



**Social Work Program
Student Handbook
2022-2023**

470 Western Highway,
Orangeburg, NY 10962
Revised June 2022

<https://www.duny.edu/academic-divisions/division-social-sciences/social-work-degree/>

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Dear Students,

Welcome to the Dominican University Social Work Program. As a program fully accredited by the Council on Social Work Education since 1979, the Bachelor of Social Work Program is an upper division undergraduate program.

In choosing Dominican University and its Social Work Program, you have made a decision to enter a richly rewarding and demanding field. As generalist practitioners, our graduates are prepared to work with systems of all sizes. The program's graduates have successfully entered the field as Baccalaureate Social Workers (BSW's) in a variety of settings including those under public and private auspices. These settings have included:

- nursing homes
- hospitals
- home care agencies
- programs for chemical dependency
- mental health services
- mental retardation/developmental disabilities services
- public health agencies
- community action agencies
- legislators
- children & youth services
- aging services
- residential treatment programs
- child and adult day care centers
- domestic violence programs
- criminal justice agencies
- schools (elementary and secondary)
- legal services agencies
- family service agencies
- rehabilitative centers

Having successfully completed the program, many of our graduates have been admitted to advanced standing at Graduate Schools of Social Work including:

Adelphi University	Barry University
Boston University	Columbia University
Fordham University	Florida State University
George Warren Brown School of Social Work	Hunter
Lehman	New York University
Rutgers University	State University of New York at Albany
Tulane University	State University of New York at Stony Brook
University of Hawaii	University of Chicago
Ramapo College	Yeshiva University

Our program meets the rigorous standards of the Council on Social Work Education (CSWE) and provides both the classroom and field experience through which the student has the opportunity to develop the knowledge, skills and value base of the profession. The curriculum meets the standards outlined in the CSWE Baccalaureate Educational Policy Statement. The organization of the curriculum provides the student with the opportunity and option to meet the requirements of both a Social Science degree and Social Work degree until the second semester of the senior year. It is important to remember that the social work core is equivalent in content and expectation to the curriculum of the first year in a master's program. The rigors and accelerated pace may not meet the need of all students. In light of this, the parallel curriculum allows the student the flexibility to pursue the program while evaluating, as well as being evaluated for, the suitability of the profession.

As you begin your journey, I wish you success and look forward to your active participation in this educational process.

Lucinda Acquaye-Doyle, Ph.D., MSW
Associate Professor
Director, Social Work Program

Full-Time Social Work Faculty

Lucinda Acquaye-Doyle, Ph.D., MSW,

Director of Social Work Program

Associate Professor (2014)
B.A. State University of New York at Buffalo
M.S.W. Stony Brook University
Ph.D. Howard University School of Social Work

Areas of Research Specialization:

Internationalizing Higher Education
International Experiential Learning
Social Work Education
International Social Work
Displaced Populations

Teaching Areas:

African Immigrants & Mental Health
Cultural Competency
Quantitative Research Methods
Child Welfare and the Law
Macro Practice

Melody L. Hyppolite, Ph.D., MSW

Associate Professor (2018)
B.S. In Psychology, Kentucky Wesleyan College
M.S.W. Spalding University
Ph.D. University of Louisville

Areas of Research Specialization:

Children and Families, Parental
incarceration and parental
characteristics, Mental Health, Poverty

Teaching areas:

Research Methods, Macro Practice,
Social Movements and Social Justice
Introduction to Social Work
Person in Environment II

Bonni Raab, DCSW, LCSW

Assistant Professor (1978)
B.A.S.W., Fairleigh Dickinson University
M.S.W., Fordham University School of Social Work
Added Graduate Study, Columbia University, School of
Social Work
Additional Credentials: NYS LCSW-R, ACSW,
QCSW, DCSW

***Director of Field Education Areas
of Specialization and***

Teaching:

Children and Families, Homelessness,
Immigration, Developmental
Disabilities, Person in Environment
Social Work Practice, Chemical
Dependency, Ethnic Group
Interaction, Child Welfare,
Individuals with Special Needs,
Organizational Behavior

Adjunct Social Work Faculty

Katrina Roberts, MSW (2016)

Social Sciences/Social Work

Email Katrina.roberts@dc.edu

BSW from Dominican University

MSW from Fordham University

Prof Roberts, an alum from the BSW program is a substance abuse counselor at the Jewish Child Care Center in Pleasantville, NY as well as the Supervisor of family services at Phoenix House Academy in Shrub Oak. In addition, she is the Social Worker and Assistant to the Commissioner for the Town of Greenburgh, NY. She is teaching the Perspectives on Chemical Dependency and Ethnic Group Interaction, SW electives.

Dr. Sandra Countee, PhD. (2019)

BS, Occupational Therapy, Kansas University

MPA, Health Administration, NYU

PhD. Public Administration, NYU

Dr. Countee teaches the Social Work elective Perspectives on Healthcare Systems, SO-SW 440, in the Spring semester. She formerly was the Program Director for the Dominican University Occupational Therapy Program and has served as an adjunct for the Social Work Program since 2019.

Nadesha Crumbie, MSSW, CSMW, LCSW (2015)

BAS, Rutgers University, NJ

MSSW, Social Work, Columbia University

Prof. Crumbie is a Mental Health Clinician specializing in Child and Youth programs. In addition, she has collaborated studies in Social Work and International Social Welfare. Prof. Crumbie teaches Ethic Group Interaction in the Fall semester.

Cadine Soman, LCSW (2021)

BS in Human Development, SUNY Binghamton

MSW - Clinical Focus, Boston College

Prof. Soman is a NYC School Social Worker specializing in treating at risk youth populations. Prof. Soman teaches the Topics in Social Work: Counseling Adolescents one credit course in the Fall.

Jeanne Weiner, LCSW (2021)

BA Psychology, SUNY Potsdam

MSW, University of Pennsylvania

Certificate of Supervision, Hunter College

CUNY

Prof. Weiner has a private practice as well as clients through the Jewish Family Services Agency. She teaches the Topics in Social Work: Play Therapy one credit course in the Fall.

STUDENT NAVIGATOR

Students often have questions. This navigator may help in directing many of your inquiries:

Bookstore	·Dominican Bookstore Website: https://www.bkstr.com/dominicanunivstore/home
Career Options/Resume Writing	·Career Planning & Placement Center, Rosary Hall 845-848-4032/4033 or careerdevelopment@duny.edu
Difficulty with adjustment	·Personal Counseling Office, Forkel Hall 845-848-4037 (phone) ·Academic Faculty Advisor, consult office hours and make apt.
Difficulty with a course	·Course Instructor, consult office hours and make apt. ·Academic Success Center, Rosary Hall 845-848-4056 https://www.duny.edu/academic-resources/learning-resource-center/
Financial Aid *including tuition/housing/books	·Office of Financial Aid, Cooke Hall 845-848-7838
Dining Services *hours posted at each location	·Granito Dining Hall, Granito Center ·Charger Cafe, Casey Hall
Honor Societies	·Alpha Chi (Nat'l Collegiate) Dr. Jennifer Sassano 845-848-6014 or jennifer.sassano@duny.edu ·Phi Alpha (Social Work) Prof. Bonni Raab 845-848-4076 or bonni.raab@duny.edu
Identification Cards (DC-1 Card) *for library/dining	·Campus Card Center/DC-1 office, Casey Hall 845-848-4013
Student activities	·Student Activities Director, Rachel McGinty, Casey Hall 845-848-4034 or Rachel.mcginty@duny.edu
Special Services *academic modifications	·Special Services Director, Margaret Guiliano, Rosary Hall 845-848-4035 or Margaret.guiliano@duny.edu
Parking	·Security Office, Casey Hall 845-848-4062
Payment Plans *including tuition/housing/books	·Bursars Office, Cooke Hall 845-848-7805
Writing/Studying Assistance *including citations	·Academic Success Center, Rosary Hall 845-848-4056 or email asc.testing@duny.edu
Question concerning a grade *see in order	1. Course Instructor 2. Discipline Coordinator/Director 3. Divisional Director 4. Assistant Dean
Question concerning Field Work/Instruction	·Director of Field Education, Bonni Raab 845-848-4076

