a Christian institution the program seeks to produce Christian social workers who manifest the caring attributes demonstrated by Jesus Christ (e.g. Fruits of the Spirit – love, joy, peace, longsuffering, gentleness, goodness, faith, meekness and temperance).

The Student Self-Assessment provides a venue for informing students about the core values in the field of social work and an opportunity to reflect on their own spiritual

growth. Review of the self assessment also encourages students to initiate self-examination of their own values in relation to those of social work. Upon examining the 12 areas of the Student Self-Assessment, students are immediately challenged to think about ethical concerns, especially those relating to boundaries (separation of one's life from one's work, management of dual relationships, and over-identification with clients), competence (life-long learning, basic and cultural competence, and social justice) and impairment (personal impairment and importance of self-care).

The Department of social work is interested in developing Christian students who will make a positive difference in this world. With this in mind the disposition instrument will be used as a tool to aide students in their personal, professional and spiritual growth in all of the courses taught within this department.

Students applying to the Oakwood University Social Work Program are expected to have:

1. An ability to relate to people with warmth and empathy, communicating feelings appropriately. **(PB 2.1.10a2, DC10a)**
2. An accepting attitude toward their total selves, including responsibility for meeting their own physical, emotional and spiritual needs. **(PB2.1.1b&c, DC1)**
3. An openness to change in themselves and others. **(PB2.1.1b, DC1)**
4. Recognition of the essential worth and dignity of all human beings. **(PB2.1.3a, DC 3)**
5. Appreciation of the value of human diversity; an ability to accept differences in people and be accepting in the face of what seems on the surface to be strange and baffling behavior; to know and understand social rules and behaviors. **(PB2.1.4a-d, DC4)**
6. Capacity to develop self-confidence and initiative in working with people and an ability to relate to people without inappropriate over identification. **(PB2.1.1c, DC1)**
7. An ability to handle problems in daily living; to appropriately deal with stress and reality. **(PB2.1.1c, DC1)**

8. The capacity to recognize injustice when it occurs and a willingness to try to change the situation, procedure, policy or system which created the injustice in order that it might become more just. **(PB2.1.9, DC9; PB2.1.8, DC8)**
9. An ability to accept constructive criticism and suggestions in good faith by persons qualified to provide feedback. **(PB2.1.1f, DC1)**
10. Beginning ability to identify personal strengths, limitations, and motivations, especially as related to a decision to work with people. **(PB2.1.3b, DC3)**
11. Beginning ability to express thoughts with clarity in both written and verbal form. **(PB2.1.3c, DC3)**
12. An ability to discipline themselves as demonstrated by the consistent completion of individual and group assignments, class attendance, punctuality, and consistent adherence to deadlines. **(PB2.1.1c, DC1)**
13. An openness to exploring the field of social work from a Black, Christian perspective. **(PB11-14, PB 3.1to PB6)**

Preparation for the Entrance Interview

SW 202: Introduction to Social Work

Preparation for the social work admissions interview is conducted in SW 202 - Introduction to Social Work. The faculty recognizes that students are often apprehensive about this process and make a concerted effort to allay student fears. This is accomplished by sharing with students why the admissions interview is necessary and providing detailed responses to student questions. The instructor informs the student that the admissions interview is not a test in which there are right or wrong answers, but rather an opportunity for faculty and students to mutually explore the student's readiness and fit for the profession of social work. Students are informed that the interview is an open discussion and that it will provide students with an opportunity to talk in greater depth about themselves and their readiness for entrance into the social work program before a final decision is made. The instructor reviews and discusses the Student Self-Assessment for entrance into the program in order to ensure that students have a sound understanding of each area and what is expected of each student. Students are informed that the assessment will be used as the key determining factor in their admissions oral interview as well as the written component of the entrance interview process. Students are informed that if they receive a score below 70% they will be asked to reconsider their decision to become a Social Work major. Again, students may ask questions regarding the process in class or with their advisor **prior** to the interview.

Students are also informed about the battery of tests that they must take and the rationale for taking these tests. **Students must review their tests with a counselor from the Counseling and Testing Center prior to the admissions interview.** This helps to ensure that the student has a sound understanding of each test.

The tests consist of the following.

- Myers-Briggs (MBPI)
- Emotional Intelligence Inventory (EII)
- Personality Self-Portrait (PSP)
- Temperament Inventory

Designated dates are set aside for student interviews, and students are asked to sign up for their interview dates in class. A written letter is sent to each student at least one week prior to their interview reminding students of their interview appointment with the faculty.

Written Materials

Each student is required to submit the following documents:

1. The admission application
2. An autobiographical sketch
3. Results from the Counseling and Testing Center
4. An up-to-date resume
5. Their most recent unofficial transcript
6. Two professional letters of references.

The Admissions Interview

Traditionally all available social work faculty meets with the student during the admission interview. Nine standard questions are used during the interview (some questions have sub-questions). This helps create an equitable interview process for all students. These questions are based on the 12 areas of the Student Self-Assessment (as discussed earlier). Each student is asked the same set of nine questions during the interview, with follow up questions from the faculty based on the student's responses.

KVS = Social Work Knowledge, Values & Skills. (K = Knowledge, V=Values, S=Skills)

Interview Questions

The nine questions are as follows:

1. What process did you go through in choosing social work as a major? What other options did you examine? **PB 2.11b; DC – 1 (K,V)**
2. What qualities or abilities do you have that will enhance your ability to be a social worker? **PB 2.11b; DC – 1 (K,V, S)**
3. How do you deal with people who are angry with you? **PB 2.11b; DC – 1 (S)**
4. How do you feel about confronting someone on a behavior or issue if it is necessary professionally or personally? **PB 2.11b; DC – 1 (S)**
5. While growing up in our families, most of us learn behaviors that help us to thrive or survive. What behaviors have you learned that are considered positive qualities for social workers to possess? What childhood behaviors have you had to unlearn as an adult? What childhood behaviors have, that you learned as a child, have you had to do differently as an adult? **PB 2.11b; DC – 1 (K,V,S)**
6. How open are you to working with people who are different from you? How well prepared are you to interact effectively with people who are different from you (e.g. race, ethnicity, culture, gender, physical capabilities, age and religion)? **PB 2.1.4b; DC - 4 (K,V,S)**

7. What social issues would you be willing to advocate for and why? **PB 2.1.1a, 2.1.5b; DC – 1, DC - 5 (K,V)**
8. Where do you see yourself professionally five years after you graduate from Oakwood University? **PB 2.1.1e; DC – 1 (V)**
9. How do you take care of yourself when many demands are made of you? What kinds of personal support systems do you have? Would you consider attending counseling if needed? **PB 2.1.1d; DC 1 (K,V,S)**

These questions are mainly designed to test the student's self-awareness and insight into several areas considered essential to the field of social work. Often, students are well-intended or have a generalized desire to help people, but they have not critically examined themselves to determine their suitability to sustain professional social work practice over an extended period of time. These questions begin the process of assisting the student to critically think about themselves, their goals, motives, strengths and weaknesses.

The second component of this interview process consists of a student examination of a short case scenario. The basis of using this technique is to uncover the student's thoughts, attitudes, and introductory skills around a social work issue. Students are informed that the purpose of using this exercise is to illustrate the kind of situations that they may encounter in social work practice. There are no rights or wrong answers. A time limit of 10 minutes is given to each student, after which the student is told to return to the interviewing room to discuss thoughts in relation to the case scenario.

At the conclusion of the interview, the student is asked to set up an appointment with their advisor during their advisor's office hours to receive feedback concerning the interview. The student must meet with their advisor within the next two weeks which enables the interview process and faculty feedback information given to remain current and fresh in the mind of the student.

Once the application information has been reviewed and the applicant has been interviewed, the faculty will consider all documents and the interview.

Categories for Admissions to the Social Work Program

The faculty will reach a final conclusion (acceptance, denial or acceptance with provision), based on the applicant's capability, suitability for the profession, and the

Department's requirements. A decision of ***Acceptance*** means that the applicant has met the minimum requirements for full acceptance into the Social Work program. ***Provisional Acceptance*** indicates that the applicant must meet one or more specific entrance requirements in order to receive final acceptance. ***Denial*** indicates that the applicant was not accepted as a result of failure to meet one or more of the admission requirements. The applicant may be requested to reapply for admission to the Social Work Program at a later date. Gatekeeping to the profession is one of the key responsibilities of social work faculty. Based on the entire interview process (which may include areas such as classroom decorum and references), students whom the faculty feel are not suitable for the social work profession may also be denied admission.