Questions/concerns regarding performance or appropriateness for program	·Faculty Advisor, consult office hours and make apt.
Questions/concerns regarding Academic/Profession progress	·Faculty Advisor, consult office hours and make apt.
Important websites	·National Association of Social Workers www.socialworkers.org
	·Council on Social Work Education www.cswe.org
	·Association of Baccalaureate Social Work Program Directors www.bpdonline.org

HINTS FROM STUDENTS

1. Organize a phone list, you might want to include senior SW students.
2. Form study groups.
3. Share resources
4. Keep your notes and books. There are valuable resources as you progress through the program and beyond.
5. Talk to each other; odds are that other are having or have had the same issue that you are experiencing.
6. Prepare in advance.
7. Stay on top of the readings.
8. Be an active learner; consult with your professors when necessary.
9. Expand your network.
10. Consider counseling yourself.
11. Utilize the Academic Success Center.
12. Take time out to relax.
13. Eat right and exercise.
14. Divide the work.

Remember, there are no stupid questions...pursue your inquiries regardless of how you may be feeling.

Program Admission Policy & Procedures

ADMISSION TO THE PROGRAM

The Social Work Program is an upper division program. Prior to admission into the social work program, students must first be admitted to Dominican University by the admission's office.

All students transferring to the University to enter the Social Work Program must contact the Admissions Office first. The student's acceptance by the University is an important step for entry into the Social Work Program. The telephone number of the Director of Admissions is (845) 848-7800.

Freshmen interested in declaring Social Work as their concentration can contact a social work faculty member. Admission to the program occurs in a series of planned stages as a necessary part of the advisement process. Freshmen interested in preparing a career in social work can consult with a social work faculty advisor at any point. In April of their freshman year, all freshman declare a major. At that point, they are assigned to a faculty advisor from the Social Work Program. Students indicating an interest in declaring social work as a major program of study may begin to take social work electives and social sciences concentration in the sophomore year. Formal admission to the social work program does not occur until the junior year. All students who plan to major in social work are assigned a social work faculty member as their faculty advisor who will discuss the requirements for formal admission into the program and assist in completing the forms and planning their academic schedule.

Formal admission criteria are:

1. Interview with a member of the social work faculty
2. Formal application for admission is to be made in the Junior year and prior to the completion of the Junior field work placement application.
3. A grade of "C" or better is required in all Social Work core courses and an overall grade point of 2.3 at the end of their Junior year to continue in the major.
4. A grade lower than "C" in a course means the class must be repeated. Continuing to take classes is "at the student's own risk" and will delay their graduation.
5. No grade lower than a "C" may be applied to the Social Science concentration.
6. A professional course may only be taken over once and must be taken on campus, even though it may mean postponing graduation to complete the requirement.
7. If a student earns two grades of less than "C" in the fall of their Junior year, they may not continue in Junior Practice or Field courses until the following year.
If a junior earns less than 3 "C's" in the entire Junior year, they must step out of the Program for one year (completing non social work courses during that year) and then apply to re-enter the Junior year.
8. Assessment of aptitude is continuous throughout the sequence of courses, and even if formally admitted, if the student's attitude or aptitude is not found to be suitable to those of the Social Work Profession, (See Professional Code of Conduct) a student may be advised to change from the major. This is regardless of the academic grade average.

It is expected that during the first two and a half years, students have completed the majority of the General Curriculum Education (GEC) core requirements.

Transfer Students

The University has requirements and procedures for evaluating and accepting transfer credit students. All transferring students to the University with an interest in social work must contact the admissions office first and be accepted by the University. The admissions office evaluates the transfer credits applicable to the General Education Curriculum (GEC) and the social sciences concentration. (see page 15 in the University catalog).

According to the transfer policy of Dominican University students, may transfer a maximum of 70 credits from an accredited two-year institution and 90 credits from an accredited four-year institution. In order to complete a social work degree at Dominican University, a minimum of 30 credits must be completed at the institution.

Students who have earned credits from an undergraduate social work program accredited or in candidacy by CSWE may be eligible for exemption from social work core courses on a case by case basis. Students are not required to replicate coursework for which mastery has been obtained through prior work in a CSWE approved B.S.W program. If students believe that coursework substantially replicates previously completed work in which they have demonstrated mastery, they may petition the Social Work Program Director for a review prior to the beginning of a course. The student will be required to produce a completed course syllabus and document equivalency in course objectives, content, readings, and assignments. The Director will work with faculty from the curriculum content area to assess equivalency. In cases where substantial equivalency is established, a student may be excused from the course and replace that requirement with an elective. Another alternative is for the student to enroll in the class and work independently with the faculty member to develop new learning opportunities. In those cases where substantial equivalency has not been established, and in cases where students recognize once a class begins that there is overlap with material mastered previously, the student may petition the course instructor for some alternative work to reduce the need for content duplication and redundancy. These decisions are made at the discretion of the instructor in consultation with the Program Director

Credit Requirements

Dominican University requires that social work students take a total of 126 credits of which 45 credits are the social work core curriculum.

Policy Regarding Credit for Life Experience or Previous Work Experience

The Social Work program at Dominican University does not accept social work course credit for life or work experience. The policy appearing on p. 73 in University catalog states “Academic credit for life experience and previous work experience will not be given, in whole or in part, in lieu of the field practicum or of course in the professional foundation”.

SCREENING PROCESS OF STUDENTS

Social work education serves the function of assuring that competent persons enter the social work profession. Protection of the integrity of the profession and the rights of clients to quality service require that graduates from accredited social work programs be prepared to deliver social work services in a professional manner. At times it becomes necessary to reassess a student's motivation and suitability for a career in social work. The criteria established for this decision will include one or more of the following:

1. Inadequate Academic Performance. Students who fall below the 2.3 overall grade point average requirements or who receive less than a "C" in a social work course may be subject to termination from the Social Work Program.
2. Lack of Adaptation to the Goals of the Social Work Program. A student may demonstrate, through behavior and attitudes expressed in the classroom, little or no commitment to the social work profession. Prejudices and other judgmental attitudes may present themselves, and this is understandable as long as the student is willing to develop self-awareness and grow toward professionalism. However, a student who continues to reject social work values or does not comply with the *Professional Standards* articulated (Pgs. 29-32) will be encouraged to select another program of study and may be terminated from the Program.
3. Inadequate Interpersonal Relationship Skills. Social work requires the ability to relate to others nonjudgmentally and with warmth and genuineness. Although the ultimate test of the student's interpersonal skills is in relationship to clients, problematic relationships with faculty and peers may raise serious questions about the student's ability to perform effectively in a helping relationship.
4. Personal Problems. A student may have personal problems which are so overwhelming that might prevent the development of self-awareness and skills necessary for social work practice. Such students will be counseled and referred for appropriate help. If these problems impact negatively on their performance, they may be asked to leave the program.
5. Violation of Ethical Standards. A student may also be terminated from the Social Work Program if a violation of ethical codes has occurred. A violation may include, but is not limited to:
 - a. behavior judged to be in violation of the N.A.S.W. Code of Ethics.
 - b. academic cheating, lying, or plagiarizing.
 - c. documented evidence of criminal activity occurring during the course of study or which occurred prior to admission to the Program & became known after admission.
 - d. misrepresentation on the Application for Admission to Junior Field Placement or Application for Admission to Senior Field Placement.

No student will be denied the opportunity to major in social work without diligent efforts first being made to accommodate the student. However, the social work profession is not for everyone who wants to pursue it, and the Program has an obligation to discourage and deter those few individuals who may be better suited for a different career. This may happen in one of three ways. First, the student may reach her or his own awareness that another professional pursuit holds more interest; second the student and faculty liaison may reach an informal agreement that withdrawal from the Program is appropriate and third, a formal termination process may be initiated as described below.

PROCEDURE

Students who have been identified by faculty as not meeting suitability requirements in either the academic or behavioral areas are referred to the Director of the Social Work Program. The Director will establish a Student Standards Review Committee. Students are advised of the fact that they are being referred to the committee, the purpose of the committee, and their rights and the possible recommendations and actions that could occur. (See pages 33-35)



DOMINICAN UNIVERSITY SOCIAL WORK PROGRAM ADMISSION CONTRACT

The Social Work Program at Dominican University is an accredited undergraduate Social Work Program committed to the standards, ethics and values of the profession as articulated by the Council on Social Work Education (CSWE) and National Association of Social Workers (NASW).

Code of Conduct:

1. Social work students are expected to uphold and advance the values, ethics, and mission of the profession (5.01, *Code of Ethics*).
2. Social work students are expected to treat fellow students, faculty, and staff with respect, honesty, courtesy, and fairness, and should avoid unwarranted criticism.
3. Social work students should not practice, condone, facilitate, or collaborate with any form of discrimination on the basis of race, ethnicity, national origin, color, age, religion, sex,

- sexual orientation, marital status, political belief, or mental or physical disability, creed, ancestry, pregnancy, and parental status.
4. Social work students should not participate in, condone, or be associated with dishonesty, fraud, deception or plagiarism.
 5. Social work students whose personal problems, psychosocial distress, legal problems, substance abuse, or mental difficulties interfere with their abilities to meet program requirements will be expected to take appropriate remedial action.
 6. Social work students should not allow their private conduct to interfere with their ability to meet the program's expectations.
 7. Social work students engaged in research are expected to follow guidelines developed for the protection of participants.
 8. Social work students are expected to continue to work on areas of professional growth. If a faculty member identifies an area, it is expected that the student will follow through on all recommendations.

Academic Requirements:

1. Formal application for admission is to be made in the Junior year and prior to the completion of the Junior field work placement application.
2. A grade of "C" or better is required in all Social Work core courses and an overall grade point of 2.3 at the end of their Junior year to continue in the major.
3. A grade lower than "C" in a course means the class must be repeated. Continuing to take classes is "at the student's own risk" and will delay their graduation.
4. No grade lower than a "C" may be applied to the Social Science concentration.
5. A professional course may only be taken over once and must be taken on campus, even though it may mean postponing graduation to complete the requirement.
6. If a student earns two grades of less than "C" in the fall of their Junior year, they may not continue in Junior Practice or Field courses until the following year. If a junior earns less than 3 "C's" in the entire Junior year, they must step out of the Program for one year (completing non social work courses during that year) and then apply to re-enter the Junior year.
7. Assessment of aptitude is continuous throughout the sequence of courses, and even if formally admitted, if the student's attitude or aptitude is not found to be suitable to those of the Social Work Profession, (See Professional Code of Conduct) a student may be advised to change from the major. This is regardless of the academic grade average.

Reasonable Modification Requests:

Students in need of some reasonable modification of the instructional context are to meet with the instructor to discuss the needed modification. If the modification requires the assistance of personnel, equipment, or materials that are beyond those readily provided by the instructor, then the student is to be referred to Special Services Office. Upon referral to Special Services Office the student must:

- A. Sign a request for services based on the presence of a disability;

- B. Provide appropriate diagnostic information that establishes that she/he is a qualified individual with a disability; and
- C. Request in writing the reasonable modifications(s) sought to accommodate the qualifying disability.

Special Services Office arranges (in consultation with instructional staff) to provide appropriate reasonable modifications. The program faculty, in consultation with the Director of Special Services will determine what “appropriate reasonable modifications” are available given the expected standards of the Social Work Program.

Statement of Understanding

I understand that although I am admitted to the Social Work Program at Dominican University, if my professional development is not deemed satisfactory by the Social Work faculty (Student Standards Committee), the program has the right and responsibility to request re-evaluation of my suitability for the Social Work Program.

I hereby agree to abide by the standards outlined in this document, and I further understand that I must maintain a 2.3 overall grade point average in order to apply for all practice courses and field placement.

Student's Signature

Date

ACADEMIC ADVISING POLICIES

Students are assigned a faculty advisor upon first contact with the Program. The faculty advisor’s responsibilities are to assist the student in formulating an educational plan, professional objectives and career goals; to assist the student with curriculum concerns or problems; and to direct the student to appropriate persons who may provide needed information, instructional supports, and/or services. The faculty advisor meets with students a minimum of twice each semester to approve student schedules, discuss degree progress, to ensure sequential movement through the curriculum and discuss professional development.

In addition, faculty holds office hours a minimum of five hours per week. Part-time (adjunct) faculty are available to meet with students as well. Both full and part-time faculty provide phone and e-mail access for student contact and development.

Before the first week and no later than the second week of the fall semester, students are assigned a faculty advisor who is a full-time Social Work Program faculty member. This is to ensure that each student has an official advisor. However, the Program recognizes that students will often seek out counsel from other faculty. All social work faculty play a role in the professional development of students. Regular social work faculty meetings review student advisement and degree progress. This system connects students to the strength of faculty areas of expertise and facilitates professional development and advisement as well.

Each semester the Program advisement list is revised, published, and posted. Each student has a minimum of two different faculty advisors throughout the course of their B.S.W. study at

Dominican. This process offers students multiple role models and provides a measure of interjudge reliability in assessment of student acquisition of social work knowledge, skills, values, and suitability for the field.

GRADING POLICY

The criteria for evaluating academic and professional performance are presented in the University Catalog and all master syllabi. BSW students may receive grades of A, A-, B+, B, B-, C+, C, C-, D, and F and field is P (pass) or F (fail). As indicated on page 11, to continue in the program students must maintain a cum of 2.3 and receive no grade lower than a “C” in the SW core courses.

Undergraduate Grading System

*updated Fall 2020

Grade	% Scale	Quality Points per Semester Hour of Credit
A	(100 - 95)	4.0
A-	(94 - 90)	3.7
B+	(89 - 87)	3.3
B	(86 - 83)	3.0
B-	(82 - 80)	2.7
C+	(79 - 77)	2.3
C	(76 - 73)	2.0
C-	(72 - 70)	1.7
D+	(69 - 66)	1.3
D	(65 - 60)	1.0
F	(Below 60)	0
WU	Failure due to unauthorized withdrawal.	0

W	Withdrawal without penalty	- *
I**	Incomplete	- *
P	Passing	- *
MP	Minimally Passing	- *

DOMINICAN UNIVERSITY

SOCIAL WORK PROGRAM

(Day format)

(Beginning with students entering, Freshman and Transfer)

The Day Social Work Program provides students with the opportunity to complete the Social Work Core (45 credits) in two years.

1st Year

Fall

SW200 Intro to Social Work

3 cr.

SW451 Person in Environment I

3 cr.

SW335P Theories of Social Movements

3 cr.

Spring

SW452 Person in Environment II

3 cr.

SW454 Social Work Practice I

3 cr.

SW455 Field Education I & Field Seminar

3 cr.

SW462 Social Policy

3 cr.

2nd Year

Fall

SW461 Methods of Social Research I

3 cr.

SW463 Social Work Practice II

3 cr.

SW465a Field Education II

3 cr.

SW465b Field Education II

3cr.

Spring

SW464 Social Work Practice III

3 cr.

SW466a Field Education III

3 cr.

SW466b Field Education III

3 cr.

SW467 Methods of Social Research II

3 cr.

SW elective – students must complete at least one SW elective.

Electives may be taken at any time and are cross listed for the Social Science concentration.

During the last four (4) semesters, students might also be competing GEC and Social Science Concentration courses

DOMINICAN UNIVERSITY SOCIAL WORK PROGRAM MISSION OF THE SOCIAL WORK PROGRAM

The mission of the Dominican University Social Work Program, in service to and collaboration with its multiple communities, is to develop generalist social work professionals committed to:

- a. promoting social justice;
- b. engaging in ethical practice;
- c. engaging in research-informed practice and practice-informed research;
- d. advocating for social policies responsive to diverse human needs; and
- e. advancing knowledge through reflective understanding of self and compassionate involvement with others.