Students, who are asked and/or told to reconsider their decision to become a social work major, receive guidance and support from their advisor throughout the transition process, including the process of grievance and reapplication to the program. Students may be referred to the Career Counseling Center for vocational testing to determine the best career fit for them. Students are informed about the Department's final decision and given a written letter confirming their acceptance, provisional acceptance or denial to the program. The letter also includes a written synopsis of the feedback given to students based on the admissions interview.

Student Feedback: Discussing Strengths and Challenges

The feedback given by faculty is based on the twelve areas of the Student Self-Assessment and consists of identifying specific strengths highlighted in the admissions interview as well as indicating specific areas for personal growth. Students are also informed about any specific concerns that interviewers may have based on the information presented at the interview and/or faculty insights based on classroom experience. Students are also informed that the professional goals identified in the Student Self-Assessment will be re-visited in the field entry process and how that process will work. Students are informed that they are expected to use this admissions process as a foundation for their professional growth and development.

All information that is received from the applicant will be on file in the Social Work Department and will remain confidential. A copy of the application packet will remain with the student's faculty advisor. A student's status in the program will be reconsidered if the student does not successfully complete a social work course after two

attempts. Students who are not officially enrolled in the program will not be eligible to take the following courses: SW 380, SW 400, SW 334, SW 390, SW 451, SW 420, SW 452, SW 454, SW 480, SW 453 and SW 455.

Diagnostic Tests Explanations

Emotional Intelligence (EI)

30 minutes

This questionnaire is clinically designed to assess a person's emotional quotient (EQ). Emotional Intelligence is the mental ability we are born with which gives us an emotional sensitivity and potential for learning management skills that can maximize our long term health, happiness and survival. Strong emotional intelligence skills are important for developing decision making, boundary setting, communication, unity with others, and determining continuing developmental needs.

Myers-Briggs Type Indicator (MBTI)

30 minutes

This evaluation is a measure of personal dispositions and preferences that enables one to identify his/her personality type. Knowledge of one's "type" gives a person insight into those factors that may promote or hinder his/her development and/or performance in specified academic, work, or social environments as well as his/her suitability for them.

Personality Self-Portrait (PSP)

35 minutes

This evaluation is a measure of personality style, the orderly arrangement of a person's attributes, thoughts, feelings, attitudes, behaviors, and coping mechanisms. It is the way one has come to think, feel, and behave as it relates to self, relationships, environmental stimuli, work, and one's perception of reality. It is useful for determining degrees of suitability for specified careers and/or relationships.

Temperament Inventory (TI)

20 minutes

This questionnaire aims to identify inherited personality characteristics that may be regarded as potential resources for satisfying the psychological requirements of various work tasks and environments as well as interpersonal relationships. It also identifies the weaknesses associated with each temperament that inhibit a person's ability to function adequately.



Oakwood University
Department of Social Work

SW202 – Introduction to Social Work
Student Self-Assessment

Student: _____ Evaluation Date: _____

Advisor: _____ _____ Mid Term _____ Final

The following instrument is a tool that the faculty encourages you to use to aide “you” in assessing your ongoing professional growth in the field of social work. Growth and development in this profession is a lifelong process. Being able to take an introspective and critical view of yourself is an essential characteristic for healthy social work professionals. The ratings indicate suggested strengths and areas for growth and development as viewed by the social work faculty at the time of your admissions interview. This instrument will again be used to evaluate your professional, personal growth and preparedness for your senior practicum experience in the course SW300 Generalist Skills and Practice. This instrument developed by Elizabeth Blue and Jay Woltestoroff (2003), is based on the Student Self-Assessment for admission to the social work program.

During the SW 202 course you will rate yourself initially before the end of the semester. Your instructor will review your assessment (and forward a copy to your academic advisor.)

Student Assignment: Please rate your abilities in the following area on a scale of 1 to 6. A rating of “1” indicates you feel you have a major problem with this issue. A rating of “6” would indicate that you feel you never have difficulty with this issue and that this area is a strong point in your character.