Consistent with the history of the social work profession, a spirit of community has been a significant element of the culture at Dominican University, which fosters an environment that is value and student-centered and service-oriented. The University's mission statement exemplifies this.

The aim of Dominican University is to promote educational excellence, leadership, and service in an environment characterized by respect for the individual and concern for the community and its needs. Founded by the Dominican Sisters of Blauvelt, the University is an independent institution of higher learning, Catholic in origin and heritage. In the Dominican tradition, it fosters the active, shared pursuit of truth and embodies an ideal of education rooted in the values of reflective understanding and compassionate involvement.

Committed to building its programs upon a strong foundation in the liberal arts and sciences, the University maintains a student-centered climate and serves a diverse community of students in undergraduate and graduate programs. The University empowers this community of learners to excel, lead and serve with integrity and to engage responsibly in the pursuit of a more just, ethical and sustainable world.

Dominican University is dedicated to the principle that its educational programs and services must be both challenging and supportive, distinguished both by high standards and by attention to the needs and potential of the individual student. Affirmed and engaged by these standards and values, graduates are prepared for purposeful lives and for the careers and professions they choose to pursue.

Program Goals

The Program's goals are derived from its mission and further reflect the Program's commitment to the development of beginning-level generalist practitioners with a commitment to the advancement of social justice.

The Bachelor of Social Work degree program is an upper-division undergraduate program which has as its primary goals:

1. To prepare students to qualify as beginning-level generalist social work professionals.
2. To promote an environment which honors diversity and advances social justice.
3. To provide the foundation for advancement in graduate level social work education.

The Social Work Program's goals are derived from the University's educational goals and form the basis for the development of the Program curriculum. A content analysis reveals that the nine Social Work Program objectives are consistent with both the nine educational goals of Dominican University and CSWE's Educational Policy.

Learning Outcomes

Graduates of the Dominican University Social Work Program will demonstrate:

1. the application of critical thinking skills;

B 11- use practice experience and theory to inform scientific inquiry and research;

B 16- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

2. proficiency in communication and analysis, including reading, writing, listening, speaking, and quantitative skills;

B 3- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;

3. the integration of bio-psycho-social-spiritual sources of human development;

B 19 - collect and organize data, and apply critical thinking to interpret information from clients and constituencies;

B 20- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;

4. an understanding of the impact of societal stress on diverse and vulnerable populations;

B 6 - apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;

B 7 - present themselves as learners and engage clients and constituencies as experts of their own experiences; and

B 8- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

5. analytic skills to assess client systems of all sizes;

B 19 - collect and organize data, and apply critical thinking to interpret information from clients and constituencies;

B 20- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;

B 21 - develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and

B 22 - select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

6. political skills to engage in advocacy and promote social justice;

B 9 - apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and

B10 - engage in practices that advance social, economic, and environmental justice.

B 14 - Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;

B 15 - assess how social welfare and economic policies impact the delivery of and access to social services;

B 16- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

7. interactional skills to empower consumers, build helping relationships, develop networks and coalitions;

B 17 - apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and

B 18 - use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies

B 23 - critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;

B 24- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;

B 25 - use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;

B 26 - negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and

B 27 - facilitate effective transitions and endings that advance mutually agreed-on goals.

8. values clarification skills to recognize ethical issues in a range of client systems;

B 2 - use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;

9. skills in identifying, analyzing and implementing evidence-based intervention to client system goals;

B 28 - select and use appropriate methods for evaluation of outcomes;

B 29 - apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;

B 30 - critically analyze, monitor, and evaluate intervention and program processes and outcomes;

B 31- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

10. a capacity to evaluate and advance one's own practice through the application of empirical principles;

B 11- use practice experience and theory to inform scientific inquiry and research;

B12 - apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and

B 13- use and translate research evidence to inform and improve practice, policy, and service delivery.

11. professional behavior distinguished by the NASW *Code of Ethics*.

B 1 - make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;

B 2 - use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;

B 3- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;

B 4- use technology ethically and appropriately to facilitate practice outcomes; and

B 5 - use supervision and consultation to guide professional judgment and behavior.

Program Goals as derived from the Program's Mission

The goals of the BSW program is guided by its mission statement. The University's goals accentuates that students and graduates function as generalist practitioners in the field of social work and demonstrate a commitment to the promotion of social justice that includes economic justice and human rights on their work with diverse populations. With emphasis in building political skills to engage in advocacy and the promotion of social justice.

Our mission statement emphasizes engaging in ethical practice which is consistent with the program's goals of professional behavior as guided the NASW code of ethics, value clarification skills to recognize ethical issues in a range of clients. The BSW program's mission and goals are

drawn from the NASW code of ethics, which provides a set of core values that all social workers must guide their practice. They are:

- Service
- Social Justice
- Dignity and worth of the person
- Importance of human relationships
- Integrity
- Competence

The BSW program is congruent with set of values. Furthermore, Our BSW students are able to apply critical thinking skills and identify, analyze and implement evidence-based assessment and interventions. Our mission statement includes the dignity and worth of the person which is consistent with our program's goals that includes analytical skills to assess clients systems of all sizes, the integration of bio-psycho-social spiritual sources of human development, an understanding of the impact of societal stress on diverse and vulnerable populations, the practice of self-reflection and awareness of diverse client's systems and applications, and the capacity to evaluate of one's own practice. Our mission statement makes emphasis in the importance of human relationships, integrity and professional competence. This is congruent with our program goals of building interactional skills to empower consumers, build helping relationships, develop networks and build coalitions. These goals are also congruent with the NASW core values of the importance of building relationships. Our commitment which is central to our mission, is the generalist practice orientation within agency and practice orientation.

Dominican University Social Work Program defines Generalist Practice in the same terms as CSWE

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 and economic 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 practice incorporates all of the core competencies.

COMPETENCY-BASED EDUCATION

“In 2008 CSWE adopted a competency-based education framework for its EPAS. As in related health and human service professions, the policy moved from a model of curriculum design focused on content (what students should be taught) and structure (the format and organization of educational components) to one focused on student learning outcomes. A competency-based approach refers to identifying and assessing what students demonstrate in practice. In social work this approach involves assessing students’ ability to demonstrate the competencies identified in the educational policy”. The new EPAS (Educational Policy & Accreditation Standards), 2015 was changed to nine (9) competencies. “Each competency describes the knowledge, values, skills, and cognitive and affective processes that comprise the competency at the generalist level of practice, followed by a set of behaviors that integrate these components. These behaviors represent observable components of the competencies, while the preceding statements represent the underlying content and processes that inform the behaviors” (Taken from <http://www.cswe.org/File.aspx?id=81660>).

CSWE 2015 EDUCATIONAL POLICY CORE COMPETENCIES Nine Competencies of BSW Level Social Work

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

Social workers:

- make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;

- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice

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

Social workers:

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

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

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

that civil, political, environmental, economic, social, and cultural human rights are protected.

Social workers:

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

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

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

Social workers:

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

Competency 5: Engage in Policy Practice

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

Social workers:

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- assess how social welfare and economic policies impact the delivery of and access to social services;
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness.

Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

Social workers:

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies;
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

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

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

Social workers:

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

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social

environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social workers:

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

**** The program will be adding additional behaviors**

DOMINICAN UNIVERSITY SOCIAL WORK PROGRAM PROFESSIONAL STANDARDS CONTRACT AND STUDENT STANDARDS COMMITTEE

The Social Work Program of Dominican University is an accredited undergraduate Social Work training program committed to the National Association of Social Workers (NASW) *Code of Ethics*, and to the standards articulated by the Council on Social Work Education. It upholds the Standards of the Profession, and is professionally responsible to our students and to the clients they are trained to serve. While the cumulative index is one criteria of academic success, appropriate professional behavior is an equally important criteria. Academic performance is more than class attendance, completion of assignments and time spent in the field. The courts have continued to maintain that the demonstration of professional behaviors are necessary academic qualifications which can be evaluated as criteria for continuance in a professional program. (*Harns v. Blake*, 1986 and *Dixon v. Alabama*, 1961) The following delineates the professional standards and areas of concern which may indicate that a student is unable or unwilling to follow the standards NASW, CSWE, and the Program have deemed necessary for successful completion of the program.

When a student is identified as at-risk procedures and due process consideration are implemented. The following is not intended to be exhaustive and may be amended by the faculty.

Professional Standards

Performance

Standard:

- Plans and organizes work effectively.
- Turns in assignments complete and on time.
- Keeps scheduled appointments (advisement, field work interviews, etc.).
- Makes arrangements for his/her special needs.
- Develops increasing levels of knowledge and skills with awareness of integration as demonstrated through class participation, assignment and field performance.

Indications of Concern:

Appears to demonstrate a patterns of:

- Poor organizational skills.
- Demonstrates inability to take initiative toward increasing knowledge and skills relevant to performance demands.
- Requests for extension on assignments and exams.
- Turning in field and/or class assignments late or incomplete.
- Multiple absences from class per class syllabus. Non-response to program communications.
- Multiple absences from field placement.

Conduct / Behavior

Standard:

- Demonstrates ability to work cooperatively with others.
- Actively participates in class discussion groups/role plays.
- Shows respect for others' opinions.
- Is open to feedback from peers/faculty.
- Is able to accept constructive criticism.
- Actively participates in field work supervision sessions.
- Demonstrates a willingness to understand diversity of people regarding race, color, gender, age, creed, ethnic or national origin, disability, political orientation sexual orientation, and populations at risk.
- Conducts him/herself according to the *NASW Code of Ethics*.

Indicators of Concern:

- Appears to create conflict in class which impedes learning and /or building effective relationships.

- Uncooperative/unwilling to participate in class activities.
- Consistently late for class, or leaves class early.
- Consistently late for field placement.
- Sleeps during class periods.
- Disrupts class process by talking to others.
- Uses derogatory language or demeaning remarks.
- Difficulty in listening, e.g.: (overly sensitive, feels wounded/victimized, externalized blame, distorts communications).
- Appears unwilling/unable to accept feedback.
- Responds in a defensive manner.
- Consistently argumentative • Monopolizes class discussions.
- Consistently complains about class workload to the point of impeding class process.
- Unwilling/unable to develop an understanding of people different from oneself.
- Inability to separate his/her personal values from professional values and responsibilities.
- Inability to recognize the impact of personal values and behaviors of others.
- Inadequate maturity, readiness, ability for generalist practice; for example, evidence of excessive anxiety, grandiosity, passivity, etc.
- Discriminatory behavior or harassment towards other on the basis of race, gender, age, sexual orientation, disability, etc. Physical action directed at clients, faculty, staff, or fellow students. Unethical professional behavior (e.g., sexual contact with a client).
- Inappropriate dress, conspicuous body piercing.
- Academic misconduct (see Statement on Academic Integrity).
- Takes little initiative in exploring areas of learning growth.

Emotional Self-Control - (Self-Understanding)

Standard:

- Uses self-disclosure appropriately (e.g., students seems to have an insight, and self-awareness, and has resolved the issue he/she is sharing).
- Appears to be able to handle discussion of uncomfortable topics.
- Deals appropriately in class with issues which arouse emotions.
- Demonstrates an awareness of one's own personal limits.
- Understands the effect of one's behavior on others.

Indicators of Concern:

- When engaged in self-disclosure, the student appears to be working through unresolved issues and/or avoiding client issues.
- The student appears to overreact to, or resent feedback (e.g., takes it personally).
- Appears unable/unwilling to control emotional reactions.
- Faculty concern regarding possible alcohol/drug abuse, mental health issues.
- Verbal threats directed at clients, faculty, staff, or students.

- Demonstrates impaired judgment, decision-making, or problem-solving skills.
- Consistent failure to demonstrate ability to form effective client/social worker relationship.
- Appears judgmental, abrupt in manner or overly businesslike or unapproachable.
- Expects perfection of self and others.
- Pushes “own agenda” rather than listening to client.
- Consistently “glosses over” or ignores discussion of uncomfortable topics.

Communication Skills

Standard (Written):

- Shows consistency in written communication. Written assignments demonstrate: good spelling, appropriate use of punctuation, clear structure, paragraphing, good organization, follows logical sequence. Demonstrates ability to use citations (A.P.A style).
- Demonstrates ability to write effectively in records.
- Shows command of the English language.
Abides by University Academic Standards.
Demonstrates use of critical thinking skills.

Indicators of Concern:

- Written work is frequently vague, shows difficulty in expressing ideas clearly and concisely.
- Work appears to have been hastily prepared and not proof read.
- Student has many errors in the areas of spelling, punctuation, structure, etc., and does not make effort to show improvement.
- Appears to have plagiarized the work of others.
- Written work is excessive and/or inadequate regarding the purpose of the work
e.g. (case notes vs. term paper)

Standard (Verbal):

- Is able to clearly articulate ideas, thoughts, concepts, etc.
- Has working proficiency of the English language even when English is not the student’s primary language.

Indicators of Concern:

- Appears to have difficulty expressing him/herself when speaking.
- Difficulty communicating so that others can hear or understand.
- Lacks a working proficiency of the English language when communication.

Procedure and Due Process

DOMINICAN UNIVERSITY SOCIAL WORK STUDENT ACADEMIC FORMAL APPEALS POLICY AND PROCEDURE*

POLICY STATEMENT

Students are responsible for reviewing and abiding by the University and Social Work Program's academic policies and procedures. Students are responsible for their academic choices and for meeting the standards of academic performance established for the social work curriculum.

Faculty are responsible for establishing methods and criteria for evaluation and evaluating a student's performance in learning plans, courses, final projects, exams, prior learning assessments, etc. Evaluations of students, awards of academic credit and other academic judgments are based upon academic performance, and the application of academic policies.

Academic judgments made by faculty and other academic professionals (i.e. field instructors or supervisors) are recorded in University documents, such as:

- learning plan, and course outcomes and evaluations;
- evaluations of prior learning; and
- written academic decisions made by Field Education administrators, or Social Work Director.

On occasion, a student may disagree with the academic decision of a faculty member or academic professional, Field Education administrators (Field Education Director and Field Coordinator), or Social Work Director. The Social Work Program provides an appeals process for the student to request reconsideration of an academic decision.

Appeals are petitions to change an academic decision. The basis for a student's appeal of an academic decision may be either (1) that the academic judgment was unfair in the view of the student or (2) that the Social Work Program's academic policies were applied incorrectly in the view of the student.

B. Procedure for Formal Appeal

1. A student may initiate a formal appeal of an academic decision within 30 days of receipt of the decision, whether or not he or she has attempted an informal resolution. The Student Standards Review (SSR) committee, described below, considers appeals of academic decisions.

- a. The student submits a written appeal to Director of Social Work and includes in it:
 - a full description of the academic decision and the basis for the student's appeal for reconsideration,
 - a statement of the remedy the student is seeking,
 - any supporting documents, and
 - information on when and with whom the student may have attempted any informal resolution.
- b. The Social Work Director transmits the appeal to the SSR committee and provides a copy to any other relevant parties. The Director should take these steps within seven days of receiving the appeal. He or she ensures that the SSR review takes place in a timely manner.

2. Student Standards Review Committee

The SSR consists of at least three, but no more than five, faculty members and one academic professional. The SSR committee consideration of the appeal focuses only on the student's claim of unfairness or incorrect application of Social Work Program policies.

3. SSR Hearing

- a. Each party to an appeal has a right to a meaningful opportunity to be heard and to respond to information and documentation presented. The chair of the SSR will ensure a fair and timely hearing of the information and produce an accurate record of the hearing.

b. The SSR should schedule a hearing within 30 days of receipt of an appeal to consider information relevant to the appeal. A hearing may take the form of a meeting, conference call or videoconference, at the discretion of the SSR.

c. The student may attend the hearing and present his or her case directly to the SSR. Likewise, the individual or a representative of the committee responsible for the original decision may also attend the hearing and present relevant information. A student may have an advisor or adult support at the hearing; however, the advisor or adult supporter may not participate directly in the hearing.

4. Following a hearing, the SSR deliberates in closed session. Decisions are made by majority vote unless otherwise noted. The SSR may:

- uphold the original decision,
- refer the decision back to the individual making the original academic decision for reconsideration based upon SSR findings regarding fairness and/or application of University policy, or
- revise or overturn the original decision, which requires a unanimous vote by the SSR.

The SSR should provide a written decision and rationale for the decision to the student and other relevant parties within seven days of the hearing. A copy of the SSR decision is placed in the student's file.

5. Reconsideration by original decision-maker. If the SSR refers the decision back for reconsideration, the individual or committee making the original decision reviews the situation and may either affirm the original decision or issue a new decision. The individual or committee should convey the result in writing to the student and other relevant parties within 30 days of the referral. A copy of the SSR decision is placed in the student's file.

* The majority of this document was adapted from Bowling Green University.

Statement of Understanding

I understand that although I am admitted to the social work program at Dominican University, if my professional development is not deemed satisfactory by the social work faculty (Student Standards Committee), the program has the right and responsibility to request re-evaluation of my suitability for the social work program.

I hereby agree to abide by the standards outlined in this document, and I further understand that I must maintain a 2.3 overall grade point average in order to apply for all practice courses and field placement.

Signature

Date

FIELD INSTRUCTION

As mentioned previously, the primary objective of the Social Work Program at Dominican University is to prepare students with the knowledge, skills, and ethical values necessary for beginning social work practice with individuals, families, and groups, organizations and communities. In fulfillment of this objective, field internships provide opportunities for students to perform professional tasks under supervision and to apply concepts and principles learned in both class and field.

Social agencies are selected on the basis of their ability to:

- a. support the Dominican University Social Work Program educational objectives
- b. implement the Code of Ethics of the National Association of Social Workers.

The Social Work Program at Dominican University seeks to provide each student with a stimulating and relevant field learning experience. Field instructors are graduates of accredited schools of social work and are interested in sharing the knowledge, values and skills required for professional practice.

Agency-based field instructors, selected by the host practicum agency and approved by the Social Work Program are responsible for student supervision in field work. Under no circumstances, may students contract for, or arrange field work placements or supervision. It is the responsibility of the Director of Field Instruction and the Social Work Program Field Coordinators to review student applications for field work; assess student experiences and fields of interest; meet individually and in groups with students to discuss the objectives of field work and match students with available field faculty based on full faculty and field coordinator(s) appraisal of learning styles and appropriate “goodness of fit.” While geographical limitations are considered in the planning of individual student field placements, the overall criteria for a successful field learning experience revolve around the faculty assessment of student

competencies and learning needs which are linked with appropriate field faculty areas of specialization and teaching styles.

Students engage in pre-placement interviews with prospective field faculty upon referral from the Director of Field Instruction. Field placements are confirmed once prospective field faculty and the Director of Field Instruction consult on the outcome of the pre-placement interview. Students are then notified by mail of finalized plans for field instruction. Students are also notified of the name of the field instructor and Field Coordinator for their placement.

POLICIES IN RELATION TO STUDENTS IN FIELD LEARNING

1. The first day of field work is during the second week of the semester. There are occasions when agencies may require students to begin earlier or later. This will be discussed prior to placement. Acceptance of placement by the student indicates acceptance of the special circumstances.
2. Students observe social work agency staff hours and agency calendars except for school holidays during the field semester (at which time students are exempt from placement).
3. All Social Work field instruction students must sign the University Waiver, entitled Community-Based Educational Agreement Waiver and Release) in order to enter the field. They may also be asked to sign agency waivers.
4. Senior year field assignments continue through Wintersession. If a student is granted special permission by the Director of Field Instruction to take a Wintersession course, the student must make up that time either during Wintersession, i.e. four (4) afternoons each week, or during the Easter vacation. The student is responsible for negotiating this plan with the agency and field coordinator.
5. Regular attendance in the field is expected of all students. Students may not be absent from class to fulfill field obligations. Students are required to notify the Field Instructor in case of illness or an emergency. One sick day each semester is permissible. Additional absences from field must be made up.
6. In the event that the University or Agency goes remote, the student, with the agency's permission, will also go remote. If this is not possible the Director of Field Education in collaboration with the Social Work Field Coordinators, will develop comparable alternative assignments that meet the CSWE required competencies.
7. Students must observe professional confidentiality by disguising all identifying data in agency material for class assignment. Use of video and audio tapes from field work must have agency clearance and comply with both professional and agency standards on confidential and privileged communications.
8. In the event of an agency strike, students report to the Field Coordinator for substitute assignments, rather than to the agency.
9. All requests for information about a student such as a letter of reference are directed to the Dominican University Social Work Program.

10. It is the policy of the Dominican University Social Work Program to provide letters of recommendations and/or Graduate School Field Evaluation forms not before the end of the first semester (SW465a and SW465b) when Senior Field Work evaluations are complete.
11. Grades for Field Instruction course are given by the Field Coordinator in consultation with the Director of Field Instruction. Input for these grades is given after consultation with and recommendation of the Field Instructor.
12. The Field Instruction Program is graded Pass or Fail.

Professional Workplace Attire

Appearance has a huge impact on your image and how you present yourself professionally. As a social work student in field, you are representing Dominican University as well as the Social Work Program. Below is listed the minimum accepted dress code by the program for our students. Your field agency may have stricter requirements, in which case, you are to follow them. Here are some guidelines on how to make the best impression.

Shirts/Tops

Appropriate	Inappropriate
<ul style="list-style-type: none"> • casual shirts/blouses • sweaters • golf-type shirts • polo style shirts • modest necklines 	<ul style="list-style-type: none"> • midriff baring tops • shirts with potentially offensive words, terms, logos, pictures cartoons or slogans • halter-tops, bare shoulders • crop tops • sundresses • provocative or low-cut necklines

Pants/Bottoms

Appropriate	Inappropriate
<ul style="list-style-type: none"> • khaki-style pants • casual slacks • pressed non-blue jeans • modest skirts 	<ul style="list-style-type: none"> • exercise pants • sweats • shorts • bib overalls • leggings • torn or ragged edge jeans • micro-mini skirts • pajama pants

Outerwear

Appropriate	Inappropriate
<ul style="list-style-type: none"> • sport coats • vests • jackets 	<ul style="list-style-type: none"> • sweatshirts • torn T's • undergarments as outerwear

Shoes

Appropriate <ul style="list-style-type: none">• loafers• boots• dress heels below 2 inches	Inappropriate <ul style="list-style-type: none">• flashy athletic shoes• flip flops• slippers
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Hats

Appropriate <ul style="list-style-type: none">• Head covers that are required for religious reasons	Inappropriate <ul style="list-style-type: none">• hats• baseball caps
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Accessories

Appropriate <ul style="list-style-type: none">• modest jewelry• post or small hanging earrings• watch• rings	Inappropriate <ul style="list-style-type: none">• excessive jewelry• large earrings• body piercings
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General Things to Consider:

*Jewelry, make-up, perfume and cologne should be in good taste. Be aware that some people are allergic to the chemicals in perfumes and make-up, so wear these substances with restraint.

*Please wear clothing and accessories that will project a professional image of you, field placement and Dominican University. If in doubt, wear:

- attire that is clean, safe, and in good repair
- clothes that are not sexually provocative
- clothing that does not draw undue attention to one's self or create a distraction for others
- clothing that will not be offensive to others

Finally:

*Cell phones and texting: Keep personal calls to a minimum. Inform family and friends that you are working and will get back to them when you are free.