During the SW400 course, you will rate yourself near the midpoint and at the end point of the semester. Your instructor will rate you as well. During an interview the ratings will be shared and discussed. Your self-evaluation will serve as part of your course competencies and for discussion regarding your development of self-awareness. Your instructor’s final evaluation will be part of your grade. The final evaluation must demonstrate competency in all areas. Competency is a rating of no less than “4” **in all** areas.

As discussed with your instructor, please read each statement and circle the best response as it applies to you. Please bring this evaluation form with you when you meet with your instructor for your interview.

		Strongly Disagree	Slightly Disagree	Moderately Agree	Strongly Agree
1.	Demonstrates an ability to relate to people with warmth and empathy, communicating feelings appropriately.	1	2 3	4 5	6
2.	Demonstrates an accepting attitude toward their total selves, including responsibility for meeting their own physical, emotional and spiritual needs.	1	2 3	4 5	6
3.	Demonstrates an openness to change in themselves and others.	1	2 3	4 5	6
4.	Demonstrates a recognition of the essential worth and dignity of all human beings.	1	2 3	4 5	6
5.	Demonstrates an appreciation of the value of human diversity; an ability to accept differences in people and be accepting in the face of what seems on the surface to be strange and baffling behavior; to know and understand social rules and behaviors.	1	2 3	4 5	6
6.	Demonstrates a capacity to develop self-confidence and initiative in working with people and an ability to relate to people without inappropriate over identification.	1	2 3	4 5	6
7.	Demonstrates an ability to handle problems in daily living; to appropriately deal with stress and reality.	1	2 3	4 5	6
8.	Shows the capacity to recognize injustice when it occurs and willingness to try to change the situation, procedure, policy or system which created the injustice in order that it might become more just.	1	2 3	4 5	6

		Strongly Disagree	Slightly Disagree	Moderately Agree	Strongly Agree
9.	Demonstrates the ability to accept constructive criticism and suggestions in good faith by persons qualified to provide feedback.	1	2 3	4 5	6
10.	Shows the beginning ability to identify personal strengths, limitations, and motivations, especially as related to a decision to work with people.	1	2 3	4 5	6
11.	Demonstrates the beginning ability to express thoughts with clarity in both written and verbal form.	1	2 3	4 5	6
12.	An ability to discipline self as demonstrated by the consistent completion of individual and group assignments, class attendance, punctuality, and consistent adherence to deadlines.	1	2 3	4 5	6

Comments, plans or areas to be corrected that were collaboratively discussed with the student.

Student Signature: _____

Date: _____

Faculty Signature: _____

Date: _____

Oakwood University
Social Work Department
Application for Admission
Please Type

Office Use Only	
Date Received:	Interview Date:
Action Taken:	Date Student Notified:

To Be Completed by Applicant:

Name: _____

Student I.D. Number/SS#: _____ Date of Birth: _____

Permanent Address: _____

Permanent Telephone Number: _____

Temporary Address: _____

Temporary Telephone Number: _____

Cell Number: _____

E-mail Address: _____ E-mail Address: _____

Classification: _____ Declared Major: _____

Credit Hours: _____ Cumulative GPA: _____

Introduction to Social Work Professor: _____

1. In your opinion is the profession of social work all about?

2. Why did you choose Social Work as your desired profession?

3. On a separate sheet of paper please discuss the following: 1. Your level of in-class participation 2. In-class conduct 3. Quality and ability to consistently complete your class assignments 4. Interaction with your Departmental advisor 5. Involvement in the Social Work Club. Please type!

4. Comment upon your previous experience working in the social service field (e.g. employer, job title, employment/volunteer dates, and responsibilities).

5. Social Workers need to be able to relate to other people, communicate effectively (verbal, nonverbal, and written), and demonstrate responsibility in their professional undertaking. How and on what basis would you judge yourself relative to these areas?

6. Social Workers must be able to accurately analyze themselves and to continually build insight. Through the battery of tests required for acceptance into this department, what have you learned about yourself? (i.e. elaborate upon your strengths and challenges/weaknesses) Please use a separate sheet of paper for your responses.

7. Are there any additional factors that should be considered when making a decision regarding your acceptance into the Oakwood University Social Work Program?

Many state, county, public and/or private agencies require a criminal history background check on all applicants for employment/internship. We ask the following questions to determine if your conviction history may be reasonably related to the practice/profession of social work. We also require that a background check be conducted through the Department of Campus Safety. The cost the background check is \$15.00, and will be added to the student's bill. See attached form.

8. Have you ever been convicted, including a finding of guilt, whether or not the adjudication of guilt was withheld or not entered, an admission of guilt, or no contest plea of a felony, gross misdemeanor, or misdemeanor? (Do not include juvenile convictions.) If yes, please explain on the back of this sheet.

_____ Yes _____ No

9. Have you been convicted, including a finding or verdict of guilt, whether or not the adjudication of guilt was withheld or not entered, an admission of guilt, or a no contest plea, of a crime against a minor? If yes, please explain on the back of this sheet.

_____ Yes _____ No

I hereby affirm that I have read the NASW Code of Ethics, Oakwood University and Social Work Department Handbook and agree to abide by all of these policies. I understand that giving false information or omitting requested information in any part of this application could result in the rejection of my application or discontinuance from the department.

Signature

Date



OAKWOOD UNIVERSITY

DEPARTMENT OF SOCIAL WORK

Agreement Form of Acknowledgement and Compliance to the Student Academic Standards for the Oakwood University Social Work Program and NASW Code of Ethics.

This is to certify that I have read the Oakwood University Social Work Program's Student Handbook discussed in the course SW 202 Introduction to Social Work (available on-line on the Oakwood University Social Work Program's website). As a social work major, I agree to abide by the guidelines, principles, and procedures noted in both professional documents. I understand and agree to the following:

1. To abide by the NASW Code of Ethics. I understand that failure to do so can result in disciplinary action by the Social Work Program, up to and including dismissal from the program.
2. To attain and maintain a minimum overall GPA of 2.5 by the conclusion of the Fall semester of my Senior year of this program.
3. To allow information relevant to my academic and professional success to be shared by my social work faculty.
4. A signed copy of this document will be given to the student Faculty Advisor, and placed in my student file. I will retain a copy for my own records and reference.

Student's Signature: _____

Please print your name clearly: _____

Date: _____

Department of Social Work



OAKWOOD UNIVERSITY SOCIAL WORK DEPARTMENT

GUIDE FOR AUTOBIOGRAPHY*

Social workers, in order to be of help to others, must have an understanding of themselves. As a step in this direction, please write an autobiography using the guide below.

I. Personal Data

- Significant factors such as your sex and birth order in the family, relationships with siblings, parents, extended family, family culture, where you were born, etc.
- Significant moves made by your family during your very early years, which may have affected your life.
- Identify any physical, social or emotional problems that you feel could hinder your relationship with clients or that you feel you have been able to work through. If so, discuss briefly.

II. Divide your life into the following stages and discuss significant events, influences both positive and negative, and give your impression of their affects on you as you know yourself today. Use a subheading in your paper for each area below.

- Infancy (birth to three years)
- Early Childhood (four to six years)
- Elementary school years
- Adolescence (in this stage, also discuss achievements and/or difficulties and how you processed them)
- Young Adulthood (include here those persons who may have had influences on your current directions, values and plans for the future)

Since this autobiography is geared toward a deeper understanding of yourself, you will want to give attention to the overall values and the influences of family and culture, and discuss how they have had impact on the person you are today.

What changes can you see that might be needed to become an effective helping person?

***Help is available if needed.**

Your paper must be at least 3 pages and it must include a cover page, which is not to be included in the length of the assignment. It must be typed using 12 pt. font and 1 inch margins.

SOCIAL WORK SELF-EFFICACY SCALE (SWSES)

The following scale is designed as a self-evaluation tool of your knowledge and skill development within the Social Work program. Complete the following Social Work Self-Efficacy Scale. The scale results are **NOT** included in your Portfolio evaluation, but you are required to complete it. Please take time to reflectively respond to each question.

SOCIAL WORK SELF EFFICACY SCALE (SWSES)

SKILL/TASK	Please rate yourself from 0 to 100 in terms of your ability to do this skill <u>right now</u>.
1. <i>Initiate and sustain empathetic, culturally sensitive, non-judgmental, disciplined relationships with clients?</i>	0 10 20 30 40 50 60 70 80 90 100 can't do at all can do at level for BSW generalist
2. Elicit and utilize knowledge about historical, cognitive, behavioral, affective, interpersonal, and socioeconomic data and the range of factors	0 10 20 30 40 50 60 70 80 90 100 can't do at all can do at level for BSW generalist
3. Apply developmental behavioral science, and social theories in your work with individuals, groups, and families?	0 10 20 30 40 50 60 70 80 90 100 can't do at all can do at level for BSW generalist
4. Intervene effectively with individuals?	0 10 20 30 40 50 60 70 80 90 100 can't do at all can do at level for BSW generalist
5. Intervene effectively with families?	0 10 20 30 40 50 60 70 80 90 100 can't do at all can do at level for BSW generalist
6. Intervene effectively with groups?	0 10 20 30 40 50 60 70 80 90 100 can't do at all can do at level for BSW generalist
7. Work with various systems to obtain services for clients (i.e. public assistance, housing, Medicaid, etc.)?	0 10 20 30 40 50 60 70 80 90 100 can't do at all can do at level for BSW generalist
8. Assume the social work role of change agent/advocate by identifying and working to realistically address gaps in services to clients?	0 10 20 30 40 50 60 70 80 90 100 can't do at all can do at level for BSW generalist
9. Function effectively as a member of a service team within the agency and service delivery system, consistently fulfilling organizational and client-related responsibilities?	0 10 20 30 40 50 60 70 80 90 100 can't do at all can do at level for BSW generalist
10. Maintain self-awareness in practice, recognizing your own personal values and biases, and preventing or resolving their intrusion into practice?	0 10 20 30 40 50 60 70 80 90 100 can't do at all can do at level for BSW generalist
11. Critically evaluate your own practice, seeking guidance appropriately and pursuing ongoing professional development?	0 10 20 30 40 50 60 70 80 90 100 can't do at all can do at level for BSW generalist
12. Practice in accordance with the ethics and values of the profession?	0 10 20 30 40 50 60 70 80 90 100 can't do at all can do at level for BSW generalist
13. Analyze a critical piece of welfare legislation?	0 10 20 30 40 50 60 70 80 90 100 can't do at all can do at level for BSW generalist

SKILL/TASK	Please rate yourself from 0 to 100 in terms of your ability to do this skill <u>right now</u>.
14. Define the impact of a major social policy on vulnerable client populations (i.e. Welfare Reform Act)?	0 10 20 30 40 50 60 70 80 90 100 can't do at all can do at level for BSW generalist
15. Use library and online resources to retrieve published articles and reports from the empirical research literature?	0 10 20 30 40 50 60 70 80 90 100 can't do at all can do at level for BSW generalist
16. Critically review and understand scholarly literature?	0 10 20 30 40 50 60 70 80 90 100 can't do at all can do at level for BSW generalist
17. Evaluate your own practice using an appropriate research method (i.e. single system designs, brief measures such as scales, indexes, or checklists)?	0 10 20 30 40 50 60 70 80 90 100 can't do at all can do at level for BSW generalist
18. Participate in using research methods to address problems encountered in practice and agency settings?	0 10 20 30 40 50 60 70 80 90 100 can't do at all can do at level for BSW generalist
19. Teach clients to relieve their own stress?	0 10 20 30 40 50 60 70 80 90 100 can't do at all can do at level for BSW generalist
20. Educate clients about how to prevent certain problems from recurring?	0 10 20 30 40 50 60 70 80 90 100 can't do at all can do at level for BSW generalist
21. Help clients reduce dysfunctional ways of thinking that contribute to their problems?	0 10 20 30 40 50 60 70 80 90 100 can't do at all can do at level for BSW generalist
22. Help clients to anticipate situations that can cause problems for them?	0 10 20 30 40 50 60 70 80 90 100 can't do at all can do at level for BSW generalist
23. Teach clients specific skills to deal with certain problems?	0 10 20 30 40 50 60 70 80 90 100 can't do at all can do at level for BSW generalist
24. Help clients to understand better how the consequences of their behavior affect their problems?	0 10 20 30 40 50 60 70 80 90 100 can't do at all can do at level for BSW generalist
25. Teach clients how to manage difficult feelings?	0 10 20 30 40 50 60 70 80 90 100 can't do at all can do at level for BSW generalist
26. Demonstrate to clients how to express their thoughts and feelings more effectively to others?	0 10 20 30 40 50 60 70 80 90 100 can't do at all can do at level for BSW generalist
27. Help clients to practice their new problem-solving skills outside of visits?	0 10 20 30 40 50 60 70 80 90 100 can't do at all can do at level for BSW generalist
28. Teach communication skills to clients?	0 10 20 30 40 50 60 70 80 90 100 can't do at all can do at level for BSW generalist
29. Teach clients how to manage their own problem behaviors?	0 10 20 30 40 50 60 70 80 90 100 can't do at all can do at level for BSW generalist
30. Show clients how to reward themselves for progress with a problem?	0 10 20 30 40 50 60 70 80 90 100 can't do at all can do at level for BSW generalist
31. Teach clients how to accomplish tasks more effectively?	0 10 20 30 40 50 60 70 80 90 100 can't do at all can do at level for BSW generalist
32. Coach clients in how to make decisions more effectively?	0 10 20 30 40 50 60 70 80 90 100 can't do at all can do at level for BSW generalist

SKILL/TASK	Please rate yourself from 0 to 100 in terms of your ability to do this skill <u>right now</u>.
33. Teach clients the skills for reducing unhealthful habits?	0 10 20 30 40 50 60 70 80 90 100 can't do at all can do at level for BSW generalist
34. Show clients how to set limits for others' dysfunctional behavior?	0 10 20 30 40 50 60 70 80 90 100 can't do at all can do at level for BSW generalist
35. Assess the level of their [clients'] material resources?	0 10 20 30 40 50 60 70 80 90 100 can't do at all can do at level for BSW generalist
36. Monitor the delivery of services provided by several other providers?	0 10 20 30 40 50 60 70 80 90 100 can't do at all can do at level for BSW generalist
37. Advocate on others' behalf?	0 10 20 30 40 50 60 70 80 90 100 can't do at all can do at level for BSW generalist
38. Make referrals to others' services?	0 10 20 30 40 50 60 70 80 90 100 can't do at all can do at level for BSW generalist
39. Analyze social problems and policies relevant to the client's problems?	0 10 20 30 40 50 60 70 80 90 100 can't do at all can do at level for BSW generalist
40. Provide information about other services available to clients?	0 10 20 30 40 50 60 70 80 90 100 can't do at all can do at level for BSW generalist
41. Network with other agencies to provide services?	0 10 20 30 40 50 60 70 80 90 100 can't do at all can do at level for BSW generalist
42. Reflect thoughts and feelings to help clients feel understood?	0 10 20 30 40 50 60 70 80 90 100 can't do at all can do at level for BSW generalist
43. Employ empathy to help clients feel that they can trust you?	0 10 20 30 40 50 60 70 80 90 100 can't do at all can do at level for BSW generalist
44. Provide emotional support for clients?	0 10 20 30 40 50 60 70 80 90 100 can't do at all can do at level for BSW generalist
45. Help clients feel like they want to open up to you?	0 10 20 30 40 50 60 70 80 90 100 can't do at all can do at level for BSW generalist
46. Employ the treatment relationship so clients can feel accepted for who they are?	0 10 20 30 40 50 60 70 80 90 100 can't do at all can do at level for BSW generalist
47. Point out their [clients'] successes to increase their self-confidence?	0 10 20 30 40 50 60 70 80 90 100 can't do at all can do at level for BSW generalist
48. Define the client's problems in specific terms?	0 10 20 30 40 50 60 70 80 90 100 can't do at all can do at level for BSW generalist
49. Collaborate with clients in setting intervention goals?	0 10 20 30 40 50 60 70 80 90 100 can't do at all can do at level for BSW generalist
50. Define treatment objectives in specific terms?	0 10 20 30 40 50 60 70 80 90 100 can't do at all can do at level for BSW generalist
51. Ask clients to evaluate the effects of treatment on themselves?	0 10 20 30 40 50 60 70 80 90 100 can't do at all can do at level for BSW generalist

Your score _____ out of 510

Your mean score(average)_____