*Tattoos: Use discretion and consider covering graphic tattoos. Remember your audience!



DOMINICAN UNIVERSITY SOCIAL WORK PROGRAM Field Education Code of Conduct

Social Work interns are expected to adhere to the Standards and Ethics of the profession advanced by NASW and CSWE. It is expected that interns will review the entire NASW Code of Ethics prior to placement. What follows are some of the major Standards for practice in the field.

Important: If at any time during your field placement you find yourself in a situation in which you have concerns/questions regarding a potential ethical dilemma you must discuss this with your Field Instructor and Field Coordinator.

Commitment to Clients (1.01)

Social workers primary responsibility is to promote the well-being of clients.

Self-Determination (1.02)

Social workers respect and promote the right of clients to self-determination and assist clients in their efforts to identify and clarify their goals.

Informed Consent (1.03)

Social workers provide services to clients only in the context of a professional relationship based on valid informed consent. It is the social worker's responsibility to secure proper informed consent.

Competence (1.04)

Social workers should provide services and represent themselves as competent only within the boundaries of their education, training, and supervised experience.

Cultural competence and Social Diversity (1.05)

Social workers should have a knowledge base or obtain information about their client's cultures and be able to demonstrate competence in the provision of services that are sensitive to clients' culture and to differences among people and cultural groups.

Conflicts of Interest (1.06)

- (a) Social workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment.
- (b) Social workers should not take unfair advantage of any professional relationship.
- (c) Social workers should not engage in dual or multiple relationships with clients or former clients in which there is a risk of exploitation or potential harm to the client.

Privacy and Confidentiality (1.07)

Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons.

Access to Records (1.08)

Social workers should provide clients with reasonable access to records in accordance with agency policy. Access should be provided while insuring client's understanding of records and protecting the confidentiality of other individuals identified or discussed in such records.

Sexual Relationships (1.09)

Social workers should under no circumstances engage in sexual activities or sexual contact with current clients, whether such contact is consensual or forced.

Physical Contact (1.10)

Social workers should not engage in physical contact with clients when there is a possibility of psychological harm to the client as a result of the contact (such as cradling or caressing clients).

Derogatory Language (1.12)

Social workers should not use derogatory language in their written or verbal communications to or about clients. Social workers should use accurate and respectful language in all communications to and about clients.

Respect (2.01)

Social workers should treat colleagues with respect and avoid unwarranted negative criticism of colleagues with clients or with other professionals.

Client Records (3.04)

- (a) Social workers should take reasonable steps to ensure that documentation in records is accurate and reflective of the services provided.
- (b) Social workers should complete records in a timely fashion in order to facilitate the delivery of services.

Discrimination (4.02)

Social workers should not practice, condone, facilitate or collaborate with any form of discrimination on the basis of race, ethnicity, national origin, color, age, religion, sex, sexual orientation, marital status, political belief or, mental or physical disability.

Dishonesty, Fraud, and Deception (4.04)

Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception.

Impairment (4.05)

- (a) Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or jeopardize the best interests of those for whom they have a professional responsibility.
- (b) Social workers whose personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties interfere with their professional judgment and performance should immediately seek consultation and take appropriate remedial action by seeking professional help, making adjustments in workload, terminating practice, or taking any other steps necessary to protect clients and others.

Reasonable Modification Requests:

Students in need of some reasonable modification of the instructional context are to meet with the instructor to discuss the needed modification. If the modification requires the assistance of personnel, equipment, or materials that are beyond those readily provided by the instructor, then the student is to be referred to Disabled Student Services. Upon referral to Disabled Student Services, the student must:

- A. Sign a request for services based on the presence of a disability;
- B. Provide appropriate diagnostic information that established that she/he is a qualified individual with a disability; and,
- C. Request in writing the reasonable modification(s) sought to accommodate the qualifying disability. Disabled Student Services arranges (in consultation with instructional staff) to provide appropriate reasonable modifications.

Statement of Understanding

I understand that as a student in field instruction I am expected to adhere to the values, ethics, and standards of the profession.

Student Signature

Date

PROFESSIONAL LIABILITY INSURANCE

Dominican University provides Professional liability insurance coverage for all students in field placement. The cost of the insurance is carried by the University. There is no additional charge to students. Coverage is limited to Social Work Program field work activity. Field Agency personnel are not covered.

AFFIRMATIVE ACTION POLICY

Dominican University of Blauvelt conducts all matters pertaining to faculty, students and staff without regard to race, ethnicity, gender, creed, age, or physical disability. This policy relates not only to legal obligations but also to normative standards of social justice and equity.

Equal Opportunity and Affirmative Action-

Dominican University provides equal employment opportunities to all employees and applicants for employment without regard to race, color, religion, creed, sex including pregnancy, gender identity, and transgender status, gender, sexual orientation, actual or perceived sexual orientation, national origin, ancestry, ethnicity, alienage or citizenship status, age, physical or mental handicap or disability, marital or military status, veteran status (including Vietnam era veterans), domestic violence victim status, familial status, genetic disposition, genetic information, or predisposing genetic characteristics, and any other characteristic protected by applicable federal, New York, or local law. In addition, the University complies with applicable state and local laws prohibiting discrimination in employment in every jurisdiction in which it maintains facilities. This policy applies to all terms and conditions of employment, including but not limited to, hiring, placement, promotion, termination, layoff, recall, transfer, leaves of absence, compensation, and training. Similarly, Dominican University does not discriminate on the basis of race, color, religion, creed, sex including pregnancy, gender identity, and transgender status, gender, sexual orientation, actual or perceived sexual orientation, national origin, ancestry, ethnicity, alienage or citizenship status, age, physical or mental handicap or disability, marital or military status, veteran status (including Vietnam era veterans), domestic violence victim status, familial status, genetic disposition, genetic information, or predisposing genetic characteristics, and any other characteristic protected by applicable federal, New York, or local law, in the administration of its educational policies, admissions policies, scholarship and loan programs, athletic program, and other school-administered programs, according to Federal, state, and local regulations. Dominican University expressly prohibits any form of unlawful discrimination or harassment based on race, color, religion, creed, sex including pregnancy, gender identity, and transgender status, gender, sexual orientation, actual or perceived sexual orientation, national origin, ancestry, ethnicity, alienage or citizenship status, age, physical or mental handicap or disability, marital or military status, veteran status (including Vietnam era veterans), domestic violence victim status, familial status, genetic disposition, genetic information, or predisposing genetic characteristics, and any other characteristic protected by applicable federal, New York, or local law. The University will address instances of sexual misconduct, including sex discrimination/gender discrimination and sexual harassment/gender-based harassment, in accordance with the procedures set forth in the University's Sexual Misconduct Policy. Individuals who believe they have been discriminated

against or harassed in violation of this policy should follow the reporting procedures set forth in the University's Discrimination/Harassment Policy

Discrimination/Harassment-

Dominican University is committed to providing a work and academic environment that is free of unlawful discrimination or harassment on the basis of race, color, religion, creed, sex including pregnancy, gender identity, and transgender status, gender, sexual orientation, actual or perceived sexual orientation, national origin, ancestry, ethnicity, alienage or citizenship status, age, physical or mental handicap or disability, marital or military status, veteran status (including Vietnam era veterans), domestic violence victim status, familial status, genetic disposition, genetic information, or predisposing genetic characteristics, and any other characteristic protected by applicable federal, New York, or local law. In keeping with this commitment,

Dominican University maintains a strict policy prohibiting all forms of unlawful discrimination or harassment and discouraging conduct that, while not unlawful, could reasonably be considered unlawful discrimination or harassment. Furthermore, Dominican University also prohibits retaliation of any kind against individuals who file valid complaints or who assist in a Dominican University investigation of unlawful discrimination or harassment. Instances of sexual misconduct, including sex discrimination/gender discrimination and sexual harassment/gender-based harassment, are addressed in the University's Sexual Misconduct Policy.

It is intended that the University's commitment to equal opportunity and affirmative action be a model not only by precept but also by example. It is the responsibility of all members of the University Field Education Partners, Stakeholders, students and field instructors to conduct themselves in consonance with this Policy.

SEXUAL HARASSMENT POLICY STATEMENT

Dominican University is unequivocally committed to the concept that every person is entitled to a working environment free from sexual harassment.

Sexual Misconduct Policy-

Dominican University ("the University") is committed to providing a safe and inclusive environment for all members of the University community that is free from sexual misconduct. The University is committed to providing options, support, and assistance to victims/survivors of sexual misconduct to ensure that each member of the University community can freely participate in all University programs, activities, and employment. In furtherance of those goals, the University has developed this Policy to define prohibited sexual conduct, establish a mechanism for determining when sexual misconduct has taken place, and provide recourse for members of the University community whose rights have been violated.

This Policy is intended to be consistent with the University's obligations under Title IX of the Education Amendments Act of 1972 ("Title IX"); the Clery Act, as amended; the Violence Against Women Reauthorization Act of 2013 ("VAWA"); and, New York Education Law Article 129-B.

Dominican University considers sexual harassment to be a form of misconduct. Sanctions will be enforced against individuals engaging in sexual harassment and against supervisors and managerial personnel who knowingly allow such behavior to continue.

Individuals who feel that they have been the victims of sexual harassment may file a complaint with the Director of Field Education, Director of the Social Work Program, Director of the Division of Social Sciences, Title IX Coordinator or the Director of Human Resources.

REASONABLE ACCOMMODATION POLICY STATEMENT

Dominican University in conformance with all relevant federal and state non-discrimination and affirmative action statutes, regulations and other administrative directives, including but not limited to the Rehabilitation Act of 1973, as amended, the NYS Human Rights Law, the NYS Civil Right Law, The Americans with Disabilities Act of 1990, attempts to provide reasonable accommodation to persons with disabilities who are otherwise qualified for BSW study or in field instruction.

This policy applies to all field instruction practices and actions, including, but not limited to: recruitment, disciplinary actions, compensation, advancement, and other benefits.

Reasonable accommodations can assist the organization to: overcome otherwise exclusionary practices, policies and consequences; provide the opportunity for participation in education and training programs which are available to other qualified persons; enhance upward mobility for individuals previously restricted or denied access; and assure the accessibility of procedures for swift and judicious resolution of complaints of discrimination consistent with this policy; other applicable statutes or regulations.

The Director of Field Education of Dominican University has been designated to oversee the implementation of the policy in the Dominican University Social Work Program.

THE SOCIAL WORK CLUB

Established in 1982 and open to all students registered at the University, the Social Work Club is an extracurricular dimension of the Social Work Program whose aim is to enrich members' perspectives on central social issues and to bring a heightened awareness of those issues to the larger student body. The Club members and their elected officers take the initiative in designing programs of outside speakers, videos and discussion groups, and each year during Social Work Month present a major half day Community Day conference featuring a keynote speaker and a series of workshops. The Club is an opportunity for students to enjoy their common interests and to develop organizational and leadership skills while fostering rewarding personal relationships.

Phi Alpha, Rho Rho Chapter, Social Work Honor Society

Phi Alpha. Rho Rho chapter, is the National Honor Society for graduate and undergraduate Social Work majors in CSWE accredited programs. It was founded in 1962 with two main purposes, the first of which is to provide a closer bond among students of Social Work and the second being to promote humanitarian goals and ideals. Phi Alpha fosters high standards of education for Social Workers and invites into membership those who have attained excellence in scholarship and achievement in Social Work.

To be eligible for membership, a student must have completed a minimum of nine (9) credits in the Social Work core and have maintained an overall cum of 3.0 and earned a minimum of 3.25 cum in the Social Work core courses. Students can be invited in the Spring semester of their junior or senior year.

Phi Alpha is a member of the Association of University Honor Societies and has chapters in over 380 colleges and universities.



COUNCIL ON SOCIAL WORK EDUCATION

Social Work Practice, Education, and Educational Policy and Accreditation Standards

The purpose of the social work profession is to promote human and community wellbeing. Guided by a person-in-environment framework, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, the purpose of social work is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons, locally and globally.

Social work educators serve the profession through their teaching, scholarship, and service. Social work education at the baccalaureate, master's, and doctoral levels shapes the profession's future through the education of competent professionals, the generation of knowledge, the promotion of evidence-informed practice through scientific inquiry, and the exercise of leadership within the professional community. Social work education is advanced by the scholarship of teaching and learning, and scientific inquiry into its multifaceted dimensions, processes, and outcomes.

The Council on Social Work Education (CSWE) uses the Educational Policy and Accreditation Standards (EPAS) to accredit baccalaureate and master's level social work programs. EPAS supports academic excellence by establishing thresholds for professional competence. It permits programs to use traditional and emerging models and methods of curriculum design by balancing requirements that promote comparable outcomes across programs with a level of flexibility that encourages programs to differentiate.

For a full description of the 2015 EPAS, please link to:

<http://www.cswe.org/File.aspx?id=81660>

EPAS 2015 – Standard 2 Explicit Curriculum-Educational Policies/Practice Behaviors

Competency #2.1.1: Demonstrate Ethical and Professional Behavior

#	Behavior
B 1.1 (1)	Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context

B 1.2 (2)	Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations
B 1.3 (3)	Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication
B 1.4 (4)	Use technology ethically and appropriately to facilitate practice outcomes
B 1.5 (5)	Use supervision and consultation to guide professional judgment and behavior
B 1.6 (*)	Maintain professional boundaries with colleagues, clients, supervisors and administrators***

Competency #2.1.2: Engage Diversity and Difference in Practice

#	Behavior
B 2.1 (6)	Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels
B 2.2 (7)	Present themselves as learners and engage clients and constituencies as experts of their own experiences
B 2.3 (8)	Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies

Competency #2.1.3: Advance Human Rights and Social, Economic, and Environmental Justice

#	Behavior
B 3.1 (9)	Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels
B 3.2 (10)	Engage in practices that advance social, economic, and environmental justice.

Competency #2.1.4: Engage In Practice-informed Research and Research-informed Practice

#	Behavior
B 4.1 (11)	Use practice experience and theory to inform scientific inquiry & research
B 4.2 (12)	Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings
B 4.3 (13)	Use and translate research evidence to inform and improve practice, policy, and service delivery

Competency #2.1.5: Engage in Policy Practice

#	Behavior
B 5.1 (14)	Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services
B 5.2 (15)	Assess how social welfare and economic policies impact the delivery of and access to social services
B 5.3 (16)	Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Competency #2.1.6: Engage with Individuals, Families, Groups, Organizations, and Communities

#	Behavior
B 6.1 (17)	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies
B 6.2 (18)	Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies

Competency #2.1.7: Assess Individuals, Families, Groups, Organizations, and Communities

#	Behavior
B 7.1 (19)	Collect and organize data, and apply critical thinking to interpret information from clients and constituencies
B 7.2 (20)	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies
B 7.3 (21)	Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies
B 7.4 (22)	Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies

Competency #2.1.8: Intervene with Individuals, Families, Groups, Organizations, and Communities

#	Behavior
B 8.1 (23)	Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies
B 8.2 (24)	Apply knowledge of human behavior and the social environment, person in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies
B 8.3 (25)	Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes
B 8.4 (26)	Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies
B 8.5 (27)	Facilitate effective transitions and endings that advance mutually agreed on goals

Competency #2.1.9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

#	Behavior
B 9.1 (28)	Select and use appropriate methods for evaluation of outcomes
B 9.2 (29)	Apply knowledge of human behavior and the social environment, person in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes
B 9.3 (30)	Critically analyze, monitor, and evaluate intervention and program processes and outcomes
B 9.4 (31)	Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels